

“From **Stettin** in the **Baltic** to **Trieste** in the **Adriatic** an "iron curtain" has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. **Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest** and **Sofia**; all these famous cities and the populations around them lie in what I must call the Soviet sphere, and all are subject, in one form or another, not only to **Soviet influence** but to a very high and in some cases increasing measure of **control** from Moscow.”

# The Museum Experience I

## The World of Winston *Grades 4 - 5*

### ***TEACHER GUIDE***



## Museum Experience Introduction

In trying to define Winston Churchill, many descriptors are used: soldier, traveler, political leader, artist, author, historian, inventor, politician, and of course, leader. In fact, many historians say no man was more deeply involved in all the events of the twentieth century than Sir Winston Churchill. Using the wisdom of his experience and observations, on March 5, 1946 at Westminster College, Churchill clearly outlined the new course of the world, with the Soviet Union controlling a large expanse of the world through an “iron curtain.” This Iron Curtain remained in place for the next forty years.

The student visitor to the National Churchill Museum will use its resources to connect Churchill’s experiences that provided the foundation for his historic speech. Depending upon their grade level, students will follow in Churchill’s footsteps by experiencing 1) the geography of his world; 2) the emerging technology that made war an entirely different end game; or 3) the leaders who could so quickly make decisions to end civilization.

***Museum Experience I*** aims at upper elementary students who will examine Churchill’s world from his travels, which included four continents before he reached age 25. Students will follow his travels throughout his life, locate the countries impacted by his leadership, and, with a future focus, isolate cities named in the *Sinews of Peace* speech and follow their history from 1946 to today. Divided into teams by pivotal times in Churchill’s life, students will use their **communication skills** to describe the journeys as they write “**history**” in first person accounts. They will also connect these travels to 1946 as Churchill views the threats to the world.

***Museum Experience II***, developed for middle school students, provides students a view of the **changing technologies** in Churchill’s world, from horseback on the northwest frontier in India to the world’s nuclear capabilities of the Cold War. The technology of the world wars reached an unprecedented scale and level of sophistication, with approximately nine and 57 million people died in each, mainly due to massive improvements in weaponry. More technological advances occurred in any ten-year period following World War I than the sum total of new technological development in any previous century. Divided into teams, students examine the impact of new technologies and innovations on Churchill’s world. Analyzing the use of **technologies**, students will examine Churchill’s leadership.

***Museum Experience III*** engages high school students in following the voice and actions of Churchill as a **leader**, focusing on his allies and enemies through three wars. Students will better understand how a leader gathers evidence from his experiences and uses it to help shape the world’s future.

All experiences will also focus on how a speech at Westminster College made 60 years ago still affects our lives today.

**Museum Experience I**  
**The World of Winston**  
*Grades 4-5*

**Missouri Grade Level Expectations Grades 4-5**

Social Studies (SS):

- SS 1. Use geographic research sources to acquire and process information to answer questions and solve problems
- SS 2. Locate and describe geographic places using absolute and relative location
- SS 3. Describe human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background, and political system
- SS 4. Use geography to interpret the past, explain the present and plan for the future
- SS 5. Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group
- SS 6. Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos, and letters
- SS 7. Use maps, graphs, statistical data, timelines, charts, and diagrams to interpret, draw conclusions, and make predictions
- SS 8. Create maps, graphs, timelines, charts, and diagrams to communicate information

Communication Arts (CA):

- CA 1. Develop research questions in order to establish a focus and purpose for a project
- CA 2. Utilize reading strategies of prediction and cueing systems including meaning
- CA 3. Compare, contrast, and analyze connections between text ideas and personal experiences
- CA 4. Draw conclusions using details from text
- CA 5. Write expository (exposition/expository writing) and persuasive (persuasive writing/argument) paragraphs (emphasizing compare/contrast) with a concluding sentence

# Museum Experience I

## The World of Winston

### Grades 4-5

**NOTE:** The goal of this exercise is to help students develop basic map-reading skills and to introduce major elements of geographical study such as location, place, and regions. The teacher should consider the map worksheets provided (within each student guide) as signposts to finding the locations on other maps. To complete successfully the assignment, students should have access to maps that identify all of the cities, countries, and physical features they are looking for in their different teams.

### Student Teams

1. Churchill's Formative Years – 1874-1899
2. Churchill's Early Political Years – 1900-1913
3. Churchill and World War I – 1914-1919
4. Churchill after World War I – 1921-1934
5. Churchill and the Gathering Storm – 1935-1939
6. Churchill and Early World War II Years – 1940-1942
7. Churchill and Closing the Ring – 1943-1944
8. Churchill and Victory – 1945
9. Churchill and the Cold War – 1946-1950
10. Churchill, Prime Minister again – 1951-1955
11. Places behind the Iron Curtain – 1946-1990

### Teaching Activities

This experience requires 1 class period of pre-visit student preparation, a 1 ½-2 hour museum experience, and 1 class period of post-visit reflection.

#### Pre-Visit Preparation

1. **Review/introduce Winston Churchill.** An option is to assign it as homework or through class discussion or teacher presentation with as much supplemental detail as needed.

*His life and times are very complex, require students' time, and access to materials about Churchill, of which there are many. One book sums his contribution to humankind simply: he changed the apparent course of history (Best 2001). Historians call him an epic hero. In 1963, U.S. President John F. Kennedy, acting under authorization granted by an Act of Congress, proclaimed Churchill the first Honorary Citizen of the United States. Five others received this honor, with Mother Teresa as the only other person to have been bestowed the honor while still living.*

#### Pre-Visit Activity

2. **Divide the students into ten teams as listed above.** Distribute the student guides. All team members work together to complete their guides. Go through the guide as a class so that everyone knows what they are doing.

*Students will investigate the purpose of Churchill's trip, the outcome, the geographical location, the impact on his life, and develop a correspondence to someone recounting the information. They will*

*also use this information to imagine how these experiences provided him insight into a world divided by the Cold War.*

3. **Complete steps 1-2 and 4 in the student guides.** In their teams, students divide the places Churchill traveled. Provide time in class, at the library, or at computer stations to explore the five questions. A great website to look at is [www.localhistories.org](http://www.localhistories.org). This website provides basic information on the cities and countries mentioned in the student guides.

*Note (Step 4): The point of this step is to demonstrate that much of Germany was behind the “iron curtain” – including Berlin, which became a divided city surrounded by East Germany after the Berlin blockade and airlift and the formation of NATO in 1949. Moreover, the Berlin Wall, the iconographic symbol for the “iron curtain”, did not exist until 1961. The map included in this exercise is a map of Europe in the 1950s. The bolded line running down Europe represents the “iron curtain” that existed. Students are to mark the “iron curtain” Churchill described (step four) and be able to see the difference.*

4. **Homework:** Assign Students Step 3 (Your Travels) in the student guide.

#### Museum Experience:

*Please plan a 1 ½-2 hour museum experience. If you plan to eat lunch onsite, please consider this when planning your visit.*

1. **Schedule your museum experience.** Contact the Education & Public Programs Coordinator at (573) 592-6242 or by email [Mandy.Plybon@churchillmemorial.org](mailto:Mandy.Plybon@churchillmemorial.org) to schedule a visit. *Please do this at least 1-2 weeks in advance.*
2. Check that students have completed steps 1-4 in their student guide.
3. During their Museum Experience, students **complete pages 10-11 (some are pages 9-10)**. Please have them bring their guides and a pencil.

#### Post-Visit Preparation

*Note: This time is extremely important to enable the students to consider the impact of Churchill's leadership. Please do not skip this step!*

1. **Homework:**
  - a. Assign students pages 12 and 13 (some are pages 11-12) in the student guide.
  - b. Have students research in a current newspaper/periodical any of the cities or countries Churchill visited OR those named in the Iron Curtain speech.

#### Post-Visit Activity

2. Ask the students to sit in their period teams.
3. **In student teams, compare and discuss answers from the Reflections page.** Have them come to a team consensus.
4. **As a class, discuss team answers.** Ask students why Fulton, MO and Westminster College pivotal places in our history.