



Winston Churchill

MEMORIAL AND LIBRARY

Exploring the Foundations of
Churchill's Leadership
through his Life and Times

TEACHER GUIDE

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Imagine that in 1931, when Churchill looked the wrong way crossing a New York City street and was struck by a taxi driver, he died instead of sustaining severe injuries. The obituary in the paper the next day might have talked about his contributions to the Great War (World War I), listed a dozen or so books he authored, and described his election to Parliament and his military failure at Dardanelles in 1915. Fast forward to 1940 –without Churchill would Lord Halifax have surrendered to Hitler when the United Kingdom's position seemed hopeless or turned over the Royal Navy to Germany resulting in the defeat of Russia? What else would now be under Hitler's control?

For students today, the scenario outlined certainly seems like history, but Churchill's legacy lives today in the freedoms we enjoy. There is much to understand about his legacy to make it relevant and meaningful for the students of the 21st century. These lessons, presented by Westminster College's Winston Churchill Memorial, help inspire and educate students about Winston Churchill's life and leadership. The students will experience three themes that represent Churchill: his life and times, his wit and wisdom, and his leadership.

Lesson I aims at upper elementary students who examine a scrapbook of images of Churchill, research his life from clues in the pictures, and, in doing so, define their own concept of his life and how it relates to the present. Using the Churchill Memorial's rich resources, personal stories, and objects, students will understand how Churchill and his story still affect their lives today.

Several overarching goals support the Churchill Memorial curriculum. After completion, students should:

1. have a grasp and an appreciation of history and the price of democracy;
2. have an understanding and awareness of the importance of involved leadership with public and community issues;
3. have the ability to use primary sources to think critically and enter into dialogue with others of different perspectives;
4. understand the power of political action and leadership by having the skills, knowledge, and commitment needed to accomplish public purposes;
5. understand the power of language to inspire others;
6. have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

The lessons will focus on these Social Studies Grade Level Expectations (From the Missouri Department of Education):

<i>Grade 4 and Grade 5</i>	
Define limited and unlimited governments (i.e., democratic and authoritarian governments) and how people’s lives vary under these systems	
Collect news articles that illustrate limitations placed on powers of government officials. Describe the purposes of limitations and discuss whether they effectively accomplish those purposes.	Write a fictional story illustrating the differences between democratic and authoritarian governments.
Identify the role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy	Interpret the past, explain the present, and predict future consequences of economic decisions
Identify how a person becomes a member of a group or institution and what factors influence inclusion or exclusion from a group	Describe how cultural traditions, human actions, and institutions affect people’s behavior
Distinguish between fact and opinion and recognize bias and points of view	Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences, and peace efforts
Distinguish between and analyze primary sources and secondary sources	Distinguish between fact and opinion and analyze sources to recognize bias and points of view

Background of the Iron Curtain Speech

(from *Winston Churchill and His Legend Since 1945* by John Ramsden)

“How wrong the British historian Arthur Bryant was, even in his highly sympathetic expectation of Churchill's future after election defeat, in a letter of August 1945.

‘Yes, it's sad about Winston – it seems ungrateful and ungracious. Yet from his own point of view, how that defeat secures his place in history! It is as though he'd been assassinated like Lincoln in the hour of victory: 'Now he belongs to the ages'. Yet he still remains above the earth he loves so well to enjoy good brandy, good company . . . and a few years of his own immortality.’

“These and many similar judgments were wrong, because all such assessments grievously mistook their man in assigning to him so passive a future. Churchill was not ready to retire in a blaze of honours; not indeed ready to retire at all, for as he later remarked, ‘I always believed in staying in the pub until closing time.’ Moreover, while he remained active, he was also a man whose actions would continue to shape the public's perceptions of himself, his personality -- and his past. The previous chapter [of the book by Ramsden] described the relatively passive part of Churchill's rise to a unique status, while this one looks at the other side of the coin, the way in which his post-war role as an international statesman and writer shaped these same processes.

“Churchill's journey to the campus of a small college in a remote town in the heart of the United States, Westminster College in Fulton, Missouri, in March 1946, to deliver what has been variously known as the ‘iron curtain’ speech, or the ‘sinews of peace’ speech, or just the ‘Fulton speech,’ has acquired a mythic significance both in evaluations of the great man's post-war career and in investigations of the point at which the Cold War went into superfreeze . . . These successes [of other speeches], beginning with the extraordinary attention paid by the international community to the purely personal opinions he expressed at Fulton, helped both to persuade Churchill against retirement and to provide the platform on which his comeback could be staged.

“The speech has a quite different significance in the historiography of international relations, where it tends to be interpreted as a milestone along the way to growing antagonism between the Soviet Union and the West. Whereas it was once typically argued that Churchill alone saw the need for a strong Western response to Russian expansionism, and that his courageous

call for such measures at Fulton had itself awakened the sleeping giant of American arms in defense of freedom, more recent historians have rightly pointed to the extent to which American elite opinion was already tending in that direction before Churchill went to Fulton.

“. . . It is quite clear that Churchill saw from the start that the invitation to go to Fulton had given him a wonderful opportunity to bring something big. He told Truman in January 1946, 'I have a message to deliver to your country and the world,' and Truman's reply picked up and repeated the phrase: 'I know you have a real message to deliver at Fulton.' The speech eventually given was longer than any that Churchill produced during the two years after the war, except for the party conference oration which in October 1946 was needed to re-establish his party leadership, and the preparations for Fulton were on a suitably elaborate scale. ... In advance of the speech, Churchill told the President of Westminster College that 'in the circumstances, it will be a political pronouncement of considerable importance,' and, as they left the College gymnasium in which the speech was delivered, he told President McCluer that he hoped he had 'started some thinking that will make history.'

“On the train back to Washington, Churchill proclaimed that it had been 'the most important speech of my career'. What were the special circumstances that enabled history to be made? In accepting Truman's fairly casual invitation, he committed to more than had probably been intended: ...'if you . . . would like me to visit you in your home State and would introduce me, I should feel it my duty --and it would also be a great pleasure – to deliver an address...on the world situation under your aegis'. . . This proved to be important when as usual the final version of the speech was produced only at the last moment, for [as Churchill's personal secretary explained) 'on such occasions Mr. Churchill makes alterations and additions on the spur of the moment.' . . . Churchill refused all prior interviews so as not to give away in advance what he intended to say in Fulton.

[Later he would say]

'In these last years of my life there is a message of which I conceive myself to be a bearer. It is a very simple message which can be well understood by the people of both countries [Britain and United States]. It is that we should stand together . . . among the English-speaking peoples of the world there must be the union of hearts based on conviction and common ideals.”

The speech, with a wav file of Churchill's oration, is at www.hpol.org/churchill.

Curriculum Overview

The curriculum takes students from Churchill's earliest years to today. The curriculum can be readily modified to fit the needs of individual classes and students. Presented here is the minimum presentation, which divides into three class periods (assuming a "normal" 50 minute period).

This curriculum uses a technique called a K-W-L to determine what the student already KNOWS (K), what he/she WANTS (W) to know about a subject, and finally what a student has LEARNED (L) about a subject. Specific information to perform a K-W-L follows.

Day One:

Students begin the lesson by performing a K-W-L on the words "Churchill," "20th Century," "World War I," "World War II," and "Cold War."

The students divide into teams to develop a scrapbook of pictures hypothetically donated to the Winston Churchill Memorial. There are few descriptors on the pictures to tell the students what they are viewing. Using the pictures and labels, students use the library or internet to research information. The students ultimately place these materials in chronological order including complete descriptions on the back of the pictures.

Day Two:

Students relate to the class information they discovered about their pictures. This starts with the person who thinks they have the earliest picture of Churchill and so on. As they describe the picture, using their research, the students will compile the images in chronological order.

Day Three:

Students develop a second book that would tell someone about their current world. Each student should bring in one image, which might be a picture of themselves, a newspaper or magazine article about something they think is important in the world right now, or a document (photocopies are fine) that could be placed in a new book. They need to write their own caption which explains why it is important for someone to "discover" this 100 years from now.

The Life and Times of Winston Churchill

Teaching Activities

Day One:

Preparation Needed:

- Have the pictures and the accompanying information ready for the students. If you download the pictures, each page is in .PDF format. If you pick up a copy from the Memorial, you will receive the pictures in a notebook that will eventually be *The Life and Times of Winston Churchill* by your class.

Implementation:

1. Begin a K-W-L with the words "Churchill," "20th Century," "World War I," "World War II," and "Cold War"

If you have not used a K-W-L before, here is the process:

- a) Identify what your students **KNOW** about Churchill, World War I, 20th Century, World War II, and Cold War. This should be done before you pass out the book pages. Simply list on an overhead or blackboard what the students tell you they know about these terms. Most likely, this will come in the form of examples, which is fine; just document the students' ideas.
 - b) Determine what your students **WANT** to find out about Churchill, World War I, 20th Century, World War II, and Cold War. Again, these items can be listed, during a brainstorming session, on another chart. At this point, provide the students a brief background on Winston Churchill, his leadership, and the world of the 20th Century.
 - c) At the end of the study, note what your students **LEARNED** about those four words. By then, all three charts, side by side, will display to you and the students the progress made in the understanding of those words.
2. Tell the students the Churchill Memorial and Library at Westminster College is working on a book to be called ***The Life and Times of Winston Churchill***. They have received many pictures and need to put them in order and tell a story. They need the students' assistance.
 3. Divide the students into teams of two and pass out two images to each team.

4. The students should decide everything they might research from looking at the pictures. Remind them to look for clues in the information that might be provided. Using the internet or library resources, have the students start researching the pictures. Tell them to make the information as interesting as possible. They should use the back of the pictures for their completed story, making sure they capture dates when possible.

Day Two:

Implementation:

1. The students' goal today is to tell collectively the story of Winston Churchill. To accomplish this task, ask the students to decide which picture seems to be the earliest. [It is the one of Churchill with his mother]. In chronological order, the students will stand up in class (since they have two pictures, the team can decide who will share which picture) and relate what they have written on the back of the picture. Remind them they should discuss the necessary information to inform the class about Churchill and his times. If it is not already there, make sure make a note of the date of the information.
2. Each picture should be secured to the front of the room in order. [The correct order is included – a few pictures do not have a specific date such as "V for Victory."] This will continue until the book is completed.
3. By the end of class period, they should have a complete time line with the entire class understanding the life story of this remarkable man. They also have a labeled book telling the story of the life and times of Winston Churchill.
4. Tell the students to bring in a copy of a picture, a document, or newspaper or magazine article about the time in which they live to use the next class period.

Day Three:

Preparation Needed:

- Blank hole-punched paper with scissors, tape, and pencils available

Implementation:

1. Ask the students to prepare a page for the book by taping their picture or document on a blank sheet of paper.

2. They should label their picture in similar fashion to the Churchill book, providing enough information that someone reading in the future would understand their life and times.
3. Assemble the pages behind *The Life and Times of Winston Churchill* book.

Guided Classroom Discussion

1. Complete the "L" part of the K-W-L. What has the class **LEARNED** about Churchill, World War I, 20th Century, World War II, and the Cold War?
2. Are the images the students selected similar to the images that we have of Churchill? Why or why not?