

"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 Winston Churchill Experience

The Winston Churchill Century

High School

TEACHER GUIDE

The Winston Churchill Experience

In trying to define Winston Churchill, many descriptors are used: soldier, traveler, statesman, 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 Winston Churchill Memorial 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.

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.

Experience II asks middle school students to examine the role **technology** played in Churchill's world as it evolved in the face of war, including the Cold War. 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.

Experience III engages high school students in following the voice and actions of Churchill and five world **leaders**, focusing on allies, enemies and their leadership styles directly before and after World War II. 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.

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 which 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.

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Open almost any 20th century history book, look at the index, and you will see included the words "iron curtain." In his book Churchill: A Study in Greatness, Geoffrey Best stated that after World War II ended in 1945, very few Britons and Americans wanted to believe Russia, their wartime ally, was going to be "a peace time menace." But, Churchill, much like he voiced in 1938 about Hitler, perceived this as very likely to happen and called attention to this very genuine possibility. Best wrote, "*He took advantage of his unique status to sound the trumpet in Fulton.*"

Clement Atlee, in an obituary essay of Churchill, stated:

"By any reckoning, Winston Churchill was one of the greatest men that history records. If there were to be a gallery of great Englishmen that could accommodate only a dozen, I would like to see him in. He was brave, gifted, inexhaustible and indomitable. . . .

Energy, rather than wisdom, practical judgment or vision, was his supreme qualification . . . However, it is not the full story of what he did to win the war. It was the poetry of Churchill, as well, that did the trick. Energy and poetry, in my view, really sums him up."

The high school curriculum focuses on Churchill as one of history's greatest leaders as well as on the other people he regularly interacted with in peace and in war. "The political history of the 20th century can be written as the biographies of six men: Lenin, Stalin, Hitler, Mao Zedong, Franklin Roosevelt and Winston Churchill. The first four were totalitarians who made or used revolutions to create monstrous dictatorships. Roosevelt and Churchill differed from them in being democrats. And Churchill differed from Roosevelt – while both were war leaders, Churchill was uniquely stirred by the challenge of war and found his fulfillment in leading the democracies to victory." (John Keegan, *Time Magazine*, April 13, 1998)

The quote from Keegan failed to mention that Churchill met or interacted with all the men selected as history's greatest leaders, and with many not listed such as Truman, Atlee, or Tito. Through each leader, students will understand how their power was gained in the 20th century and imagine how they might have responded to Churchill. Some were his sworn enemies and some were his closest allies, but each governed or ruled a country. Prior to their arrival at the Memorial, students will research their assigned leader and determine the type of government each controlled, their

leadership style, and what role they played in defining the 20th century, particularly the beginning of the Second World War through its initial aftermath - the years of 1938 to 1946.

At the Memorial, students will continue in the persona of their leader (**Tito, Truman, Stalin, de Gaulle, or Attlee**), comparing their leadership style and activities to Churchill's and follow his life as it interacts with Churchill's. Students will develop a response to Churchill's famous Iron Curtain Speech as they determine the Cold War's impact on their leader, as declared in the speech.

Missouri Grade Level Expectations High School

This curriculum will focus on these High School Social Studies and Communication Grade Level Expectations:

Social Studies

Examine all of the wars of the twentieth century (i.e., World War I and II), including: causes, comparisons, consequences, and peace efforts

Interpret the processes pertaining to:

- selection of political leaders (with an emphasis on presidential and parliamentary systems)
- functions and styles of leadership (including authoritarian, democratic and *laissez faire*)
- governmental systems
- how laws and rules are made, enforced, changed, and interpreted

Identify the consequences that can occur when:

- institutions fail to meet the needs of individuals and groups
- individuals fail to carry out their personal responsibilities

Determine the causes, consequences, and possible resolutions of cultural conflicts

Distinguish between fact and opinion and analyze sources to recognize bias and points of view

Communication

- Interpret actions, behaviors, and motives of characters
- Evaluate problem-solving processes, consequences of actions, and effectiveness of solutions
- Identify, research, and defend a point of view/position

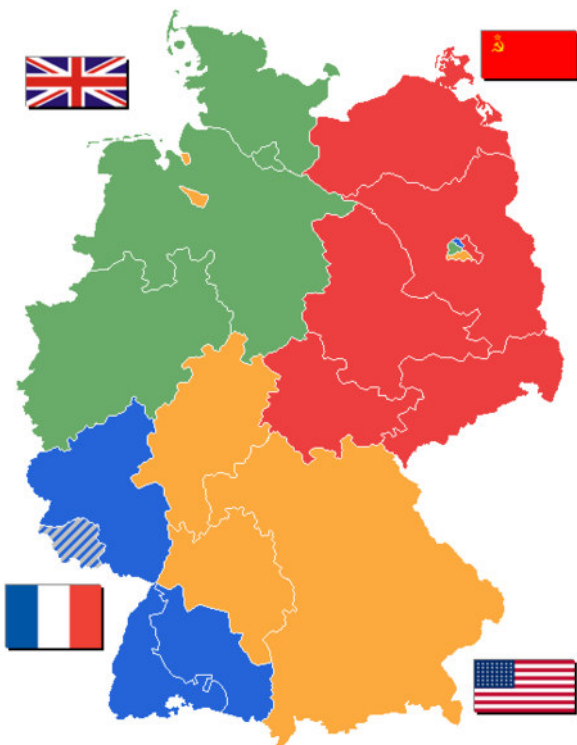
Teaching Activities:

This experience requires two class periods of pre-visit student preparation, a three-hour experience at the Memorial, and one class period of post-visit reflection.

Pre-visit

Preparation:

- 1. Introduce and briefly discuss Winston Churchill. His life and times are very complex, will 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 receive the honor while still living.
- 2. Students should have a background on World War II and its resolution. To understand the aftermath of World War II, at a minimum, review this information taken from Wikipedia:



"Poland's boundaries were re-drawn to include portions of pre-war Germany, including East Prussia and Upper Silesia, while ceding most of the areas taken by the Soviet Union in the Molotov-Ribbentrop partition of 1939, effectively moving Poland to the west. Germany was split into four zones of occupation, and the three zones under the Western Allies were reconstituted as a constitutional democracy. The Soviet Union's influence increased as they, with the tacit approval of the West, established hegemony over most of Eastern Europe and incorporated parts of Finland and Poland into their new boundaries. This appeasement of Stalin by the West became known as the Western betrayal among the Soviet-dominated countries. Europe was informally split into Western and Soviet spheres of influence, which heightened existing tensions between the two camps."

- Students receive an 18 page guide. The class divides into **five world leader** teams. All team members work together to complete their guides.

NOTE: The five world leaders are Tito, Stalin, Truman, de Gaulle, and Attlee. While Truman and Stalin are relatively easy, Tito and de Gaulle are more complex. Depending on the advancement of your class, an option is just to pick four out of the five leaders. The interactions between each world leader and Churchill present a different aspect of Churchill's character. Here is a ladder of complexity regarding the leaders: (Easy) Truman, Stalin, Attlee, de Gaulle, Tito (Hard). We at the Memorial challenge your students to do their best and work towards Tito.

- Each team will represent a specific world leader that intersected with Churchill, particularly during and after World War II. Through the filter of their leader, students will investigate a timeline of World War II, determine his allies, the type of government he lead, his leadership style, and through reading *New York Times* headlines, discover how he intersected with Churchill.
- Through the viewpoint of their leader, students respond to a section of the Iron Curtain speech.
- In the classroom, they will research prescribed sections of the speech to determine if Churchill's "predictions" came true (Reflection section - pages 17-18).

NOTE: The intention of the activity is to stimulate thought and discussion about Churchill's speech within the context of later historical events during and after the Cold War. Supplementary articles are included on the CD to help with discussion. Look for the article title following each possible topic.

- A. Why did Churchill call for "a strong armed force" for the United Nations? What was the role of the United Nations in peacekeeping during the Cold War and after? What is its role today? (See *unpeacekeeping.pdf* and *unpeacekeeping2.pdf* files)
- B. After the speech, Churchill was criticized by people both in the West and in the East (particularly Stalin) for advocating a military alliance between Britain and the United States. Churchill responded to this by saying: "I have never asked for an Anglo-American military alliance or a treaty. I asked for something different and in a sense I asked for something more. I asked for fraternal association, free, voluntary, fraternal association." Did this "fraternal association" get achieved in the "special relationship" between Great Britain and the United States

during the Cold War or the "War on Terror"? (See the three englishspeakingalliance.pdf and sovietresponse.pdf files)

- C. In his speech, Churchill commented on the possible role of nuclear weapons in the post-World War II world. He also articulated a concern about nuclear proliferation. Discuss the role of nuclear weapons during the Cold War and the spread of nuclear weapons in the world after the Cold War. (See nuclearproliferation.pdf file)
- E. Did post-war Europe divide along the "iron curtain" the way Churchill described in his speech "from Stettin...to Trieste"? (See ironcurtain.pdf file)

🔗 Students will repeat many of the same investigative activities at the Memorial through the filter of Churchill.

Implementation:

1. Review/introduce Winston Churchill. An option is to assign it as homework or through class discussion/teacher presentation as outlined on pages 3 to 5 in the teacher's guide with as much supplemental detail as needed.
2. Divide the students into five world leader teams (see first note on page 8): Tito, Stalin, Truman, de Gaulle, and Atlee. Distribute the student guides available in your Experience package. Go through the guide together as a class so that everyone knows what they are doing.
3. Students should work with other members to
 - a. search the timelines (Student Guide pages 3 to 8) for the countries of their leaders,
 - b. research their leader and his country to determine allies during the War, and
 - c. research the leadership style and type of government of their leader.
4. Students need to complete pages 9 to 11.

The Winston Churchill Experience

Preparation:

1. Contact Mandy Crump at (573) 592-5369 (main line) or by email CrumpA@westminster-mo.edu to schedule a visit.
2. Check that students have completed to page 11.
3. Students should be aware they work within their teams to complete their guides (pages 11 to 16) at the Memorial. They should also bring a pencil.
4. If students are eating lunch at the Memorial, please make prior arrangements and take the time into account when planning your visit.

Schedule of the Experience at the Memorial

Time	Location	Activity
10 Min	Wren Church	Orientation; Organization of Teams
10 Min	Wren Church	Leading Questions
70 Min	The Memorial	Research: Churchill's Leadership
20 Min	The Memorial	Research: Sinews of Peace
20 Min	Wren Church	Divide into leaders' teams, debate how their leader would respond to a section of the speech
30 Min	Wren Church	Provide a response from your team in the voice of your leader
	Depart	

Note:

The Experience lasts approximately 3 hours on site, including moving from Wren Church to the Memorial. Suggested arrival is 10:00 AM and departure at 1 PM. **Lunchtime is not built into this schedule.**

Teaching Activities: Post visit reflection

Note: *this time is extremely important to enable the students to consider the impact of Churchill's leadership*

Preparation:

- ④ Require all students to bring their guides.
- ④ Assign students to complete page 17 and 18 initially as homework OR provide class time to complete. This asks the students to evaluate Churchill's statements in lieu of history as we know it.

Suggested implementation:

1. Ask the students to sit in their leader teams.
2. Students will compare and discuss their answers on page 17 and 18 of their guide, attempting to come to a team consensus.
3. With the entire class, discuss their answers. Students should also be able to discuss why Fulton, Missouri and Westminster College are in so many books as a pivotal time in our history.
4. The end goal of the reflection is to have students evaluate the comments on its relevance to today. The reflection activity on pages 17 to 18 requires the students to understand the Cold War and its aftermath, including the division of Europe after the war. Provided are several key points to help guide student discussion (see Teachers Guide pages 8-9). An option is to provide extra credit to those students who can make the connection from the 1946 speech to today.