

"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 Changing World of Winston Churchill:
From the Horse to Nuclear Weapons*

Middle 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 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.

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 .

The Changing World of Winston

Middle School

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."

This Experience, 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 peopled 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.

Churchill witnessed a remarkable shift in the way that vast numbers of people lived due to technological, medical, social, ideological, and political innovation. He and others of his times used terms like ideology, world war, genocide, and nuclear war. This terminology created an influence on the lives of everyday people. As a result, Churchill became arguably one of the most important leaders. And, as the industrial revolution produced new goods and services, technology and its network of global communication created a driving force in Churchill's world.

Students divide into teams according to the technological advances in Churchill's life. The technologies changed the world during war

and during peace. Individual teams will research one of the following technologies:

- Transportation
 - Automobile
 - Airplane
 - Ships
- Communication
 - Telephone
 - Radio
 - Television
- Weapons
 - Machine guns
 - Poison Gas
 - Tanks
 - Nuclear Weapons
- New Technologies
 - Radar
 - Computer
 - Medical Advances
 - High-performance Materials (Stainless Steel, Aluminum, Plexiglas)

Students will use their own research and newspaper articles about the technologies and, with the assistance of the information in the exhibit, determine the impact of technology on the world of Winston Churchill. Complete directions follow in the **Teaching Activities** section.

Missouri Grade Level Expectations Grades 6 – 8

This curriculum will focus on these 6th to 8th grade Social Studies (SS) and Science (S) Grade Level Expectations:

Social Studies

- The role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy
- Identify how technology and culture have influenced resources used in the past
- Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)
- Explain how technology has expanded people's capacity to modify the physical environment

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

Science

- Explain how technological improvements, such as those developed for use in space exploration, the military, or medicine, have led to the invention of new products that may improve lives here on Earth
- Identify the link between technological developments and the scientific discoveries made possible through their development
- Describe how technological solutions to problems (e.g., storm water runoff, fiber optics, windmills, efficient car design, electronic trains without conductors, sonar, robotics, Hubble telescope) can have both benefits and drawbacks
- Describe ways in which science and society influence one another (e.g., scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others, and the environment; societal challenges often inspire questions for scientific research; social priorities often influence research priorities through the availability of funding for research)
- Identify and evaluate the physical, social, economic, and/or environmental problems that may be overcome using science and technology

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:

- ⓐ Introduce and briefly discuss Winston Churchill. His life and times are very complex and 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.
- ⓑ Students receive a 12 page guide. The class **divides into four technology teams**. All team members work together to complete their guides.
- ⓒ In each technology team, students will investigate the purpose of the technology, what need it fulfilled in a historical context, and the impact on Churchill's life and his world.
- ⓓ They will also use this information to imagine how the technologies provided him insight into a world divided by the Cold War.

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 four teams as listed on page 6. Distribute the student guides available in your Experience package. Go through the guide as a class so that everyone knows what they are doing.
3. Students should work with their team members to search the timelines for their technology and complete the section labeled: Your Technology (pages 3 to 7).
4. As an optional homework assignment, ask students to research Technology in the 21st Century.

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 pages 3 to 7 of student guide.
3. Students should be aware they work within their teams to complete their guides (pages 8 to 10) 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
50 Min	The Memorial	Research: Churchill and Technology
20 Min	The Memorial	Research: Sinews of Peace
20 Min	Wren Church	Reflection
	Depart	

Note:

The Experience lasts approximately 2 hours on site. Suggested arrival is 10:00 AM and departure at Noon. **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 Assign students to complete pages 11 and 12 as homework OR provide class time to complete.
- ④ Require all the students bring their guides.
- ④ Have students research in a current newspaper/periodical current technologies used by today's leaders.

Suggested implementation:

1. Ask the students to sit in their technology teams.
2. Students will compare and discuss their answers on pages 11 and 12 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.