

“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 II

The Changing World of Winston Churchill:  
From the Horse to Nuclear Weapons  
*Grades 6-8*

## TEACHER GUIDE



## Museum Experience Introduction

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.

*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.

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**Missouri Grade Level Expectations Grades 6 – 8**

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

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## Student Teams

1. Transportation
  - a. Automobile
  - b. Airplane
  - c. Ships
2. Communication
  - a. Telephone
  - b. Radio
  - c. Television
3. Weapons
  - a. Machine guns
  - b. Poison gas
  - c. Tanks
  - d. Nuclear weapons
4. New Technologies
  - a. Radar
  - b. Computer
  - c. Medical Advances
  - d. High-performance Materials (Stainless Steel, Aluminum, Plexiglas)

## 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 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.*

### Pre-Visit Activity

2. **Divide students into four technology 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 use their own research and newspaper articles (provided) about the technologies and, with*

*the assistance of the information in the exhibit, determine the impact of technology on the world of Winston Churchill. They will also use this information to imagine how the technologies provided him insight into a world divided by the Cold War.*

3. **Complete the section “Your Technology” on pages 3-7 in the student guide.** Students should work with their team members to search the timelines for their technology.
4. **(Optional) Homework:** Assign students to research Technology in the 21<sup>st</sup> Century.

#### 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 to schedule a visit. *Please do this at least 1-2 weeks in advance.*
2. Check that students have completed pages 3-7 in their student guide.
3. During their Museum Experience, students **complete pages 8-10**. 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 11 and 12 in the student guide.
  - b. Have students research in a current newspaper/periodical current technologies used by today's leaders.

#### Post-Visit Activity

2. Ask the students to sit in their technology teams.
3. **In student teams, compare and discuss answers from pages 11 and 12.** 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.