

NATIONAL EISENHOWER MEMORIAL EDUCATIONAL MATERIALS

LESSON

Waging Peace: An Eisenhower Exhibit for the Classroom



Duration

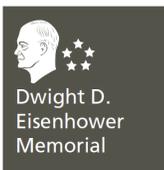
One 45-minute period

Grades

7–12

Cross-curriculum Application

U.S. History, World History



Historical Background

Dwight Eisenhower believed that the post-World War II world had an opportunity to enjoy an era of peace and prosperity following the ravages of depression and world war. However, just a few months after his election as president in 1952, he faced the complications of a rapidly changing world. The long-time leader of the Soviet Union, Joseph Stalin, died, and no one knew who the next leader would be or whether their attitude toward the United States might be less cooperative. The United States had developed a new and vastly more destructive weapon, the hydrogen bomb, in November 1952, and the Soviet Union would also develop its own hydrogen bomb the following year.

Within the context of these events, President Eisenhower outlined his views on the role of the United States in the world in a speech entitled “A Chance for Peace.” In it, Eisenhower stressed that Americans and other free nations had chosen one road and the Soviet Union had chosen another. As a result, fear and mistrust created the need for arms, armies, and nuclear weapons when all of the money spent for these items could be used to give the neediest people of the world necessities such as food, housing, and health care.

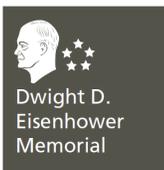
Eisenhower believed that “all people want peace” (as he stated in a speech at a People to People Conference) and that the average person could make a real difference toward ensuring world peace. Eisenhower fostered the idea of “Citizen Diplomacy” through programs such as Sister Cities International, People to People, and the Voice of America.

Objective

For this group project, students will carefully read the texts of two of Eisenhower’s speeches and use them along with supporting sources to work in a group as museum curators. They will write captions for an exhibit that illustrates Eisenhower’s attitude toward foreign policy by selecting relevant quotations from the speeches and writing a few lines that describe the significance of the quotations.

Essential Questions

1. What were Eisenhower’s foreign policy goals and his global perspective?
2. How did the Eisenhower administration promote a chance for peace?



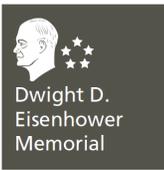
Sources

- » “Fighting to End All War.” Eisenhower Memorial Commission.
http://eisenhowermemorial.gov/experience/#/waging_peace/588
Teacher Notes: This film (~ 12 minutes) provides an overview of President Eisenhower’s foreign policy during his administration and his emphasis on waging peace in the midst of the Cold War.

- » “A Chance for Peace.” Dwight D. Eisenhower, April 16, 1953. Dwight D. Eisenhower Presidential Library.
https://www.eisenhower.archives.gov/all_about_ike/speeches/chance_for_peace.pdf
Teacher Notes: Text of a speech delivered by Eisenhower before the American Society of Newspaper Editors about the need for a just and free world and the conflict with the Soviet Union.
Interesting details:
 - States that national security can only be achieved through cooperation with other nations.
 - Calls for an armistice with Korea as the first step toward peace among nations.
 - Proposes questions to the future leaders of the Soviet Union concerning peace and government.

- » Eisenhower “A Chance for Peace” Speech Excerpt. ~ 2:47 minutes
<https://www.youtube.com/watch?v=aHhe8T-HmyY>
Teacher Notes: This brief excerpt of Eisenhower’s speech allows students to hear a part of the speech as it was presented.
Interesting details:
 - The excerpt from Eisenhower’s speech covers his discussion of the equivalent costs of arms compared to practical items necessary for daily life such as wheat to make bread, houses, etc.

- » President Dwight D. Eisenhower. “Remarks at the People to People Conference.” September 11, 1956. The American Presidency Project.
<http://www.presidency.ucsb.edu/ws/index.php?pid=10599&st=&st1=>
Teacher Notes: Eisenhower’s remarks at the conference echo many of the same themes covered in the “A Chance for Peace” speech, but in this case he is asking the American people to participate in the quest for peace by reaching out to people in foreign countries.



Interesting details:

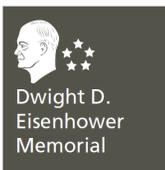
- *Eisenhower hoped that the People to People initiatives would help to create understanding between people of different nations.*

Materials

- » Text of “A Chance for Peace” Speech
- » Text of “Remarks at the People to People Conference”
- » Speech Analysis Worksheet
- » Museum Exhibit Worksheet

Preparation

- Cue the video, “Fighting to End All War.”
- Print one copy of the “A Chance for Peace” speech for each student group.
- Print one copy of the “Remarks at the People to People Conference” for each student group.
- Print one copy of the Speech Analysis Worksheet for each student group.
- Print one copy of the Museum Exhibit Worksheet for each student group.



Procedure

1. Write the essential questions on the board for the students to focus on as they proceed with the lesson plan: What were Eisenhower's foreign policy goals and his global perspective? How did the Eisenhower administration promote a chance for peace?
2. Show the video from the Eisenhower Memorial Commission, "Fighting to End All War" http://eisenhowermemorial.gov/experience/#/waging_peace/588.
3. Divide the students into groups of 5. Provide each group of students with copies of the "A Chance for Peace" speech, the "Remarks at the People to People Conference," and a copy of the Speech Analysis Worksheet.
4. The students should divide the text of the speeches so that each reads an equal portion and mark the quotations that best illustrate Eisenhower's foreign policy. As a group, they should decide which are the 5 most significant quotations from the two speeches. The Speech Analysis Worksheet will guide them in deciding which quotations to select.
5. Pass out the Museum Exhibit Worksheet to each group. Students should decide in which order the quotations should appear.
6. Each student in the group should then write a 50 word caption for one of the quotations from Eisenhower's speeches describing its significance. For example, in the "A Chance for Peace" speech, Eisenhower states, "Any nation's attempt to dictate to other nations their form of government is indefensible." This quotation presents an opportunity for the student to compare the attitude of the United States with that of the Soviet Union.

Differentiation

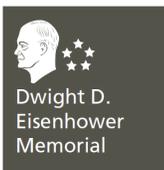
Students at lower levels of reading ability may be assigned excerpts from the speeches.

Teachers may also make use of the Teacher Notes that accompany the above sources. Providing these notes to students may help them to notice important details within the sources.

Students could use a digital tool, such as Powerpoint, to design the exhibit.

Students with access to computers in the classroom could find images that illustrate the points that they select from Eisenhower's speeches.

More advanced students could complete the worksheets individually rather than working in groups.



Assessment

Per the attached rubric, students will be assessed on the Museum Exhibit Worksheet and their ability to work as a group to understand the significant points from the “Chance for Peace” speech and the “Remarks at the People to People Conference,” and to select appropriate quotations from the sources to write an exhibit caption that succinctly describes the significance of the quotation for Eisenhower’s foreign policy.

Related Resources

Lesson Plans

- » *The Cold War*. Stanford History Education Group.
<http://sheg.stanford.edu/world-cold-war>
The lesson plan addresses the question of who was responsible for the beginning of the Cold War through an examination of primary documents.
- » *Thaw in the Cold War: Eisenhower and Khrushchev at Gettysburg*. National Park Service.
<http://www.nps.gov/nr/twhp/wwwlps/lessons/29ike/29ike.htm>
The lesson plan explains Eisenhower’s personal style of diplomacy and how he used it effectively during the Cold War.
- » *Military Spending and the Military-Industrial-Congressional Complex*. Morningside Center for Teaching Social Responsibility.
<http://www.morningsidecenter.org/teachable-moment/lessons/military-spending-military-industrial-congressional-complex>
Three student readings and a quiz explore why the complex developed, how it operates, and some of its consequences. Discussion questions and opportunities for further inquiry and citizenship activities follow.

Secondary Sources and Digital Resources

- » *Dwight D. Eisenhower*. The Cold War Museum.
www.coldwar.org/articles/50s/ike_eisenhower.asp
Brief biography of Eisenhower’s career and personal characteristics.
- » *Cold War Trivia*. The Cold War Museum.
<http://www.coldwar.org/trivia/index.asp>
Online trivia game to test Cold War knowledge.



- » *Cold War Timeline.* The Cold War Museum.

<http://www.coldwar.org/articles/40s/index.asp>

Extensive timeline organized by decades with articles for a variety of topics including: Taiwan Crisis, KGB, Missile Gap, and many others.

Primary Sources

- » “*People to People Program.*” Dwight D. Eisenhower Presidential Library.

https://www.eisenhower.archives.gov/research/online_documents/people_to_people.html

Primary documents from the Dwight D. Eisenhower Presidential Library pertaining to the People to People Program including speeches, correspondence, and newsletters.



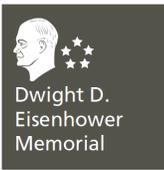
Speech Analysis Worksheet: “A Chance for Peace”

Adapted from the “Understanding Language” Unit from Stanford University.

1. What argument is President Eisenhower making in this speech? What is his stance on foreign policy? List evidence from the text.

2. What evidence does Eisenhower use to support his message?

3. What are the most effective paragraphs or points in the speech?



Speech Analysis Worksheet: “Remarks at the People to People Conference”

Adapted from the “Understanding Language” Unit from Stanford University.

1. What argument is President Eisenhower making in this speech? What is his stance on foreign policy? List evidence from the text.

2. What evidence does Eisenhower use to support his message?

3. What are the most effective paragraphs or points in the speech?

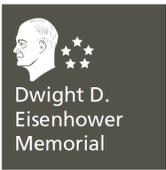
Museum Exhibit Worksheet

Background: President Eisenhower believed that permanent peace could be obtained in the post-World War II world through the choices made by world leaders to use nuclear power for peaceful means and that all people could be positive agents for change towards a peaceful world.

Directions: 1) You are a museum curator planning an exhibit on President Eisenhower’s foreign policy. Your job is to select 5 quotations - at least two from each document - that best illustrate some of the issues and concerns of the Cold War as discussed by Eisenhower in his “Chance for Peace” speech and his remarks at the People to People Conference. 2) Your next task is to write captions of *no more than 50 words* that describe the significance of the quotation and relate it to Eisenhower’s foreign policy.

Quotation from Speech	Caption describing the significance of the quotation
1.	
2.	
3.	





Museum Exhibit Worksheet cont.

Quotation from Speech	Caption describing the significance of the quotation
4.	
5.	

Waging Peace: An Eisenhower Exhibit Rubric

	Fully Meets Expectations <i>3 points</i>	Minimally Meets Expectations <i>2 points</i>	Not Yet Within Expectations <i>1 point</i>
Factual Understanding	The Exhibit Worksheet demonstrates understanding of Eisenhower’s foreign policy and identifies five key points and uses quotations from both documents.	The Exhibit Worksheet demonstrates understanding of Eisenhower’s foreign policy, but does not identify all key points.	The Exhibit Worksheet does not demonstrate understanding of Eisenhower’s foreign policy.
Sourcing	The Exhibit Worksheet demonstrates understanding of the speeches; especially when they were created and the creator’s goal.	The Exhibit Worksheet demonstrates partial understanding of the speeches; especially when they were created and the creator’s goal.	The Exhibit Worksheet demonstrates insufficient understanding of the speeches; especially when they were created and the creator’s goal.
Evidence-Based Claim	The Exhibit Worksheet makes a reasonable claim about Eisenhower’s foreign policy and uses appropriate sources and evidence to support that claim.	The Exhibit Worksheet makes a reasonable claim about Eisenhower’s foreign policy, but the sources and evidence only partially support that claim.	The Exhibit Worksheet makes a claim about Eisenhower’s foreign policy that is not supported by the sources and evidence.
Presentation	The Exhibit Worksheet is well-organized and the captions are clear. No (or only minor) spelling and grammar errors.	The Exhibit Worksheet is somewhat disorganized or unclear. Several spelling and grammar errors.	The Exhibit Worksheet shows little or no organization. Repeated major spelling and grammar errors.