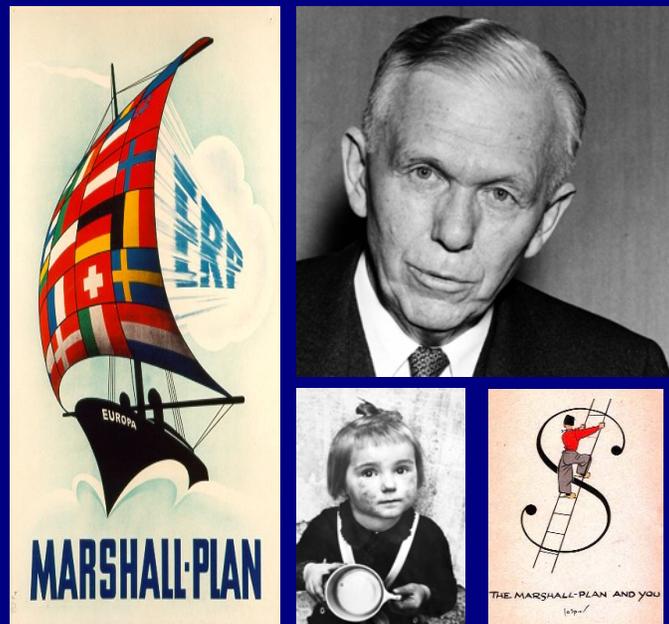


The Marshall Plan: The Vision of a Family of Nations

Educational Guide



United States Diplomacy Center
United States Department of State

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This curriculum could have not been completed without the research and guidance of Eric Palladini, Department of State Historian Amy Garrett, and Sarah Blackburn - whose persistence, ingenuity and thoughtful creativity gave lasting shape to this curriculum.

The Marshall Plan: The Vision of a Family of Nations

Educational Guide

Diplomacy affects every person, every day.

No one understood this better than the great American statesman George C. Marshall, who used diplomacy to transform Western Europe after World War II from utter ruin to a continent of peaceful, prosperous nations.

The Marshall Plan: The Vision of a Family of Nations is a traveling exhibit of the United States Diplomacy Center, an office within the U.S. Department of State that is creating a new museum dedicated to the history, practice, and challenges of American diplomacy.

The museum is to be located in the George C. Marshall wing of the United States Department of State in Washington, D.C., just a few floors beneath the former Secretary of State's old office.

The Marshall Plan: The Vision of a Family of Nations was first exhibited to celebrate the restoration of the historic Hôtel de Talleyrand building in Paris, where the postwar recovery program known as the Marshall Plan established its European offices. It has also been shown in various locations around the United States, including in the State Department's own exhibit hall.

The exhibition reminds visitors of the ingenuity of the Marshall Plan and how it served as the genesis of peacetime cooperation among former enemies.

Now, thanks to you, we are able to bring the words and images of this important history into the classroom. A major goal of this guide is to educate people about the ties between our nation and the countries of Europe and to demonstrate how diplomacy can overcome enormous challenges and bring nations together through hard work, creativity, and tenacity.

In hopes that visitors will vary in age and interest, the following resources and activities are meant to provide educators with ideas guiding discussion based on observation and analysis of the exhibit and to offer the opportunity to reflect on one of the most successful instances of international cooperation in modern times.

For the Teacher: How to Use This Guide

This guide, to be used alongside *The Marshall Plan: The Vision of a Family of Nations* exhibit, seeks to hone observation and analytical skills and to introduce the history of the Marshall Plan through the lens of its diplomacy. Through the exhibit panels, accompanying DVD, guiding questions, and activities, students will recognize the importance of the Marshall Plan for its economic creativity as well as its diplomatic foresight. This guide will lead teachers to help students learn George Marshall's vision and leadership, explore motivating forces behind the Plan, and understand how the relationships that grew out of this effort have impacted the world today.

The guide includes:

- Historical Background of the Marshall Plan
- What is Diplomacy?
- Event Timeline
- Suggested Sources for Teachers and Students
- Worksheets and Discussion Topics
- Primary Source Activities
- Simulation Activities
- Connections to English

Social Studies Curriculum Standards covered:

- II. Time Continuity and Change
- V. Individuals, Groups, and Institutions
- VI. Power, Authority and Governance
- VII. Production, Distribution, and Consumption
- IX. Global Connections
- X. Civic Ideals and Practices

This curriculum will examine the diplomatic vision of the European Recovery Act (ERA) as initiated and promoted by Secretary of State George C. Marshall. The ERA, which came to be known as the Marshall Plan, is one of the most stellar examples of U.S. diplomacy in 20th century American history. Lessons will explore: diplomatic events surrounding the end of World War II, Marshall's leadership and diplomatic expertise in garnering congressional support for the ERA, the strategies of the U.S. and European diplomats who designed the implementation of the ERA, and the immediate and lasting effects of the Marshall Plan. In addition, each lesson emphasizes the "art and action of diplomacy" and highlights how negotiating skills rest on character and the intent to find peaceful resolutions. Through instruction about the ERA, the curriculum will teach about the work of the Department of State, the art of diplomacy, and the process by which it takes place.

Students will be immersed in the context of the Marshall plan through activities based on *The Marshall Plan: The Vision of a Family of Nations* and primary sources. The former

seeks to provide an overview of the Marshall Plan, while the latter uses observation and analysis of political cartoons, maps, newspaper articles, and Department of State press releases so students may draw inferences that will set the stage for simulation exercises. Inspired by the diplomatic training of Foreign Service Officers, simulation exercises allow students to take on the role of a diplomat and work through, with other students of opposing interests, decisions and problem solving. Through this process, students are absorbed in a simulation of the diplomatic process as well as content. This method of learning is active, involves discussions and decision-making skills, and promotes a deeper understanding of the history.

This curriculum is designed to cover all these complex issues while also addressing state standards for public education.

Remember, the information and resources are to be adapted to meet the needs of the class; use ideas as they best serve the needs of the students and the curriculum.

Please feel free to respond with questions or comments about the exhibit or teaching guide to L. J. Krizner, Education Program Specialist at the U.S. Diplomacy Center, at KriznerLJ@state.gov.



The flags of the Marshall Plan countries behind a portrait of George C. Marshall

Historical Background of the Marshall Plan

It would be an unspeakable tragedy if these countries, which have struggled so long against overwhelming odds, should lose that victory for which they sacrificed so much. Collapse of free institutions and loss of independence would be disastrous not only for them but for the world. Discouragement and possibly failure would quickly be the lot of neighboring peoples striving to maintain their freedom and independence.

--President Harry S. Truman before a joint session of Congress, March 12, 1947

What was the Marshall Plan?

On June 5, 1947, Secretary of State George C. Marshall delivered a commencement speech at Harvard University in which he outlined a program of economic assistance to war-torn Europe. Marshall described the situation in Europe as being in near complete collapse. World War II had resulted in the destruction of Europe's cities, factories, machinery, and railroads. The continent's commerce, banks, insurance companies, and shipping companies had all been devastated. Marshall concluded that the War had led to the "dislocation of the entire fabric" of the European economy. He proposed a bold plan: that the United States would lend the money and, more importantly, that the former enemies of World War II would work together to rebuild Europe.

The English Foreign Secretary, Ernest Bevin, and the French Foreign Minister, Georges Bidault, quickly began preparing a response to the proposal. They invited every European nation, with the exceptions of Spain and the small nation states of Andorra, Liechtenstein, Monaco, and San Marino, to participate in a meeting that convened in

Paris on July 12th, 1947 to discuss the issue. The Soviet Union declined and used its influence to keep Eastern European countries from participating in the conference, even though Czechoslovakia and Poland had previously planned to attend.

Marshall's proposal met with opposition in Congress for several different reasons. Some members of Congress felt that it would require worthless and excessive spending, others believed that it was an excuse to subsidize American business, and others preferred isolationist policies. Marshall was eventually able to win over Congress, leading to President Harry S. Truman's signing of the Economic Cooperation Act on April 3, 1948, establishing the European Recovery Program, better known as the Marshall Plan. The goal of the Plan was to rebuild the destroyed communities and revitalize the economies of post-War Europe. Besides Spain, which was under a dictatorship and not invited, and West Germany, which was under Allied occupation until 1949, almost all of the countries of Western Europe benefited from the Marshall Plan.

The Marshall Plan was beneficial to the United States as well as to Europe. The American economy had pulled out of the Great Depression and was now growing rapidly. The Marshall Plan provided the necessary imports and exports to maintain that growth. The Plan was also a response to the growing threat of communism. It sought to reestablish capitalism in the West and to bolster the strength of America's non-communist allies.

The cooperation required by the Marshall Plan was based on a new vision of Europe, one with open borders, free trade, freedom to travel, and cooperation and peace among all European countries. Marshall believed that people who traded with each other would be less likely to go to war. The underlying philosophy was to create a family of nations that would include all the peoples of Europe.

Today, the Marshall Plan lives on through Europe's ever increasing economic and political unity and through America's continued support to countries in need.

What is Diplomacy?

Diplomacy is defined as the art or practice of conducting international relations, such as in negotiating alliances, treaties, and agreements, and also as the tact and skill in dealing with people. Diplomacy is what brought seventeen European countries together in 1948 to address the problems of postwar Europe.

The Marshall Plan affected people both in their everyday lives and through the international cooperation of governments.

U.S. to Europe: U.S. provided humanitarian aid to improve living conditions that declined as a result of war and worsened after the harsh winter of 1947.

Nation to nation: The plan required Western Europeans governments to work together. In the time before the European Union, those nations lacked diplomatic and economic institutions that engendered cooperation. For the Plan to succeed, even defeated Germany would receive aid and sit at the negotiating table.

People to people: Marshall Plan aid enabled Americans and Western Europeans to visit each other on the factory floors and in the fields to exchange ideas of production and cultural heritage.

The diplomacy exercised to implement the Marshall Plan was exceptional not merely because it brought the policy makers and country representatives of Europe together to address the situation after World War II. Its real brilliance rested on requiring the citizens of these countries to work together.

Event Timeline

September 1, 1939	Germany invades Poland, WWII begins.
February 4-11, 1945	Roosevelt, Churchill, and Stalin meet at Yalta.
May 8, 1945	Allies achieve victory in Europe.
July 17-August 2, 1945	Truman, Churchill, Stalin meet at Potsdam. They agree that East and West Germany should be reunited and draw up plans for establishing a new, disarmed Germany.
August 15, 1945	Victory in Japan
October 24, 1945	UN charter ratified, UN established.
February 22, 1946	George Kennan sends Long Telegram from Moscow Embassy to Washington elaborating on the growing Soviet threat to international stability and U.S. interests. Kennan recommends that the Soviets be “contained by the adroit and vigilant application of counterforce at a series of constantly shifting geographical and political points” rather than negotiation.
March 12, 1947	Truman outlines the “Truman Doctrine” in an address to Congress—the president committed the United States to assisting peoples threatened by an oppressive ideology or political regime.
June 5, 1947	Secretary of State George C. Marshall announces U.S. willingness to assist European nations in need if they construct formal requests for reconstruction. His vision comes to be known as the Marshall Plan.
Summer 1947	European nations meet to formulate requests for the European Recovery Program (ERP). The Committee on European Economic Cooperation is established. The Soviets choose not to participate and discourage Eastern European nations under their influence from doing so.
April 3, 1948	Congress passes the Economic Cooperation Act, formally approving appropriations for the ERP.
April 16, 1948	The Organization for European Economic Cooperation (OEEC) is established in Europe.

October 1948	The State Department establishes an administrative structure for Marshall Aid and advises the creation of a new independent agency, the Economic Cooperation Administration, to oversee it.
May 7-11, 1948	Congress of Europe meets in The Hague—Western European nations pave the way for the European Union.
April 4, 1949	U.S., Canada, and ten Western European nations sign the NATO treaty.
June 25, 1950	The Korean War begins. This prompts U.S. to slowly begin to focus more on international defense buildup rather than economic assistance. NATO countries pressured to focus on rearmament as well.
April 18, 1951	The Treaty of Paris creates the European Coal and Steel Community, a basis for Western European economic cooperation. Most importantly, it includes Germany as a sovereign nation.
October 10, 1951	Congress passes the Mutual Security Act, through which aid continues to be sent to Europe, this time with a greater focus on defense production.
December 31, 1951	The ERP ends six months early due to escalation of the Korean War.
July 23, 1952	The European Coal and Steel Community is formed.
March 25, 1957	The European Economic Community is founded (renamed the European Community in 1992).
November 4, 1961	USAID, the U.S. government agency that provides aid to countries in need, is founded. It traces its history back to the Marshall Plan.
November 1, 1993	The European Union is founded.

Suggested Sources for Teachers...

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...and Students

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Lib. of Congress. <<http://www.loc.gov/exhibits/marshall/>>.
- George C. Marshall: Soldier of Peace. Truman Presidential Museum and Lib.
<<http://www.trumanlibrary.org/marshall/>>.
- Marshall Plan. 27 June 2002. USAID.
<<http://www.usaid.gov/multimedia/video/marshall/>>.

Worksheets and Related Discussion Questions

The following section contains worksheets and discussion questions directly related to the exhibit panels and DVD from *The Marshall Plan: The Vision of a Family of Nations*. These activities are useful for teachers who wish to provide a quick background to the Marshall Plan and diplomacy but do not want to spend more than one or two class periods on the subject. These activities are also a good introduction for the more in-depth lessons suggested later on.

Guiding questions for discussion focus on three topic areas:

Vision of the Plan: What was the problem?

Making of the Plan: How do you solve the problem?

Diplomacy of the Plan: What was the solution?

Based on the topic areas, worksheets are provided which ask students to record their observations of the images and text on the exhibit panels. They are also asked to analyze or draw conclusions about diplomacy based on their findings. It is recommended that students view the panels on their own before completing the worksheets. Worksheets are:

Who, What, Where, and Why: The Facts about the Plan

Diplomacy and the Marshall Plan: Questions in a Case Study

Missouri Mules and Danish Ham: How did the Marshall Plan Work?

There is also a worksheet provided for students to use while and after viewing the exhibit's accompanying DVD.

Vision of the Plan: What was the Problem?

Grade level: 8th – 12th grade

Content: American history, European history, civics, foreign affairs, international relations, government, political science, geography

Skills: Observation, analysis, critical thinking

Objectives:

- To offer students an introduction to the Marshall Plan in the context of diplomacy
- To teach the history of the events that took place in Europe after WWII
- To explore globalization in a historical context
- To understand the necessity of diplomacy

Students will be able to:

- Identify the key players involved in the Marshall Plan
- Summarize the history leading to the creation of the Marshall Plan
- Find information by examining images
- Draw conclusions by comparing images

Time: 20 minutes to one class period

Materials and resources:

- Panels from *The Marshall Plan: The Vision of a Family of Nations* exhibit
- Student worksheet *Who, What, Where, and Why: The Facts about the Plan*
- *Historical Background of the Marshall Plan*
- *Suggested Sources for Teachers and Students*
- *Event Timeline*

Lesson structure: Teachers may choose to either guide students through the images and information or let them explore the panels on their own. They should provide a brief introduction to diplomacy—what it is and who does it. Teachers may then assign the *Who, What, Where, and Why: The Facts about the Plan* worksheet or guide the class in discussion of the material. Discussion questions are provided to be used either after the class has studied the exhibit or completed the worksheet activity.

Guiding questions for discussion: The following questions seek to encourage students to think critically about the introductory information they have received on the material. They aim to reveal to students the reasoning behind the Plan and its global impact.

These questions can be presented to students as a whole class or be printed out and distributed for small group discussion.

Based on the **images** you've observed, what do you think about the following:

- How did WWII affect Europe?
- How do you think Marshall Plan aid helped transition Europe after the war?
- Why was it in the best interest of the U.S. to help Europe?
- Why was the U.S. in a position to provide aid to Europe?
- How did the Marshall Plan improve global relations?
- What do you think Europe might be like today without the Marshall Plan?
- What country do you think published these photos? Do you think the subject matter and manner of presentation would differ based on publisher? How is photography used in diplomacy?

Who, What, Where, and Why: The Facts about the Plan

Observe the images on the panels to respond to the following questions.

Name: _____

Date: _____

*Find the panels titled **The Marshall Plan, Challenge and Response, Mutual Assistance, A New Way to Peace, and Men of Good Will** that show the designing of the Marshall Plan.*

List the names of one person you see on each panel. Where are they from? How do you know?

How are these people cooperating to put the Plan together?

These men represented their countries and were considered important people in their governments. Is there anything in the photos that reveal the importance of these men?

*Find **The Lives of the Hotel de Talleyrand** panel. Read why this building is significant to the Marshall Plan.*

Why do you think it's important to preserve and restore an old building?

How is this building related to the photos in ***The Marshall Plan, Challenge and Response, Mutual Assistance, A New Way to Peace, and Men of Good Will***?

*In the photo captions in **Reaping a Greater Harvest, Modernizing Industry, Projects for Power, Roads for Recovery, Construction & Reconstruction, and Averting a Deepening Crisis**, find the names of European countries.*

List the countries you have found. These are some of the countries that participated in the Marshall Plan.

*Find a complete list of European countries that participated in the Plan in **Mutual Assistance**. These countries formed the Organization for European Economic Cooperation (OEEC).*

List any other Marshall Plan countries that you didn't list in the previous section.

Are other European countries that were not a part of the Marshall Plan? Can you name some of them?

Making of the Plan: How Do You Solve the Problem?

Grade level: 8th – 12th grade

Content: American history, European history, civics, foreign affairs, international relations, government, political science

Skills: Observation, analysis, critical thinking

Objectives:

- To instruct students on different forms of diplomacy through the history of the Marshall Plan
- To introduce students to the people for whom diplomacy is a profession
- To see how the general public engages in diplomacy

Time: 20 minutes to one class period

Materials and resources:

- Panels from *The Marshall Plan: The Vision of a Family of Nations* exhibit
- Student worksheet *Diplomacy and the Marshall Plan: Questions for a Case Study*
- *Historical Background of the Marshall Plan*
- *Suggested Sources for Teachers and Students*
- *Event Timeline*

Lesson structure: Teachers should check students' progress by asking what they have learned so far about the Marshall Plan and diplomacy, reviewing information as necessary. They may then assign the *Diplomacy and the Marshall Plan: Questions in a Case Study* worksheet and provide the appropriate panels or choose to guide the class in discussion of the material. There are two sets of discussion questions provided for use either after the class has completed the worksheet activity or as the lesson in total.

Teachers should describe the differences between a capitalist and communist economic structure. The worksheet mentions the “capitalist model”, teachers should ensure student understanding of this concept.

Guiding questions for discussion:

The following questions require analysis of the images on the exhibit panels and critical thinking about these observations and what they have learned so far. They may either be presented in the form of class discussion or printed out and distributed for small group discussion.

- What were some important diplomatic skills used during the implementation of the Marshall Plan?
- Who were the diplomats?
- How did the Marshall Plan rebuild communities and revitalize Europe?
- Would you call the Marshall Plan a successful diplomatic effort? Why or why not?
- How was the exchange between the U.S. and Europe beneficial to both?
- How do you think the Marshall Plan affected U.S. citizens?
- How do you think the Marshall Plan affected European citizens?
- How did the Marshall Plan promote continued peace?
- How did the Marshall Plan counter communism?
- Why did the U.S. want West Germany to be part of the Marshall Plan? How do you think Western Europe felt about this?
- How do you think the effects of the Marshall Plan are felt today?
- How could the spirit of the Plan serve as a model for disaster relief, foreign aid, or postwar conflict today?

The following questions are based on the images and the text of *The Marshall Plan, Challenge and Response*, *Mutual Assistance, A New Way to Peace*, and *Men of Good Will*.

- What were the concerns of Europe after WWII?
- What were the concerns of the U.S. after WWII?
- What did Marshall offer the European governments?
- How did he do this?
- How did this challenge Europe?
- How did Europe go about asking for U.S. aid?
- Who contributed to these decisions?

- What was the role of the U.S. in the decision-making process?
- How did the U.S. influence how the European countries interacted and negotiated with each other?
- How was this procedure different from how these countries had solved their problems in the past?
- What has been the lasting effect of the OEEC in Europe?

For the Teacher:

This sheet lists the poster groupings for the worksheet *Diplomacy and the Marshall Plan: Questions for a Case Study*. Students should work in small groups to complete the worksheet based on the poster grouping they are assigned. The questions ask students to record their observations of the images and their ideas on how this offers information on the diplomacy of the Marshall Plan. The questions are based primarily on observation and seek to prepare the students for a class discussion (suggested discussion questions provided) based on analysis of information recorded on the worksheet. After completing the activity, the four groups may be given a few minutes to see how their responses compare.

Panel groupings:

Group one:

Mutual Assistance
Averting a Deepening Crisis
Modernizing Industry
Revitalizing the Economy

Group two:

Men of Good Will
Projects for Power
People to People Diplomacy
Partnerships for Progress

Group three:

Challenge and Response
Construction and Reconstruction
Roads for Recovery
Working Together

Group four:

The Marshall Plan
A New Way to Peace
Restoring Wealth
Reaping a Greater Harvest

Diplomacy and the Marshall Plan: Questions for a Case Study

Observe the assigned panels to respond to the following questions.

Name: _____

Date: _____

The goal of the Marshall Plan was to rebuild the destroyed communities of Europe and to revitalize the Western European economy based on a capitalist model. In your small group, consult the panels to further understand how the Marshall Plan used diplomacy to accomplish this goal.

List the titles of your panels.

Describe the diplomats in the photos. If you find the names of the diplomats and/or where they are from, include that information.

Describe the activity of the diplomats. How is this rebuilding and revitalizing Europe?

Find an image that shows people designing the Marshall plan and an image that shows people putting the Marshall Plan in action. These are both images of diplomacy at work.

How are these images similar and how are they different?

Describe something that you find interesting on one of the panels.

If you had to name these two different forms of diplomacy, what would you call them and why?

Diplomacy of the Plan: What was the Solution?

Grade level: 8th – 12th grade

Content: American history, European history, civics, foreign affairs, international relations, government, political science, economics

Skills: Observation, analysis, critical thinking

Objectives:

- To provide students with an introduction to the economics behind the Marshall Plan
- To show the several forms of aid that were provided to Europe
- To show the global cooperation involved in implementing the Marshall Plan

Time: 20 minutes to one class period

Materials and resources:

- Panels from *The Marshall Plan: The Vision of a Family of Nations* exhibit
- Student worksheet *Missouri Mules and Danish Ham: How did the Marshall Plan Work?*
- *Historical Background of the Marshall Plan*
- *Suggested Sources for Teachers and Students*
- *Event Timeline*

Lesson structure: Teachers should introduce the lesson objectives. They may then assign the *Missouri Mules and Danish Ham: So How Did the Marshall Plan Work?* worksheet or can choose to guide the class in discussion of the material. Discussion questions are provided for use either after the class completed the worksheet activity or as the lesson in total.

Guiding questions for discussion:

The following questions can be presented in the form of class discussion or can be printed out for work in small groups.

- Marshall Plan money purchased needed materials and sent them to a country that then made goods, or products, from the material. What would that country then do with that product?
- What did that country get in return?
- How did this resuscitate the economy?

- When a country put their local currency into the counterpart fund to pay for the raw materials, how was the counterpart money spent?
- How do you think the Marshall plan served the American public and their economy?
- How did the Marshall Plan improve trade?
- Why is this an example of diplomacy in action?
- Would it be beneficial for the United States to offer a system like the Marshall Plan counterpart funds to an economically struggling nation today? Why or why not?
- What other forms of aid did the Marshall Plan provide?
- How did the other types of aid involve people to people diplomacy?
- What do you think was the most important form of aid the Marshall Plan provided?

Missouri Mules and Danish Ham: How did the Marshall Plan Work?

Observe the images and read the text on the panels to respond to the following questions.

Name: _____

Date: _____

*Read the **Creative Financing: The Counterpart Funds** and **Revitalizing the Economy** panels that show how the Marshall Plan invigorated the European and U.S. economies by helping these countries trade their goods.*

Look at the photos on **Revitalizing the Economy**.

Where were the tea sets made? Where were they sold?

What were the tea sets traded for?

Why would selling tea sets contribute to the growth of an economy? Who benefited, farmers, industrialists, small or large businesses?

*Look at the photos and text on **Creative Financing: The Counterpart Funds**.*

Draw a flow chart showing how U.S. dollars, via California and Faber-Castell, were transformed into loans for rebuilding Germany.

How is the picture in the bottom left corner of the panel related to the pencils?

*Find the panels titled **Restoring Health** and **Averting a Deepening Crisis** that show how the Marshall Plan brought aid to Europe.*

What form of help (goods and services) did the Plan provide? Who received the aid?

Why did Europe need humanitarian aid?

*Find the panels titled **Construction & Reconstruction** and **Roads for Recovery** that show people working.*

What are these people doing? What materials are they using to do their work? What equipment might they be using?

What are the workers rebuilding?

How did this reconstruction change Europe?

Look at the top left images on the panel **Construction & Reconstruction**; what do you notice about the two images? What are their similarities and differences? Are they of the same place? How do you know?

*Find the panels titled **Reaping a Greater Harvest**, **Modernizing Industry**, and **Projects for Power** that show how the Marshall Plan brought new technologies to Europe.*

List three technologies the Plan brought to Europe.

In what industries might these technologies be used? Who would have used or operated these technologies?

How do you think these new technologies reinvigorated the economy?

Look at the top picture on **Reaping a Greater Harvest**. What “technology” do you see in the picture? Is this a “new technology”? Read the caption beneath the photo. Where did the Marshall Plan bring this technology from?

*Find the panel titled **People to People Diplomacy** that shows how the Marshall Plan brought people from different countries together.*

What seems to be the focus of the people in each of the photos?

By reading the captions, where are these people from?

Besides the information about the combine, cow, and generator, what else do you think is being shared?

Worksheet for the Marshall Exhibit DVD

Name: _____

Date: _____

Respond to the following questions while viewing the DVD.

Who are the people you see interviewed?

According to Lincoln Gordon, what did the Marshall Plan rule out forever?

What position did Bidault hold in his government? Bevin?

What does Lord Roll say the Marshall Plan has been described as? How does *he* describe it?

What was the shock that Harriman and his assistant delivered? Why did it turn out to be a good thing?

What did the European participants have to offer to the formation of the Marshall Plan, since they had little to offer financially?

What threat does Ambassador Levitte say the modern world is under?

What does he say was Marshall's vision?

Respond to the following questions after viewing the DVD.

What images shown in the video did you find significant? Why?

Why do you think France and Germany decided to go so quickly from being enemies to allies? How do you think this benefited the rest of Europe? Remember, France was not Germany's only enemy during the war; why do you think the video specifically highlights this relationship?

What effect does it have that many of the people interviewed are not Americans.

Do you agree that we can apply lessons learned from the Marshall Plan to today's world? Why or why not?

Diplomacy and the Marshall Plan - Topics for Further Discussion

Grade level: 7th-12th grade

Content: American history, European history, civics, foreign affairs, international relations, government, political science, economics

Objectives: To further explore the history relevant to the Marshall Plan (Leading up to the Plan and the Cold War), to further understand diplomacy

Materials and resources:

- Panels and DVD from *The Marshall Plan: The Vision of a Family of Nations* exhibit
- *Historical Background of the Marshall Plan*
- *Bibliography for Teachers*
- *Sources for Student Reference*
- *Event Timeline*

Lesson structure: The following are topics that can be used for discussion. They are accompanied by summarizing bullet points of relevant information. These can be used for large class discussion, printed out and used in small class discussion, or used in a teaching and learning activity in which groups of students have assigned areas of information they must research and then present either formally or informally to the class.

Setting the Stage for the Marshall Plan:

- WWII is ending, the Nazis are defeated but Europe is devastated.
- The U.S. and Soviet Union are beginning to emerge as world powers.
- U.S. is democratic and the Soviet Union is communist.
- Roosevelt is ill and the Soviet Union is quickly laying claim to European countries. Truman becomes president, Churchill is voted out of office, and the Manhattan Project is a success.

The Beginning of the Cold War:

- Economic crises in Turkey and Greece in 1946-47 and Soviet expansion lead to Truman Doctrine: U.S. will support free peoples resisting subjugation.
- The stage is set for the cold war.
- Many European nations face the fact that they are running out of hard currency (i.e. dollars) with which to participate in international markets. People are starving throughout Europe. Economic stagnation threatens government stability. Communism could expand farther into Europe.

- European leaders want to determine their own future.
- U.S. is tired of war and many Americans want to return to isolationism, as the country did after WWI.
- The U.S. and Soviet Union have emerged as the two world powers.

Implementing the Marshall Plan:

- George Marshall sees the crisis in Europe: immediate humanitarian disaster. In this weakened state, Europeans might lean towards a communist agenda.
- The U.S. Congress and businessmen, however, are reluctant to throw money at the problem without visible benefits.
- Marshall must speak to the American public directly, face to face diplomacy, to garner support for sending aid to Europe.
- Marshall also must allow Europeans to make their own sovereign decisions, yet coax them to work together to use the aid wisely and overcome the crisis.
- U.S. Government creates the Economic Recovery Program (ERP) that will provide short-term aid to stop the crisis, but also for long-term recovery through capital investment.
- Exchange programs funded through the Marshall Plan allowed Americans and Europeans to travel to each other's countries and share new ideas in industry and technology.

An Introduction to Diplomacy:

How does Marshall do it? What is his diplomatic process?

- Marshall knows Europe needs aid
- Direct approach to Congress will not work
- Marshall speaks directly to the American people
- Marshall decides to present the plan at a commencement speech (tips off European leaders, who listen in)
- European leaders call a conference and draft proposals
- Marshall sends State Department diplomats to guide European leaders on how to effectively ask for aid, which will in turn secure approval from the U.S. Congress
- Truman calls a special session of Congress to present proposals and the ERA is signed

Primary Source Activities

The following activities are based on analysis of primary source materials such as newspaper articles and political cartoons. The materials may be used as extra sources for reference during other lessons, or as a stand alone activity (a suggestion accompanies each source).

Marshall, George. June 5, 1947. Commencement speech given at Harvard University.

[<www.usaid.gov/multimedia/video/marshall/marshallspeech.html/>](http://www.usaid.gov/multimedia/video/marshall/marshallspeech.html/)

- Learn about political speeches. What makes an effective speech? What are some common rhetorical devices used in speech writing? What else must be considered in a political speech besides just the language (consider location, audience, press coverage, intent)? Learn about speech writers (though finalized by Marshall, this speech was drafted by Charles E. Bohlen, a State Department official). Compare this speech to other famous speeches, such as Kennedy's inaugural address, or to recent speeches, such as the most recent State of the Union address.

“Truman Calls on Nation to Forego Meat Tuesdays, Poultry, Eggs Thursday”. *New York Times*, October 6, 1947.

[<www.nytimes.com/learning/general/onthisday/big/1005.htm>](http://www.nytimes.com/learning/general/onthisday/big/1005.htm)

- Discuss how this article is a reflection of the American mindset at the time. Marshall was notoriously self-disciplined, but most people do not have the same self-control. What does it say about the era that this was not an unreasonable request for Truman to make (consider the Great Depression, wartime rationing, patriotism directly linked to the war)? Would anyone suggest something like this today? Discuss the remarks made about housewives.

Political cartoons:

“But I Didn't Know You Were Bringing All the Relatives”. November 12, 1947.

Marcus, Edwin. “Can He Block It?” 1947.

Lock, Herbert. “It's the Same Thing Without Mechanical Problems.” January 26, 1948.

- Learn about the art of political cartooning. What makes an effective political cartoon? What audience are political cartoons intended for? What does a political cartoon express that words cannot? What messages are these cartoons trying to convey? These cartoons may be taught together or separately. “Can He Block It?” and “It's the Same Thing Without Mechanical Problems” address the threat of communism and America's strained relationship with the Soviets and are a good introduction to the Cold War. “But I Didn't Know You Were Bringing All the Relatives” speaks to the way things are accomplished in Congress and is a good tie-in to learning about the legislative branch.

U.S. Department of State. For the Press. Remarks by the Honorable George C. Marshall, Secretary of State, before the Herald-Tribune Forum. October 23, 1947.

- Discuss how the press is connected to diplomacy. How did Marshall use it to his advantage? What audience does he have in mind for these remarks? Why is it important and effective to use the press to influence public opinion? What rhetorical techniques does Marshall use that are particularly effective?

Map Activity. One map from the mid 1940s and one from the early 1950s.

- Discuss how diplomacy affects geography. How are these maps different from each other? How is the Marshall Plan related to these differences (consider World War II, the Cold War)? What can maps tell us about political climates?

Simulation Activities

The following lesson plans provide more in-depth understanding of the Marshall Plan and diplomacy in general. They are not directly tied to the exhibit panels, but the panels may be used to provide a broad background on the material.

Grade level: 11th and 12th grade (may be adapted for younger audiences)

Content: American history, European history, government, economics, political science, international relations, foreign affairs

Skills: Observation and analysis, multiple points of view, discussion of personal viewpoints, art of persuasion, conflict resolution (discuss, listen, debate, negotiate), decision-making and problem solving, debating, application of historical issues to current events

Objectives: To learn about the way diplomacy is enacted by participating in simulations related to the Marshall Plan. The simulations also focus on American history and the workings of the U.S. government.

Time: Each simulation requires a different amount of time—however, one class period for preparation and one for execution is usually sufficient. This time can be shortened to one class period if preparation and research are assigned as homework or if the topics have already been addressed in class. It can be lengthened by introducing additional activities or spending more time on the simulation itself. *Point/Counterpoint: Was the Marshall Plan All That Great?* takes the least amount of time to execute; *A Man with a Plan* is the most involved simulation.

Materials and resources:

- Panels from *The Marshall Plan: The Vision of a Family of Nations* exhibit
- *Historical Background of the Marshall Plan*
- *Suggested Sources for Teachers and Students*
- *Event Timeline*

Lesson Contents:

There are four simulation activities contained in this section.

Setting the Stage for the Marshall Plan: Yalta and Potsdam
A Man with a Plan: Marshall's Vision for a European Recovery
Negotiating for the Marshall Plan in Europe
Point/Counterpoint: Was the Marshall Plan All That Great?

The first three activities are introduced in the following format. The questions provided here are designed to help students break down the diplomatic process and to understand the nuts and bolts of diplomacy.

Players: *Who are the characters handling the negotiation? How well will they work together? What kinds of character attributes are important to handling negotiations?*

Location: *Does the location of the negotiations influence the mood or outcome?*

The situation: considerations, concerns, and outcomes: *What is the history of the situation? Why does diplomacy play a role? What does the U.S. hope to get out of the negotiation? What was the real outcome?*

What's at stake for the players you represent: *What do you hope to achieve in the negotiations? What are you willing to compromise? What are your bargaining chips?*

Analyze diplomacy: *How well do you know the other party? Do you have information that will help you achieve your goal?*

Setting the Stage for the Marshall Plan: Post WWII Europe

This activity seeks to recreate the Yalta and Potsdam conferences, providing a historical backdrop for the Marshall Plan.

The Yalta Conference: The Soviet Union, the U.S., Britain (The Big Three)

Players: Stalin, Roosevelt, and Churchill (Learn about the role of Marshall, role of France)

Location: Black Sea resort of Yalta, February 3-12, 1945

The situation: considerations, concerns, and outcomes: At the end of WWII, Europe was economically and physically devastated. Britain and the Soviet Union had opposing views, yet visions for how to stabilize and rebuild Europe seemingly rested in their hands. The U.S. entered the war in 1944 and participated in the talks about Europe's future.

What's at stake for the players you represent: War with Japan, concentration of British and Soviet powers in Europe (Stalin's vision vs. Roosevelt and Churchill's vision). Stalin's request for funds, the annexation of Poland to the Soviets in exchange for their support in defeating Japan, The Declaration on Liberated Europe.

Analyze Diplomacy:

How were these discussions handled?

How was the tone set among participants?

What were the dynamics between the countries? What were the dynamics between individuals? How are these types of relationships different?

What were the resulting treaties and policies?

How were decisions and policies made?

What were the priorities of "the four policemen"? What is meant by this term?

How were European communities affected by these decisions?

Potsdam Conference: The Soviet Union, U.S., Britain (The Big Three)

Players: Stalin, Truman, Churchill, and Attlee (Learn about the role of Marshall, role of France)

Location: Potsdam, near Berlin Germany, July 17-August 2, 1945

The situation: concerns, considerations, and outcomes: At the conclusion of WWII, ideas on how to settle Germany into four zones needed to be finalized. The judicious process of war criminals, the elimination of Nazi power, and reparations to the Soviet Union were in question. While at the conference, the news of the successful U.S. test of the atomic bomb had reached Truman.

What's at stake for the players you represent: Security, economic stability in Europe as well as U.S., spread of communism, possessing nuclear power.

Analyze diplomacy:

How were these discussions handled?

How was the tone set among participants?

What were the dynamics between the countries? What were the dynamics between individuals? How are these types of relationships different?

What were the resulting treaties and policies?
How were decisions and policies made?
What were the priorities of “the four policemen”? What is meant by this term?
How were European communities affected by these decisions?

Simulation Procedure:

Divide the class into six delegations, three for the Yalta Conference and three for the Potsdam Conference. Assign each group to represent either the U.S., Britain, or the Soviet Union.

- Yalta: Roosevelt, Stalin, Churchill
- Potsdam: Truman, Stalin, Churchill/Attlee

Give students about an hour of class time or homework assigning them to research the conference and their group’s position. They should focus on discovering:

- The situation in their country leading up to the conference
- Their country’s relationship with the other countries represented at the conference
- What they seek to achieve from the conference—what they absolutely want and are unwilling to compromise and what they are willing to concede in order to achieve primary goals
- The personalities and diplomatic skills of the groups represented in the conference
- What actually happened during the conference

Before beginning the simulation, give out index cards to each group. Have students write down all of goals they have for the conference, regardless of whether these are things they find crucial (for instance, at Yalta Roosevelt really wanted the Soviets to help out in the Pacific) or things less important (Roosevelt would have liked to keep Europe intact, but was willing to accept border changes).

Arrange desks or tables so students in the same conference are sitting in circle. Each conference can be conducted independently of the other, played simultaneously or one after the other, depending on time.

Have each group select a spokesperson to read their goals aloud, not specifying the level of priority of each. They must be assertive and provide a very brief explanation for why they think each is important. After each group has spoken, negotiations will begin. To maintain order, conferences can elect a moderator or choose to limit speaking to the spokesperson (with other group members feeding notes of information and talking points). The purpose of the negotiation is to decide which goals all parties can agree to accomplish. It is inevitable that there will be conflicting goals, so groups must learn how to persuade and bargain. They must be able to persuade other groups to see their way, and be willing to give up certain goals in order to achieve others.

Negotiations conclude when groups have reached consensus or when the allotted time has run out. Groups should discuss how closely the outcomes of their diplomatic negotiations parallel those of the real Yalta and Potsdam conferences. Each conference should debrief the other on the way their negotiations went and its outcome, and the class should be prepared to address the following comparisons of the two conferences:

- Role of the U.S. President, U.S. Secretary of State, foreign leaders and diplomats, aids, etc.
- How did these conferences change/affect/influence U.S. foreign policy toward Europe?
- How would the outcomes of the conferences been different had there been adjustments in location, personality, or diplomatic approach?
- Do we see the evidence of these policy outcomes today?
- What was George Marshall's role in the Yalta and Potsdam conferences?

As a follow-up, a short summary, analysis, and critique of the activity may be assigned as homework.

A Man with a Plan: Marshall's Vision for a European Recovery

This activity seeks to mimic Marshall's struggle with Congress and U.S. popular opinion to turn his vision for European recovery into a reality.

Players: Marshall, Congress, U.S. citizens

Location: United States

The situation: considerations, concerns, and outcomes: Europe, just recovering from war, suffered a severe winter during 1946-47. There was concern over Europe's health and welfare, threat of economic depression, and its effect on the U.S. Britain's role was collapsing and there was instability in France and Italy. The Truman Doctrine sent aid to Turkey and Greece. Strategies for assisting the rest of Europe were under consideration.

What's at stake for the players you represent: Defining the plan and selling it: struggle for congressional support, within the State Department and other governmental agencies. Concerns within the U.S. regarding isolationism vs. internationalism, U.S. as a world power, economic stability (rescue capitalism and defeat communism), attitude towards Germany, containment of communism, and fear of nuclear war.

Analyze diplomacy:

How did Marshall approach the design of ERA?

How did he approach the public and superiors with the idea?

How did he use diplomatic skills to garner support for the ERA?

Identify diplomatic techniques.

How were discussions handled?

How did Marshall's plan respond to U.S. foreign policy concerns?

What were the challenges he met along the way?

What personalities stand out? What is their diplomatic tactic?

Simulation procedure:

Preparation:

Divide the class into three groups:

- **Marshall and his staff.** Assign or have the group designate one member to be George Marshall. This student functions mostly as a spokesperson. The other group members will represent Marshall's staff. They include political analysts, strategy advisors, and speech writers. Everyone in the group has equal say in deciding how to proceed during the simulation and must share the work of research and preparation.
- **U.S. Congress.** This group should be divided into 3 sections: Taft, Wallace, and Vandenberg. Each sub-group is based on a Congressman who engaged in the debate over the Marshall Plan, but group members should also focus on the party ideology that they represent (even if this does not fully agree with the inclinations

of the represented individual himself)—for Taft, the Republicans, for Wallace, the Democrats, and for Vandenberg, the moderates on both sides.

- **U.S. citizens.** This group should be divided into isolationists and internationalists.

Give students time to research their positions and the political climate of the United States from the death of FDR until the passing of the ERA. Each student should focus on the historical background of the situation as well as more group-specific information. (Teachers may choose to cut out and provide these suggestive questions to each group)

- **Marshall:** Why did Marshall care about helping Europe? How did he work with Truman on the issue? How did he go about getting support from the American people and from Congress? What problems did he foresee in getting this support? How did he prepare to face these problems? What were the key points Marshall used to get support? What points do you think will be most and least effective in getting other people to agree with your opinion (kindness to others, anti-communism, helping American big business, etc.)? The group should read speeches by George Marshall related to the Marshall Plan to answer some of these questions.
- **Congress:** Who is the Congressman you are representing? What is his background and how does it affect his position on the Marshall Plan? What positions does he hold in Congress? The Republicans gained control of both houses in 1946—how did this affect your Congressman? What party does your Congressman belong to? How closely do his views correspond to the general feeling within the party? What criticisms does he/the party have for the Marshall Plan? What does he/the party like about the Marshall Plan? What points do you think will be most and least effective in getting other people to agree with your opinion (kindness to others, anti-communism, helping American big business, etc.)? In the end, how did the person you represent actually vote?
- **Citizens:** What is isolationism? What is internationalism? What are the political leanings of your group? Is there any geographic tendency in your group (That is, do you tend to live in the North, South, East, or West)? How would your group feel about the Marshall Plan? Why do you think this issue affects you? What points do you think will be most and least effective in getting other people to agree with your opinion (kindness to others, anti-communism, helping American big business, etc.)?

Each group (6 in total) should prepare a short, persuasive, statement to present to the class outlining their position on the issue—do they support or oppose the Marshall Plan and why. Each group should choose a spokesperson to give this speech to the class, but the entire group must contribute in its preparation. This seeks to mimic how real world politics makes use of figure heads like George Marshall to present ideas, though there are many people working behind the scenes to design and apply these policies.

Simulation:

--Initial Presentations

The Marshall group will speak first, with the student representing George Marshall reading the group's prepared statement. This student should present facts in a persuasive manner, keeping in mind that their audience includes both Congress and citizens.

The citizens should then be given a couple of minutes to review their statements in case they feel anything needs to be changed based on Marshall's presentation. They will then present their group opinions—the order of the two presentations does not matter. The target audience for the citizens is Congress; they want to influence the positions of the Congressmen who represent them. They also want to influence the opposing group of citizens.

After listening to the citizens, Congressmen should have a couple minutes to review their statements in case they feel anything needs to be changed based on the preceding presentations. They will then each present their speech, focusing mainly on the opinion of the individual they represent, but also addressing the general opinion of their party.

--Responses and Voting

Groups have different responsibilities in preparing for the second half of the simulation.

- **Marshall:** They will prepare another speech, responding to points made by the other groups. The beginning of the speech must introduce the overthrow of the Czechoslovakian government, spinning this event to Marshall's advantage. The rest of the speech will reinforce supporting comments and address criticisms made by the other groups. As this is the last chance for this group to speak, they should finish with a strong conclusion
- **Citizens:** Each citizen will write "a letter to Congress" in the form of a short paragraph (about four or five sentences) to each Congress group. They should either attempt to change the opinion of that Congressman, or to support his existing position. *Citizens are no longer bound by isolationist/internationalist distinctions*, they may write following their own opinion.
- **Congress:** Each group must create a detailed list of points to address in their closing statements. These should respond to the original speeches—reinforcing supporting comments and addressing criticisms.

Marshall will give his closing speech. Congress should take notes and alter their list of points accordingly.

A few citizens can be called on to read their opinions aloud, which should then be distributed to the appropriate groups. Congress should have some time to look over these opinions and further alter their lists of points.

Each Congress group will present a closing statement based on their list of points. The statement should respond to both the letters and Marshall's closing speech and finish with a clear, summarizing conclusion.

Once all groups are done presenting, students should raise their hand to vote either for or against the Marshall Plan. They need not follow the historical opinion of the group they represented, but rather base their decision on the information presented throughout the simulation.

After the Simulation (optional):

After the simulation has been completed, debrief the class. How closely did the students follow the real historical event? Teachers should clear up any points misrepresented or not covered. Answer any remaining questions.

A short paper may be assigned for students to reflect upon the simulation—summarizing, analyzing, and critiquing it.

Negotiating for the Marshall Plan in Europe

This activity seeks to replicate the complicated process of many countries, each with their own problems, trying to reach consensus on a proposal to receive American aid. It also seeks to illustrate how U.S. diplomatic expertise was influential during the Europeans' drafting of the ERA.

Players: Marshall Plan countries, the U.S.

Location: Talleyrand Building, Paris, France

The situation: considerations, concerns, and outcomes: The European countries hit by the war had different needs and ways of approaching stabilization. Assuring aid to European countries willing to help themselves, the U.S. encouraged Europe to take the initiative to work with each other to propose the process and procedures of a foreign-aid package and to suggest an amount.

What's at stake for the players you represent: Economic stability for U.S. and Europe, containment of communism

Analyze diplomacy:

What guidelines did the U.S. offer to Europe in determining how aid would be distributed?

What was the U.S.'s role as Europe drafted its ideas on how to distribute aid?

What countries were involved in the discussions as to how ERA would work? What European countries were not a part of discussions and why?

What personalities stand out? What is their diplomatic tactic?

Simulation Procedure:

Assign each student to a Marshall Plan country—make sure that the United States is also represented. The Marshall Plan countries are:

1. Austria
2. Belgium
3. Denmark
4. France
5. Germany
6. Greece
7. Iceland
8. Ireland
9. Italy
10. Luxembourg
11. The Netherlands
12. Norway
13. Portugal
14. Sweden
15. Switzerland
16. Turkey
17. United Kingdom

If the class has fewer than eighteen students, one student may represent two small countries or the teacher may take on the role of remaining countries. If the class has more than eighteen students, multiple students may be assigned to groups such as the U.S., France, Germany, and the U.K.

Each student should research the state of their country following World War II. They should look at the state of infrastructure, education, health care, and industry. They should also investigate their relationships with the other nations (who do they want to see get more money? Less money?). Those representing the United States should research which countries it should offer the most money and why. The German group should come up with a strong case for receiving any aid at all, given they were the antagonists of the war.

The United States will act as moderator of the simulation.

In a round table discussion, each student will present their case for aid. They should also state the population of their country, as more populous countries should receive a greater amount of aid. Students must learn how to speak in turns and cooperate to realistically divide the allotted funds. The U.S. must make sure that everyone participates and is heard.

The total aid must equal \$22 billion, the amount originally requested by Europe.

The U.S., while not requesting funds for itself, is in charge of writing down the final breakdown, so they have a great deal of sway over how money is divided. They may not, however, disregard the other nations' wishes. When a proposal has finally been written, it should come to a vote from everyone. The goal is for this proposal to pass unanimously, or with only a couple of dissenters.

After the negotiation, compare the percentage of aid the class has allocated to each country to the percentage of aid actually received by each country.

Point/Counterpoint: Was the Marshall Plan All That Great?

This activity seeks to explore criticisms of the Marshall Plan and the controversy over whether its a good example of modern American diplomacy through a simulated debate.

Explain how debate is relevant to diplomacy—that countries must be able to clearly present their points of views and listen and respond to other points of view.

Divide the class so that there can be two debates, or four groups (two affirmative, two negative). The purpose of having two debates is to provide an audience for each and to discuss the similarities and differences between the two. It is possible that the affirmative group will come out on top in one debate while the negative triumphs in the other.

The affirmative groups must defend the Marshall Plan, saying yes, the Marshall Plan was truly innovative and without it Europe would have never recovered from the war. The negative groups must oppose the Marshall Plan, saying that no, the Marshall Plan wasn't as crucial as some people think.

Students should be instructed of the debate format and decide the speaking order.

Teachers may choose to follow a known format, such as that used by policy debate (statements, cross-examination, rebuttals), a different structured format, or have a free-form debate where anyone may speak as long as order is maintained.

If possible, debates should be judged by someone outside the class, such as a principal, other teacher, or parent who is familiar with the information. The judge should have a clear idea of what they should look for in the debates. These include:

- Familiarity with information
- Persuasiveness
- Speaking skills
- Ability to respond to questions

Have the judge critique both groups, providing examples of what each did well and what each could have improved, and then announce the winner of the debate.

Allow time to debrief, allowing students to express their feelings about the activity. Also review some of the criticisms of the Marshall Plan, reminding students that every piece of diplomacy is met by people who both support and oppose it.

Connections to English Language Arts

Educators may choose to supplement the information taught through this curriculum by connecting it to topics in English Language Arts.

Literature:

- Teach about post-modernism—how it differs from modernism, how it is influenced by World War II, and the important figures.
- Middle School—read John Steinbeck’s The Pearl, published in 1947. Discuss the way it treats economic divisions and how this relates to the world post World War II.
- High School—read George Orwell’s Animal Farm, published in 1945. Discuss its treatment of communism and the way this differs from Western capitalist ideology.

Language Arts:

- Have students write character sketches of George Marshall, covering his role in Yalta and Potsdam, his work in China and as Secretary of State, his skills as a General and a diplomat, and his personal history and characteristics.
- Have students interview and write a profile on someone who is involved in diplomacy. This can be a State Department employee, a professor of political science, a recent immigrant, or some other person. The student should learn about interviewing techniques and properly quote their subject. The profile should detail their subject’s life and explain how they are relevant to diplomacy.
- Have students write short papers on someone they know who exhibits character traits of a successful diplomat.
- Have students write papers that define diplomacy and outline in detail, another instance in American history where successful diplomacy occurred.