

Cobblestone™

HARRY S. TRUMAN

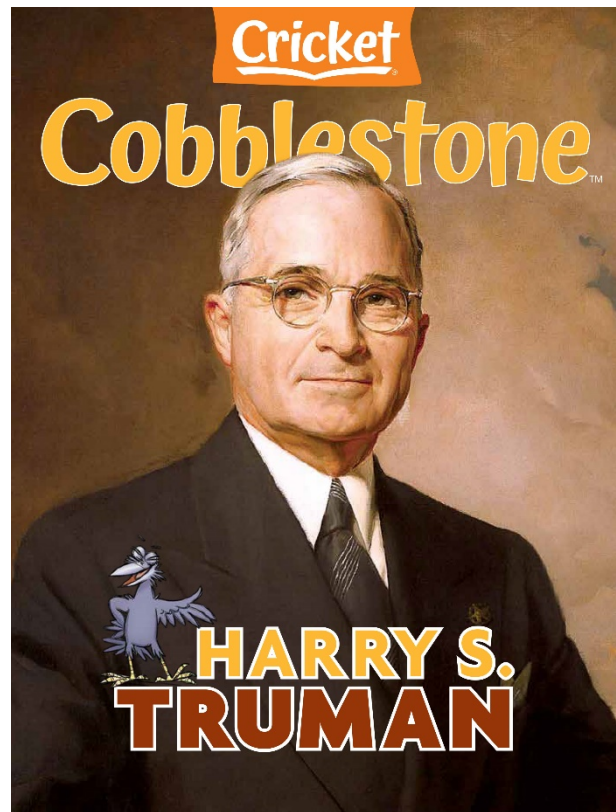
In this issue, students will learn about Harry S. Truman, the 33rd president of the United States. Use the articles, lessons, and activities in this teacher guide to help students learn how this plain-speaking man from Missouri changed history.

CONVERSATION QUESTION

How did Harry Truman change history?

TEACHING OBJECTIVES

- Students will learn about Harry S. Truman's military experiences.
- Students will learn about Truman's domestic policies.
- Students will learn about Truman's foreign policies.
- Students will use evidence to support a claim.
- Students will analyze and evaluate historic events and developments.
- Students will analyze relationships.
- Students will conduct short research projects.
- Students will analyze primary sources.
- Students will create and present a multimedia product.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

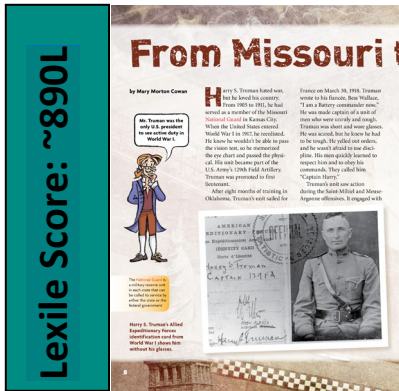
SELECTIONS

- **From Missouri to D.C.**
Expository Nonfiction, ~890L
- **On the Home Front**
Expository Nonfiction, ~930L
- **Leader in an Uncertain World**
Expository Nonfiction, ~970L

From Missouri to D.C.

pp. 8–10, Expository Nonfiction

Use this article about Harry Truman's military experiences and his early political career to give students practice in using evidence to support claims.



OBJECTIVES

- Students will learn about Harry S. Truman's military experiences.
- Students will use evidence to support a claim.
- Students will conduct short research projects.

KEY VOCABULARY

- **committee (p. 9)** a group of people who are chosen to do a particular job or to make decisions about something
- **backed (p. 10)** gave support to
- **inflated (p. 10)** increased in a way that is not normal or expected

ENGAGE

Conversation Question: How did President Truman change history?

Point out that presidents play many roles. They represent the nation, execute laws, negotiate with other countries, run the armed forces, help create a national budget, and appoint people to the federal government. Display a word web with the phrase “traits of a president” in the center. Brainstorm with students the personality traits and qualities they believe a president should possess. Then tell students to consider whether they see these traits in Harry Truman.

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. The robotics team _____ Amanda for class president.
2. The picnic _____ will plan the year-end party for students.
3. If the cost of ice cream is _____, an ice cream cone will cost more.

READ & DISCUSS

After students read the article, use these questions for discussion:

1. How did Truman show his love for his country?
2. How did Truman gain the respect of the men in his army unit?
3. Was Truman wise to become involved with the Pendergast family? Explain.
4. What did Truman accomplish as a judge in Jackson County?
5. How did Truman gain the trust of his fellow senators?

SKILL FOCUS: Use Evidence

INSTRUCT: Tell students they will use information from the article to infer, or make logical guesses about, Harry Truman's perspectives, attitude, and character. Then they will use these inferences as evidence in an editorial supporting Truman as vice president. Have students work in pairs to underline details on page 8 that reveal something about Truman and note what the details reveal. Invite volunteers to share their ideas. Then have students underline details in the rest of the article and use sticky notes to note what the details reveal.

ASSESS: Have students write an editorial that promotes the nomination of Harry Truman for vice-president in 1944. Tell students to use details from the article and the inferences they made about Truman as supporting evidence.

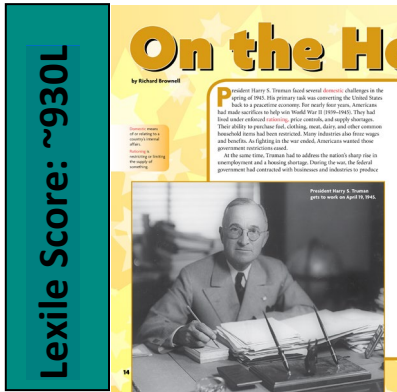
EXTEND

Language Arts Encourage students to explore the student resources page on the Harry S. Truman Presidential Library and Museum website to learn more about Truman's early life. Have students create a short comic strip biography using information from the site. Tell them to write about specific experiences and use quotes when possible.

On the Home Front

pp. 14–18, Expository Nonfiction

Use this article describing Truman's domestic policies to review the processes of analyzing and evaluating change.



RESOURCES

- Analyze and Evaluate Change

OBJECTIVES

- Students will learn about Truman's domestic policies.
- Students will analyze and evaluate historic events and developments.
- Students will analyze primary sources.

KEY VOCABULARY

- price controls** (p. 14) government regulations that fix the prices that can be charged for goods or services
- strike** (p. 15) to stop work in order to force an employer to agree to demands
- settlement** (p. 16) a formal agreement or decision that ends an argument or dispute

ENGAGE

Conversation Question: How did President Truman change history?

Point out that presidents are sometimes seen as agents of change because they can try to solve problems by changing economic and social policy. Have students work in small groups to brainstorm things they would change or try to accomplish if they were president today. Invite students to share ideas. Then tell them to note the changes President Truman tried to make in his first and second terms as president.

INTRODUCE VOCABULARY

Display the following context sentences and underline the vocabulary words. Have students work in pairs to infer the meaning of each vocabulary word based on the sentence context. Then reveal the definitions and have students check their inferences.

- The government created price controls to keep the cost of food from getting too high.
- When hotel workers decided to strike, hotels faced a staff shortage.
- After days of discussion, workers and managers reached a settlement on the issue of pay raises.

READ & DISCUSS

After students read the article, use these questions for discussion:

- What caused the rise in unemployment after the war?
- Why do you think the unions pledged not to strike during the war?
- How did Truman try to support striking workers?
- Why was Truman unpopular with the American public in 1948?

SKILL FOCUS: Analyze and Evaluate Change

INSTRUCT: Point out that during the war, the federal government took control of industries and businesses to produce things that were needed for war. At the same time, citizens were asked to cut back on items that were previously easy to obtain. After the war, people and industries wanted to end these strict controls. Have students work in pairs to brainstorm two or three changes Truman tried to make to help people and businesses after the war. Invite students to share ideas with the class. Discuss Truman's motivation for making the changes mentioned.

ASSESS: Distribute the *Analyze and Evaluate Change* worksheet to students and go over the directions. Have students work in pairs or small groups to complete the worksheet.

EXTEND

Language Arts/Social Studies Have students work in pairs to identify a topic of interest mentioned in the article and then use the internet to locate a primary source related to the topic. Pairs should compare the sources in terms of tone and content. Tell students to add a few sentences to the article based on information in the primary source.

Analyze and Evaluate Change

Analyze and evaluate each change listed in the first column below by answering the questions in columns 2–4.

	What did it change?	Who proposed it and why?	A success or a failure for Truman? Explain.
Taft-Hartley Act			
Executive Order 9981			
Fair Deal Plan			

Leader in an Uncertain World

pp. 19–23, Expository Nonfiction

Use this article about Truman’s foreign policy initiatives after WWII to help students analyze historical relationships.



OBJECTIVES

- Students will learn about Truman’s foreign policy initiatives.
- Students will analyze relationships.
- Students will create and present a multimedia product.

KEY VOCABULARY

- **ratify** (p. 19) to make an agreement official by signing it or voting for it
- **rigging** (p. 20) controlling or affecting something, such as a game or election, in a dishonest way in order to get a desired result
- **advocate** (p. 20) to argue for something

ENGAGE

Conversation Question: How did President Truman change history?

Have students gather in small groups to discuss what they know about President Truman. Then have groups share their ideas with the class. Point out that one way President Truman changed history was through his policies toward Russia (the Soviet Union) and communism. Tell students to think about the relationship between these countries as they read the article.

INTRODUCE VOCABULARY

Display the vocabulary words and definitions and read them aloud. Have students work in groups of three to write sentences using these words, with each group member taking on a different word. Have groups review their sentences and confirm that the words are used correctly. Invite students to share their sentences. Then tell students to look for these words as they read the article.

READ & DISCUSS

After students read the article, present these questions for discussion:

1. Why was the world “uncertain” after World War II?
2. What was Stalin’s goal?
3. Why did Truman want to contain communism?
4. What motivated US leaders to create the Marshall Plan?
5. Why did the United States fight against North Korea?

SKILL FOCUS: Analyze Relationships

INSTRUCT: Have students work in pairs to characterize the relationship between the US and Russia, based on information in the article. Invite students to share ideas. Then discuss how the relationship between the two countries changed from 1945 to 1949. Tell students that they will be analyzing how the relationship between the two countries might have evolved differently if different decisions had been made.

ASSESS: Have small groups use the article to create a timeline of important events and decisions between 1945 and 1949. For each event, have students describe its significance and the motivation behind it. Then have them choose three points from the timeline and discuss how the events that followed would have been different if a different decision had been made at this point.

EXTEND

Language Arts/Social Studies Have students work in groups to create a meme based on information in “Leader in an Uncertain World.” Students might choose to focus on the Berlin Airlift, US-Soviet relations, the idea of containing communism, or the concept of cold war. Have groups present their memes to the class.