**Truman Doctrine – Debate**

In the years after the end of the Second World War, the Soviet Union sought to extend its sphere of influence throughout central Europe not only by actually intervening in other countries (such as Czechoslovakia) but by supporting communist insurgencies in Greece and Turkey. Britain had been sending monetary aid to both nations to prevent communist takeovers, but because its economy had been greatly weakened by the war, it could no longer do so, and it asked the U.S. to assume the financial responsibility. President Truman went to Congress and requested $400 million in aid to the two nations; he also recommended that the U.S. should support free peoples throughout the world who were “resisting takeovers by armed minorities.” This view became known as the “Truman Doctrine.”

**Instructions:**

1. **Go** to the following website ([**http://www.teachingamericanhistory.org/library/index.asp?document=852**](http://www.teachingamericanhistory.org/library/index.asp?document=852)) and **read** Henry A. Wallace's response to President Truman's March 12, 1947 speech to the U.S. Congress.
2. **Complete** the following table titled “Arguments For vs. Arguments Against the Truman Doctrine” (class activity)
3. **Prepare** a front-page editorial spread regarding the extent of U.S. policy in the affairs of other nation by using the following headline in your editorial: ***Should the United States be financially involved? Should it be involved militarily?***

**Background on Henry A. Wallace**

[Henry A. Wallace (1888-1965) grew up on a farm in Iowa, and graduated from Iowa State College in 1910. In 1915 he founded a business that remains to this day one of the most profitable agricultural corporations in the United States. In 1933 Franklin D. Roosevelt named him Secretary of Agriculture, a position that Wallace held until FDR selected him as his running mate for the 1940 presidential election. As vice president he became increasingly outspoken in his liberal views, leading FDR to drop him from the ticket in 1944 in favor of Harry Truman. However, he remained in the cabinet as Secretary of Commerce, and he remained in this post until 1946, when he was asked to resign because of his public differences with President Truman over foreign policy. He would later run against Truman in the presidential election of 1948.]

**Arguments For vs. Arguments Against the Truman Doctrine**

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| **Arguments For vs. Arguments Against the Truman Doctrine** |
| **For** | **Against** |
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**Front-page Editorial: *Should the United States be financially involved? Should it be involved militarily?***

Using ALL the documents you have read so far (from the “Containment” topic), create a front-page spread addressing the United States’ involvement in foreign crises. Your editorial spread should highlight the following criterions:

* Support one side (should the US be involved or not?).
* Support your argumentations (reasons) by providing evidences (and/or examples).
* Evidences (and/or examples) can be researched from the Internet. However, make sure you use the materials you already have.

**Mark Scheme**

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| **IBDP LEVELS** | **C - Investigating Skills** | **D - Organization & Communication** |
| **7** | * A high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples.
* A precise use of terminology which is specific to the subject.
* A high level of proficiency in analysing and evaluating data or problem solving.
 | * The student communicates information that is always relevant.
* The student organizes information into a well-developed and logical sequence, appropriate to the format required.
* Presentation and expression are clear, concise and effective, and the language, style and visual representation used are always appropriate to the audience and purpose.
* All sources of information are documented according to a recognized convention.
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| **6** | * Answers which are coherent, logically structured and well developed.
* Consistent use of appropriate terminology.
* An ability to analyse and evaluate data or to solve problems competently.
 | * The student communicates information that is relevant really well.
* The student uses a good structure appropriate to the task and sequences the content logically.
* Presentation and expression are clear; careful attention is paid to the audience and purpose in terms of appropriate language, style and visual representation.
* Sources of information are documented, with some errors in adhering to conventions.
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| **5** | * An ability to provide competent answers with some attempt to integrate knowledge and concepts.
* An ability to analyse and evaluate data or to solve problems.
 | * The student communicates information that is relevant.
* The student uses a general structure appropriate to the task and sequences the content consistently.
* Presentation and expression are clear; consistent attention is paid to the audience and purpose, while utilizing appropriate language, style and visual representation.
* Sources of information are documented accordingly, with occasional errors in adhering to conventions.
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| **4** | * Some ability to structure answers but with insufficient clarity and possibly some repetition.
* An ability to express knowledge and understanding in terminology specific to the subject.
* An ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.
 | * The student communicates information that is mostly relevant.
* The student attempts to structure and sequence the work but is not always successful.
* Presentation and expression are occasionally unclear.
* Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.
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| **3** | * A basic use of terminology appropriate to the subject.
* Some ability to comprehend data or to solve problems.

  | * The student communicates information that may not always be relevant.
* The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required.
* Presentation and expression are unclear and imprecise.
* There may be some evidence of documentation.
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