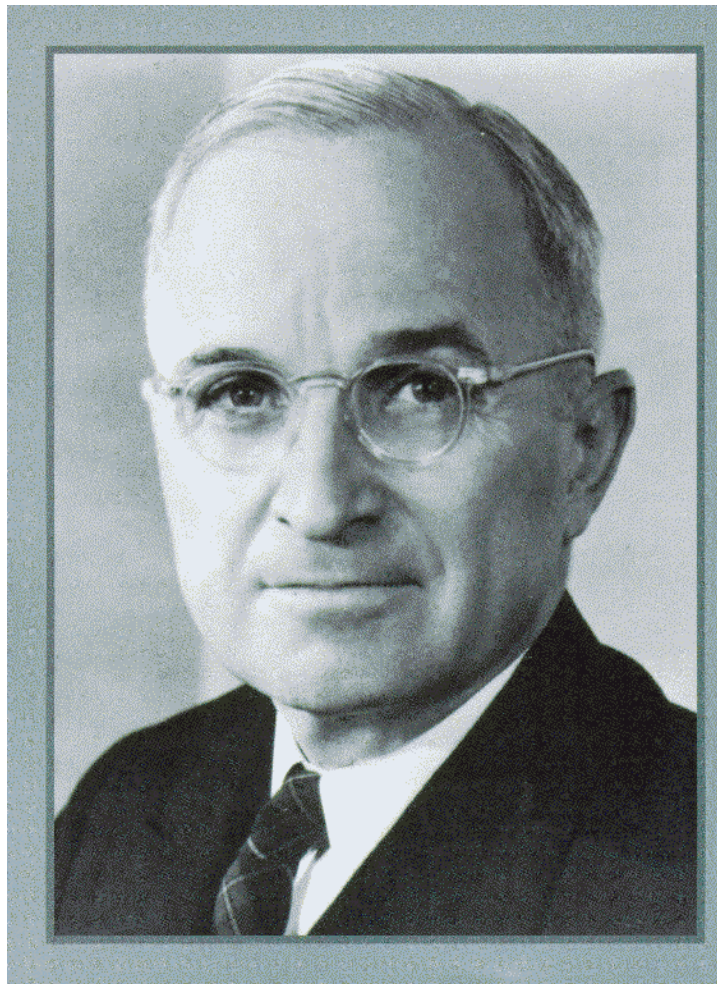


**CRITICAL DECISIONS  
IN  
UNITED STATES HISTORY**

***PRESIDENT HARRY S. TRUMAN***



**CRITICAL DECISIONS  
IN  
UNITED STATES HISTORY**

***PRESIDENT HARRY S. TRUMAN***

Written by:  
Herschel Sarnoff

Published by:  
H.M.S. Historical Games  
729 36<sup>th</sup> Street  
Manhattan Calif. 90266  
(310)365-5539  
[www.multimedialearning.org](http://www.multimedialearning.org)  
[hsarnoff@gmail.com](mailto:hsarnoff@gmail.com)

All rights reserved, including the right to reproduce the game or any parts thereof in any form.

Copyright, February 2008

## **PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE OVERVIEW**

This PRESIDENTIAL DECISION-MAKING: GAME AND STUDY GUIDE confronts students with a series of issues on which United States Presidents made critical decisions during their administrations. The GAME option rewards student teams which match the historical decision made by the President. The STUDY GUIDE option uses the same decisions as study questions to lead a student through his investigation of this period of U.S. History. It also includes SUPPLEMENTARY MATERIALS that have a variety of uses.

**STUDY GUIDE OPTION:** Using the materials as a class or home work assignment.

Using the assigned textbook, the student will research the events and issues confronting one of our Presidents. Since the DECISIONS are printed in chronological order, the assignment pulls a student through the assigned reading. Some DECISIONS may require additional research. Students submit their answers to the DECISIONS to the teacher.

### **GAME OBJECTIVES**

By participating in this simulation game, students will:

1. Apply their knowledge of United States History by making DECISIONS based on issues which faced the President.
2. Understand and apply the necessity of compromise in the formation of public policy in a democracy.
3. Develop and apply techniques necessary to effective decision-making in a group setting.
4. Acquire historical facts and concepts in a non-traditional class activity.

### **INSTRUCTIONS**

1. Read the GAME SUMMARY. As you read, inspect each game item as it is mentioned.
2. Read the HOW TO PLAY section. Play out a few DECISIONS to familiarize yourself with the game procedures.
3. Duplicate the following game materials (minimum of one copy for each team):
  - a. BIOGRAPHICAL SKETCH
  - b. SCORE SHEET
  - c. DECISIONS(questions)- need one per student if it is being used with the STUDY GUIDE option.
4. Duplicate SUPPLEMENTARY MATERIALS according the uses planned by the teacher.
5. Sections of the class textbook dealing with this period of U.S. History may be assigned for student reading. This will serve as an introduction to the issues and events upon which game is based. Alternately, playing the game first can serve as an introduction to the assigned reading

### **GAME SUMMARY (see HOW TO PLAY Section for details).**

Divide the class into teams. Students read the BIOGRAPHICAL SKETCH and DECISION #1. Based on the facts presented, their acquired knowledge, and their own judgment, students reach a DECISION for their team. These DECISIONS are then evaluated by the teacher using the TEACHER CONFIDENTIAL SHEET. A team

making a correct DECISION is rewarded with VICTORY POINTS which are recorded on the SCORESHEET. There is no penalty for incorrect responses. The students may now discuss the DECISION they have made. The game ends with the final DECISION

## **HOW TO PLAY**

### **A. ORGANIZATION**

1. Divide the class into teams. The number of teams will vary according to the needs of the particular class. Assign each team a name or a number.
2. Distribute the following game materials to each team:
  - a. one SCORESHEET
  - b. one (or more) BIOGRAPHICAL SKETCH
  - c. one (or more) DECISION #1
3. Write each team name (or number) on the chalkboard. Students write their team name on the SCORESHEET.
4. Students read the BIOGRAPHICAL SKETCH to gain an historical perspective on the career and character of the President.

### **B. DECISION #1**

1. Students read the introductory paragraph to DECISION#1
2. Within their teams, students discuss and make DECISION#1. They record their DECISION by writing the appropriate letter on the SCORESHEET under the category "TEAM ANSWER".
3. The SCORESHEETS are collected by the teacher.
4. The teacher records each team's DECISION on the chalkboard.
5. Referring to the TEACHER CONFIDENTIAL SHEET, the teacher awards 5 VICTORY POINTS to each team which made a correct DECISION. These VICTORY POINTS are also recorded by each team on the SCORESHEET in the columns labeled "VICTORY POINTS" and "TOTAL POINTS".

### **c. SUBSEQUENT DECISIONS**

1. Follow steps "B 1" through "B 5" above in making DECISIONS #2 through the final DECISION.
2. The TOTAL POINTS column of the SCORESHEET is used to maintain a running grand total of the VICTORY POINTS accumulated by each team during the game. The teacher also keeps a record of TOTAL POINTS on the chalkboard.
3. The team with the highest number of TOTAL POINTS after the completion of the final DECISION is the winner.

### **D. SCORING EXAMPLE**

The teams have made the next-to-last DECISION and have been awarded VICTORY POINTS for that DECISION. The chalkboard shows 6 teams (line I) numbered #1 through #6 and their total points through the next-to-last DECISION (line II).

The 6 teams record their choices for the final DECISION and submit their SCORESHEETS to the teacher who enters the DECISIONS on the chalkboard (line III).

The teacher consults the TEACHER CONFIDENTIAL SHEET to determine the correct answer. In our example, choice "D" is correct, so teams #1 and #5 are awarded five VICTORY POINTS (line IV).

I.	#1	#2	#3	#4	#5	#6
II.	60	65	60	75	75	55
III.	D	B	C	A	D	C
IV.	+5				+5	
V.	65	65	60	75	80	55

The new TOTAL POINTS result (line V) show team #5 to be the winning team, with team #4 finishing second, while teams #1 and #2 tie for third. Ties may be broken by asking a TEST question (see SUPPLEMENTARY MATERIALS).

### **E. OPTIONAL RULE**

Teachers may decide not to collect the SCORESHEETS if they deem the class will record and score themselves truthfully. In this case, the teacher will read the answer after teams have completed the TEAM ANSWER column. This OPTIONAL RULE eliminates the need to use the chalkboard.

### **SUPPLEMENTARY MATERIALS**

The following materials, while not necessary to the game, provide the student with an enriched learning experience. They may be used either before or after playing the game or completing the STUDY GUIDE.

A. The READING QUESTIONS are based on the BIOGRAPHICAL SKETCH. They may be used as an assignment to guide the student's reading or as a test of reading comprehension.

B. The TEST questions are based upon the DECISIONS and are useful for evaluating learning gained by playing the game. The READING QUESTIONS and TEST may be combined and administered as a pre and/or post test to more accurately measure learning.

### **C. RESEARCH LISTS**

1. VOCABULARY LISTS I (basic) and II (advanced) may be used to generate assignments or to aid the teacher in preparing the class for the game.
2. The lists of HISTORICAL TERMS and PERSONALITIES may be used as research topics to prepare the class for the game.
3. Items in the four lists marked by an asterisk (\*) are from the BIOGRAPHICAL SKETCH. The remainder are from the DECISIONS.

D. The two CROSSWORD PUZZLES are designed to reinforce learning. PUZZLE #1 is based on the HISTORICAL TERMS while PUZZLE #2 is based on the PERSONALITIES list

.

E. The WORD SEARCH combines words from both VOCABULARY LISTS.

CLASSROOM GAMES AND ACTIVITIES  
for grades 7-12

**TITLES.**

1. Critical Decisions of George Washington
2. Critical Decisions of Thomas Jefferson.
3. Critical Decisions of Abraham Lincoln, 1860-1862.
4. Critical Decisions of Abraham Lincoln, 1862-1865 Theodore Roosevelt
5. Critical Decisions of Woodrow Wilson.
6. Critical Decisions of Harry Truman
7. Critical Decisions of John F. Kennedy

Multimedia Learning Aids produces U.S. and World History PowerPoint presentation.  
Please see our website at [www.multimedialearning.org](http://www.multimedialearning.org). We can be contacted via email  
at [hsarnoff@gmail.com](mailto:hsarnoff@gmail.com) or at (310)365-5539



## **HARRY TRUMAN: A BIOGRAPHICAL SKETCH**

Harry Truman was born May 8, 1884 in Lamar, a small Missouri town not far from Kansas City. His father was a mule-trader, engaged in a lifelong struggle to keep his family out of poverty. His parents could not agree on a middle name, so they settled simply for the initial "S."

Like Theodore Roosevelt, Truman suffered from poor eyesight. Thick glasses excluded him from many physical activities so important to young boys. Truman turned to quieter pursuits, learning to play the piano and reading nearly every book in the local library. Both interests pleased him throughout his life--

especially the reading of history.

Truman attended public schools through high school. He did well, partly because he produced what pleased his teachers--an early indication of his political acuity. He was unable to attend college because he was needed to work to provide support for his younger brothers and sisters. He labored at odd jobs around Kansas City, and inspired by a speech by William Jennings Bryan, took an early interest in politics.

In 1906, at age 22, Truman took charge of his grandmother's farm which he ran successfully for eleven years. His political career began in 1914 when he was appointed county road overseer and later postmaster. He also joined the Democratic Party club in Kansas City, the territory of the "political boss," Thomas Pendergast.

His career as a farmer-politician was interrupted in 1917 by World War I. His National Guard artillery unit was called to active service, and Lieutenant Truman went off to France. The young officer saw much action and found that he possessed the quality of leadership, advancing to the rank of major.

Returning to Missouri, Truman, at the age of 35, married Elizabeth (Bess) Wallace, a friend from elementary school days. The Truman's only child, Margaret, became a noted singer and mystery writer. He married late because of his reluctance to commit himself before he had a "future." That "future" was not in business, for a clothing store Truman opened in 1922 failed. Like Abraham Lincoln, Truman refused to run from his debts, taking 15 years to repay creditors.

His political career, however, prospered. He was elected "judge"--a county administrative, not judicial, position in 1922. Although he accepted support from the corrupt Pendergast machine, he retained his reputation for honesty. In 1934, Pendergast needed a candidate for Senator from Missouri and turned to Truman. Unexpectedly winning the Democratic primary election, Truman triumphed over his Republican opponent in the general election. In Washington D.C., he made no waves, consistently supporting the New Deal program of the Democratic President, Franklin Roosevelt.

Despite this loyalty, Roosevelt opposed Truman's re-election in 1940. Truman

fought doggedly and again squeaked out a narrow victory. During his second term as Senator, Truman chaired a subcommittee which investigated wasteful defense spending and war profiteering. Truman made a name for himself and saved the TRUMAN BIOGRAPHY: country billions of dollars. In 1944, Roosevelt, deciding to run for a fourth term, was dissatisfied with his liberal Vice President, Henry Wallace. His political advisors recommended Truman and Roosevelt lukewarmly agreed. The Democratic convention nominated Truman for vice president on the second ballot.

Now 61 years of age, Truman expected to serve out his term and retire on his well-earned government pension. The death of Roosevelt from a cerebral hemorrhage, April 12, 1945, thrust this unassuming but available politician into the world's most powerful office during one of history's most critical periods. Truman said he felt as if "the moon, the stars and all the planets had fallen on me."

After nearly eight years as President, Truman retired in 1952, but took an active role in the nomination of Adlai Stevenson as the Democratic candidate. Stevenson's loss to Dwight Eisenhower, the Republican nominee, was a bitter disappointment to Truman. He then settled down in Independence, Missouri to write his memoirs and participate in the opening of the Truman Library which stored his presidential documents. He occasionally spoke out on public issues, for the most part staying above the lure of partisan politics. Truman died in 1972 at the age of 88.

Truman has often been characterized as a common man elevated to greatness by events. He certainly was common by outward appearances and accomplishments, but possessed extraordinary traits of character which served him well as President. His honesty was his most valuable political asset and he vigorously guarded his reputation for integrity. He had grown as a leader through his political and military experiences. He was loyal and expected, but did not always receive, reciprocity. He was stubborn, sometimes to a fault. His understanding of history served him well when faced, as he often was, with tough decisions. And he had the courage to face up to these difficult choices. It was his fate to be regularly underestimated by his contemporaries. He was criticized for being "too liberal" and for being "too conservative" (so he must have been doing something right). Historians have only recently recognized the quality of his leadership.



# SCORESHEET

Team name: \_\_\_\_\_

DECISION NUMBER	TEAM ANSWER (LETTER	VICTORY POINTS	TOTAL POINTS
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

## HARRY S. TRUMAN GAME

### DECISION #1: ATOMIC BOMB, 1945

When Truman became President after the death of Franklin D. Roosevelt, he was told of a secret weapon, the atomic bomb, that had been developed. One atomic bomb can destroy an entire city and its population.

Many Japanese cities have already been destroyed by conventional bombing attacks but this has not brought about the unconditional surrender of Japan.

The horrendous losses we have suffered in our island-hopping campaign have led military leaders to project losses of approximately one million Americans if Japan is invaded. Should the President order the atomic bomb dropped on Japan?

- A. Yes
- B. No.
- C. Order the bomb dropped on an uninhabited island so the Japanese can see the destructive power of the new weapon.



### DECISION #2: DEVASTATED NATIONS, 1945-1947

Much of Europe and Asia lie in ruins. Should the United States fund relief agencies with billions of dollars to prevent starvation and the possible spread of communism?

- A. Yes.
- B. No.

### DECISION #3: DISPLACED PERSONS, POST WORLD WAR II



Should the United States change its immigration laws to allow refugees from war-torn lands to enter?

- A. persons. Many of these are refugees from lands overrun by communism.
- B. No. We should not open our doors. We may be letting in thousands of communist spies and other undesirables.
- C. We should consider allowing in refugees, but do not rush through legislation. Take time to consider all the ramifications

### DECISION #4: "BRING THE BOYS HOME" POST WORLD WAR II

The United States has the largest military force in history. Our armies and navies are stationed all over the globe. The military wants to keep this force intact to prevent the Russians from expanding. On the other hand, there is increasing pressure from families to bring the "boys" home. G.I.'s, in far flung-areas are even demonstrating to come home. What should the President do?

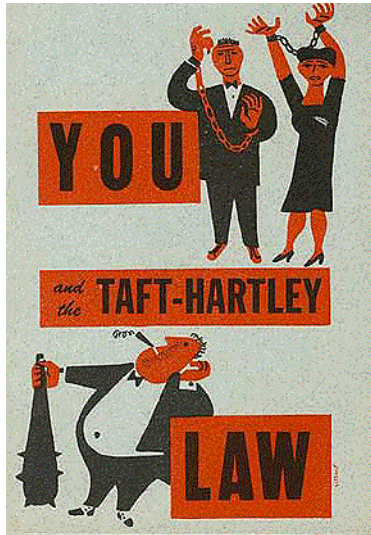
- A. To bring the troops home would only create a power vacuum that might tempt the Russians. Resist the pressure. Leave the troops where they are.
- B. Bring the boys home now.
- C. Compromise. Bring home the troops that have been overseas for two or more years. Promise to bring the others home within three years.

### DECISION #5: STRIKES, POST WORLD WAR II

Wartime wage and price controls have been lifted and prices have begun to shoot

up. Manufacturing companies are reaping large profits from increased buying. Workers, seeing these large profits and feeling the effects of inflation on their paychecks, have begun massive strikes in many industries.

Two strikes in particular are threatening to harm the economy: one led by John L. Lewis, the President of the United Mine workers, in the coal mining industry, and the other by railroad workers. What should the President do to end these strikes?



- A. Take firm action. Threaten to draft striking railroad workers into the army and seek an injunction to force the coal miners back to work.
- B. Go to Congress and seek legislation outlawing strikes in essential industries.
- C. Take no action. Unions are a major source of strength to the Democratic Party and taking firm action might alienate them.

#### **DECISION #6: TAFT-HARTLEY ACT, 1947**

The Republicans, who gained control of Congress, have passed a piece of anti-labor legislation known as the Taft-Hartley Act. Unions are bitterly opposed, but there seems to be quite a bit of public support for this curb on big unions. Should the President sign the bill?

- A. Yes.
- B. Veto the bill as soon as it reaches your desk.
- C. Meet with the leadership of Congress and attempt to have the more irksome parts dropped or amended.

#### **DECISION #7: POST WORLD WAR II GERMANY**

Nazi Germany is totally crushed and lies in ruins. What should be done with this nation that twice has plunged the world into mass destruction?

- A. Germany should be turned into an agricultural country. Never again should Germany be allowed to have massive industrial and military strength.
- B. Germany should be democratized and de-Nazify. When this process is complete, she should be allowed to rearm and take her place among the nations of the world again.
- C. Germany should be left as it is, in ruins. Parts of the country should be divided among her neighbors, Germany's former victims.

#### **DECISION #8: "IRON CURTAIN", 1946**

The Soviets have taken control of several of the nations they entered while fighting the Germans in the war. Poland, Hungary, Rumania, Eastern Germany, and others are now firmly in Russian hands. What can the United States do about this "Iron Curtain" placed around formerly independent non-communist nations?

- A. Stop treating the Soviets with "kid gloves". We must realize they are out to conquer all of Europe. We should consider rearming the free parts of Germany. We will need all the military force

***"A shadow has fallen. . . From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent."  
Winston Churchill***

- possible since we have dismantled our great armies and air forces.
- B. The U.S.S.R. was devastated by the war. We must understand that her goal is to create buffer states, shielding her from any, future German attacks.
  - C. Warn the Soviets that they must withdraw from occupied nations. Threaten to use the atomic bomb (we are the only ones with it) if they do not withdraw.

**DECISION #9: TRUMAN DOCTRINE, 1947**



Greece is under attack by communists. Great Britain, until now, has been supplying the men and material to defend Greece. Now, pleading poverty, they have asked the U.S. to assume this burden. How should the President handle this request?

- A. The President should go before Congress to ask for additional funds for Great Britain. If Britain receives the money they can continue their support of the Greek government.
- B. The President should go before Congress and ask for hundreds of millions of dollars for Greece. He should insist that Congress approve this legislation and go on the record for future funds to stop communist expansion.
- C. The President should turn down Britain's request. We cannot take on her burdens as well as our own

**DECISION #10: TURKEY, 1946**

The Soviet Union has laid claim to Turkish territory. The Russians are pressuring Turkey for joint Soviet-Turkish administration of the Dardanelles. If the Soviet Union gains their objective, they will have unlimited access through these straits. This will allow them to move warships from their Black Sea bases to the strategically important Mediterranean Sea. This Russian access might allow the Soviets to dominate not only Turkey but also Greece and the Middle East. Which option should Truman select?

- A. Do Nothing! Turkey has a long border with Russia and it would be impossible for the United States to defend her. We should urge U.N. action.
- B. We should make a show of American military might by sending an aircraft carrier group to Turkish waters. This will discourage Soviet claims and provide visible support for our Turkish allies.
- C. We should encourage our allies in the region, Italy, Greece, and France, to deal with the problem. They are much nearer Turkey and can respond more quickly.

**DECISION #11: MARSHALL PLAN, POST WORLD WAR II**

Immediately after World War II we saved Europe from starvation. Relief has not offered a permanent solution to the war-shattered European economy. After seven years of total war there is still economic stagnation and the threat of mass starvation. How should Truman deal with this problem?

- A. Europe should take care of itself. The European nations got themselves into the war and we had to finish it for them! We have spent too much blood and treasure on problems they created. We should spend our money



solving our problems. Russia was devastated by the war and cannot be a serious threat to Western Europe. We cannot carry Europe "on our back."

- B. We should help only our allies in Europe with food and money. Their economies need to be rebuilt so they can withstand communist aggression. The estimated cost for helping our allies is \$7 billion.
- C. We should help all Europe, both non-communist and communist to rebuild their economies in a common effort to raise production. If the communist nations ignore our offer we will aid those nation who request it. The cost is estimated to be \$10 billion.



#### DECISION #12: BERLIN, 1948

In 1945 Russian armies gained control of all East Germany except for parts of the former capital, Berlin. Berlin was divided with the western half of the city under the control of the U.S. and its allies. West Berlin is an island of freedom deep within Russian controlled East Germany. Now the Russians have cut off road and rail traffic into West Berlin in an attempt to starve the city and force the allies to abandon the people of West Berlin. What should the President do to save the city?

- A. There are two million people in West Berlin. If we do not leave the city as requested by the Russians, these people will starve or freeze to death. With all roads and rail lines blocked by Russian soldiers there is no way we can supply the city. We should abandon West Berlin because it is too hard to defend.
- B. We can supply the city with food and fuel using airplanes. Hundreds of planes can fly around the clock bringing in everything the city needs to survive. We should warn the Russians that force will be used to protect the supply planes against interference.
- C. We must use force to break the Soviet blockade. We have the right of access to Berlin by treaty. We should send an armored column with air support through the Russian road blocks. We'll call their bluff. We doubt they will risk a war over access to West Berlin.

#### DECISION #13: NORTH ATLANTIC TREATY ORGANIZATION, 1949

George Washington warned the American people to avoid making any "permanent alliances with other nations in peace time." Now we are faced with the threat of a communist takeover of Western Europe. Many people have become convinced that some type of mutual defense treaty is needed to offset the threat of Russian expansion. What should the President do?

- A. We should set up a temporary alliance with England, France, and West Germany only.



The alliance should last until these countries are strong enough to stand up to Russia on their own. We must make it very clear that this is only a temporary alliance.

- B. No treaty alliances should be negotiated. Our fear of the Russians is based on erroneous thinking. Russia was devastated during the war and is in no shape to attack Western Europe.
- C. We should form military alliances with all our European allies and Canada. The philosophy of the treaty alliance should be "an attack on one is an attack on all."

#### **DECISION #14: CHINA, 1948**



Since the early 1930's civil war has raged in China between the Nationalist government and the Communists led by Mao Tse Tung. During the war with Japan, Mao extended Communist control over large areas of China. In 1946 General George Marshall went to China to arrange a truce, but he failed and full scale war broke out in 1947. The Communist forces are gaining ground. What should the U.S. do to prevent China from becoming another communist nation?

- A. We have done enough to help the Nationalists in China. If they cannot defeat the Communists by themselves, they do not deserve to win. We should not send troops or increase our aid level.
- B. We must do everything in our power to prevent a Communist takeover of China. We should send massive military aid to Chiang Kai-Shek, the Nationalist leader. Along with this aid we should send American "military advisors" and consider the use of U.S. combat units.
- C. We should continue sending military and economic aid but not increase the level significantly. Under no circumstances should we send U.S. military advisors or ground combat troops. The greatest threat to freedom is in Europe and it is there we should concentrate our resources.

#### **DECISION #15: KOREA, 1950**

On June 24, 1950, North Korean armies (trained and equipped by the U.S.S.R.) invaded the Republic of South Korea without a declaration of war. South Korea is a part of the "Free World" and a U.S. ally. Its loss would mean that communism has gained another free nation by the use of force. What should the President do to aid South Korea?



- A. The attack on South Korea is clearly a violation of the United Nations Charter. We should take the aggression to the U.N. and try to get that world body to act against North Korea. The Russians are boycotting the U.N. so they will not be able to exercise their veto.
- B. We must immediately send U.S. combat troops to South Korea to force the North Koreans to halt their invasion. We cannot let South Korea fall to communism.
- C. South Korea is a small, remote country, far from the U.S. or Europe. We should not become involved in a land war there. We should send arms and supplies to the South Koreans but no U.S. combat troops.

### **DECISION #16: KOREA: LATE 1950-1952**

United Nations troops (the vast majority being from the U.S.) have been successful under the leadership of General Douglas MacArthur. Not only have the North Koreans been pushed out of South Korea, but we have invaded and occupied most of North Korea



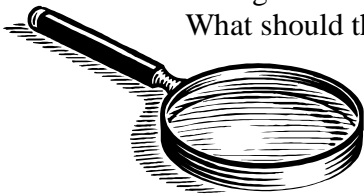
as well. The U.N. armies are approaching the border of Red China. The Chinese have warned they will intervene. Suddenly, in November of 1950, the Chinese launched a massive attack that drove the U.N. forces back to the 38th Parallel. The 38th Parallel is the recognized border between North and South Korea. So far U.N. policy has been to fight a limited war with attacks forbidden on Red China. What should our military policy be now that Red China has entered the war? General MacArthur has openly criticized the President's handling of the war. This is a deliberate challenge to the principle that civilian power must be superior to that of the military. Which option should the President choose?

- A. General MacArthur has stated that there is "no substitute for victory." He believes that: 1. U.N. forces should be allowed to attack Communist bases in Red China; 2. Nationalist Chinese troops from Formosa be used in Korea. As for MacArthur's challenge to the President's authority, he was speaking from what he believes is his patriotic duty and should be given only a mild rebuke.
- B. Immediately declare a ceasefire and remove all U.N. troops from Korea. China is a powerful country and we would have to gear up for a major World War II type conflict if we stay. South Korea does not warrant such an effort. As for MacArthur, he has overstepped the bounds of a military commander. He should be fired.
- C. Hold a defensive line at the 38th Parallel and attempt to open peace negotiations with China on ending the war. General Omar Bradley has stated that a full scale attack on China would involve the U.S. "in the wrong war at the wrong time and in the wrong place with the wrong enemy." MacArthur should be removed from command for overstepping his role as a subordinate to the President.

### **DECISION #17: LOYALTY INVESTIGATIONS, 1947**

There is a great fear of communists being employed by the federal government.

What should the President do to alleviate these fears?



- A. These fears are groundless. Take no actions that would impair the functioning of the federal government. To begin a thorough investigation of each employee would amount to a witch hunt.
- B. Order a full loyalty investigation of federal employees. The United States cannot risk having communists in positions of influence.
- C. Issue a list of subversive and questionable organizations to federal employees. Require that each one report if he or she has ever belonged to any of them. Give each employee a chance to explain any questionable activity before action is taken.

### **DECISION #18: SECOND TERM, 1948**

The Republicans made substantial gains in the 1946 congressional elections. This is a good sign that they may capture the presidency in 1948. There is no real excitement for a second term for Truman and the polls show that the President would lose to almost any capable Republican candidate. Should the President run for a second term?

- A. No. The odds appear too great. Retire gracefully.
- B. Yes. Ignore the polls and campaign doubly hard.

### **DECISION #19: POINT FOUR PROGRAM, 1948**



Many poor and backward nations in Asia, Latin America, Africa, the Near East, and the Far East, are in danger of communist subversion. What can the United States do to lessen this danger?

- A. Offer these nations weapons and military training to fight off communism.
- B. We can do very little. These nations must seek their own solutions to the problems of poverty and inequality.
- C. Lend these nations millions of dollars so they can reform their economies and eliminate the breeding grounds of communism.

### **DECISION #20: DEMOCRATIC PLATFORM, 1948**

The President is encouraged by Senator Hubert Humphrey and others to include a strong civil rights plank in the Democratic platform. Should he follow this advice?

- A. No. The delegates from the South are strongly opposed. They threaten to leave the party and nominate Governor Strom Thurmond of South Carolina on a separate ticket.
- B. Yes. The Democratic Party must go on record against discrimination.
- C. Avoid the issue. It is too controversial and threatens to split the party.

### **DECISION #21: MINIMUM WAGE, 1949**

Inflation has caused prices to rise while the minimum wage has remained the same. Should the President recommend raising the minimum wage from 40 cents to 75 cents an hour?

- A. No. Increasing the minimum wage will only result in higher inflation.
- B. Yes. Workers cannot survive on 40 cents an hour.
- C. Increase the minimum wage to 75 cents an hour over three years.

### **DECISION #22: SOCIAL SECURITY, 1950**

There are calls for changing the Social Security law. It now covers over 35 million people. What changes should the President recommend?

- A. There are too many beneficiaries now covered by the program. Reduce the number of eligible persons.
- B. Leave the program as it is. Make no changes.
- C. There are other people that should be covered by the program. Work to have an additional 10 million individuals covered by Social Security.





**DECISION #23: CIVIL RIGHTS FOR BLACK AMERICANS**

Black Americans are being denied their civil rights. How should the President deal with this?

- A. Work to have legislation passed on the federal level.
- B. Encourage the states to pass civil rights legislation.
- C. Encourage the Supreme Court to hand down more civil rights decisions.

**DECISION #24: FILIBUSTER RULES**

Southern Democrats in the Senate are blocking much of the President's legislative program by filibustering (the practice of "talking a bill to death") What should the President do to counter this opposition?

- A. Nothing. Only the Senate should take action.
- B. Propose anti-filibuster rules to halt this obstructive practice.
- C. Call in the Southern Democratic leadership and attempt to work out an agreement with them.

**DECISION #25: FAIR DEAL PROGRAM, 1949-1952**

The President wants to offer the nation a set of proposals to deal with many domestic problems. What should be the major thrust of these proposals?

- A. Removing the hand of government from the lives of the people.
- B. Encouraging the expansion of business by removing government rules and regulations.
- C. Expanding the New Deal programs of Franklin D. Roosevelt with additional government programs.

## QUESTIONS FROM BIOGRAPHICAL SKETCH: HARRY S. TRUMAN

### I. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

1. Truman's middle name was: A) Scott B) Samuel C) Simpson D) S
2. Truman especially liked to read: A) history B) romances C) political novels D) newspapers
3. In school, Truman could be described as: A) athlete B) dropout C) teacher's pet D) college prep
4. Truman was successful as a: A) farmer B) businessman C) lawyer D) all three
5. During World War I, Truman was an officer of: A) recruiting B) planning C) supply D) artillery
6. Truman went into debt because of: A) political campaign loans B) business failure C) his father's debts D) all three
7. Truman served as: A) county official B) Senator C) Vice President D) all three
8. As Senator, Truman investigated: A) defense waste B) political corruption C) public utilities D) education
9. After he retired as President, Truman did not: A) write memoirs B) engage in politics C) travel to Europe D) establish a library
10. Truman was noted for his: A) integrity B) leadership C) loyalty D) all three

### II. TRUE-FALSE: Mark "T" or "F"

- \_\_\_\_\_ 11. Truman was one of our wealthiest presidents.
- \_\_\_\_\_ 12. Truman never attended college.
- \_\_\_\_\_ 13. Truman was a loyal Democrat all his life.
- \_\_\_\_\_ 14. Truman was concerned about his reputation and never associated with political "bosses."
- \_\_\_\_\_ 15. Truman married young and had a large family.
- \_\_\_\_\_ 16. Although he was elected "judge," Truman never presided in a courtroom.
- \_\_\_\_\_ 17. Truman opposed most of Franklin Roosevelt's New Deal program.
- \_\_\_\_\_ 18. Truman lost more elections than he won.
- \_\_\_\_\_ 19. Truman was Franklin Roosevelt's first Vice President.
- \_\_\_\_\_ 20. When he retired from the presidency, Franklin Roosevelt supported the election of Truman as his successor.

## TEST ON DECISIONS: PRESIDENT TRUMAN GAME

### I. MATCHING NAMES: Write the letter which indicates the correct answer.

- \_\_\_ 1. John L. Lewis
  - \_\_\_ 2. Mao Tse-tung
  - \_\_\_ 3. Douglas MacArthur
  - \_\_\_ 4. Hubert Humphrey
  - \_\_\_ 5. Chiang Kai-shek
  - \_\_\_ 6. Franklin Roosevelt
- A. Nationalist leader of China
  - B. Favored civil rights stand by Democratic Party
  - C. President who preceded Truman
  - D. Leader of United Mine Workers
  - E. Commander of United Nations troops in Korea
  - F. Communist leader of China

### II. MATCHING TERMS: Write the letter which indicates the correct answer.

- \_\_\_ 7. Taft-Hartley Act
  - \_\_\_ 8. Iron Curtain
  - \_\_\_ 9. Truman Doctrine
  - \_\_\_ 10. Dardanelles
  - \_\_\_ 11. Marshall Plan
  - \_\_\_ 12. Berlin
  - \_\_\_ 13. Filibuster
  - \_\_\_ 14. Fair Deal
- A. Dividing line between communist and free countries
  - B. Program providing economic aid to Europe
  - C. "talking a bill to death" in the Senate
  - D. the U.S. would help countries fight communism
  - E. Imposed restrictions upon labor unions
  - F. Truman's legislative program
  - G. Straits connecting Black and Mediterranean Seas
  - H. Divided former capital city of Germany

### III. MULTIPLE CHOICE: Write the letter which indicates the correct answer.

- \_\_\_ 15. A "displaced person" is a: A) wounded soldier B) refugee C) concentration camp inmate D) political prisoner
- \_\_\_ 16. After World War II, the main U.S. enemy was: A) Germany B) England C) Japan D) Soviet Union
- \_\_\_ 17. After World War II which economic factor rose the least? A) wages B) prices C) taxes D) consumer buying
- \_\_\_ 18. The U.S. wanted Germany to become A) democratic B) permanently divided C) a U.S. colony D) left in ruins
- \_\_\_ 19. Who took over many countries in Eastern Europe after World War II? A) Germany B) U.S. C) United Nations D) Soviet Union

- \_\_\_\_\_ 20. The U.S. helped put down a communist threat in: A) France B) Japan C) Greece D) Poland
- \_\_\_\_\_ 21. 21. The U.S. helped save Berlin from communism by a: A) treaty B) airlift C) invasion D) free election
- \_\_\_\_\_ 22. NATO is a: A) military alliance B) missile C) labor union D) rock group
- \_\_\_\_\_ 23. The U.S. went to war against communist troops in: A) China B) Germany C) Korea D) all three
- \_\_\_\_\_ 24. Who intervened against UN forces in the Korean War? A) China B) Japan C) Vietnam D) Soviet Union

**IV. TRUE-FALSE: Mark "T" or "F."**

- \_\_\_\_\_ 25. Truman approved the use of atomic weapons against Japan.
- \_\_\_\_\_ 26. After World War II, the U.S. returned to a policy of isolationism by ignoring world affairs.
- \_\_\_\_\_ 27. The U.S. refused to increase immigration quotas following World War II.
- \_\_\_\_\_ 28. The U.S. kept a large military force in Europe after the war.
- \_\_\_\_\_ 29. Truman threatened government action to break up strikes.
- \_\_\_\_\_ 30. Truman believed that a president should not use his veto power.
- \_\_\_\_\_ 31. The U.S. displayed its naval power to warn Russia to leave Turkey alone.
- \_\_\_\_\_ 32. The U.S. sent both military and economic aid to fight communism in China.
- \_\_\_\_\_ 33. The U.S. never joined the United Nations.
- \_\_\_\_\_ 34. General MacArthur criticized President Truman and was fired.
- \_\_\_\_\_ 35. The U.S. was worried about communist infiltration within our government.
- \_\_\_\_\_ 36. Truman was favored in the political polls to win the election of 1948.
- \_\_\_\_\_ 37. The Point Four Program provided economic aid to non-communist nations.
- \_\_\_\_\_ 38. Truman generally avoided controversial issues such as civil rights.
- \_\_\_\_\_ 39. Truman wanted to lower the minimum wage.
- \_\_\_\_\_ 40. Truman expanded the social security program.

RESEARCH LISTS:            PRESIDENT TRUMAN

VOCABULARY I

\*Inspired  
\*Overseer  
\*Reluctant  
\*Creditor  
\*Corrupt  
\*Unassuming  
\*Partisan  
\*Traits  
\*Integrity  
\*Contemporary  
Conventional  
Uninhabited  
Devastate  
Refugee  
Intact  
Compromise  
Reap  
Alienate  
Dismantle  
Access  
Stagnation  
Mutual  
Offset  
Remote  
Intervene,  
Subordinate  
Impair  
Discrimination  
Beneficiary

VOCABULARY II

\*Acuity  
\*Administrative  
\*Profiteering  
\*Lukewarmly  
\*Cerebral  
\*Hemorrhage  
\*Memoirs  
\*Reciprocity  
Ramification  
Injunction  
Irksome  
Buffer  
Straits  
Boycott  
Rebuke  
Warrant  
Alleviate  
Subversive

HISTORICAL TERMS

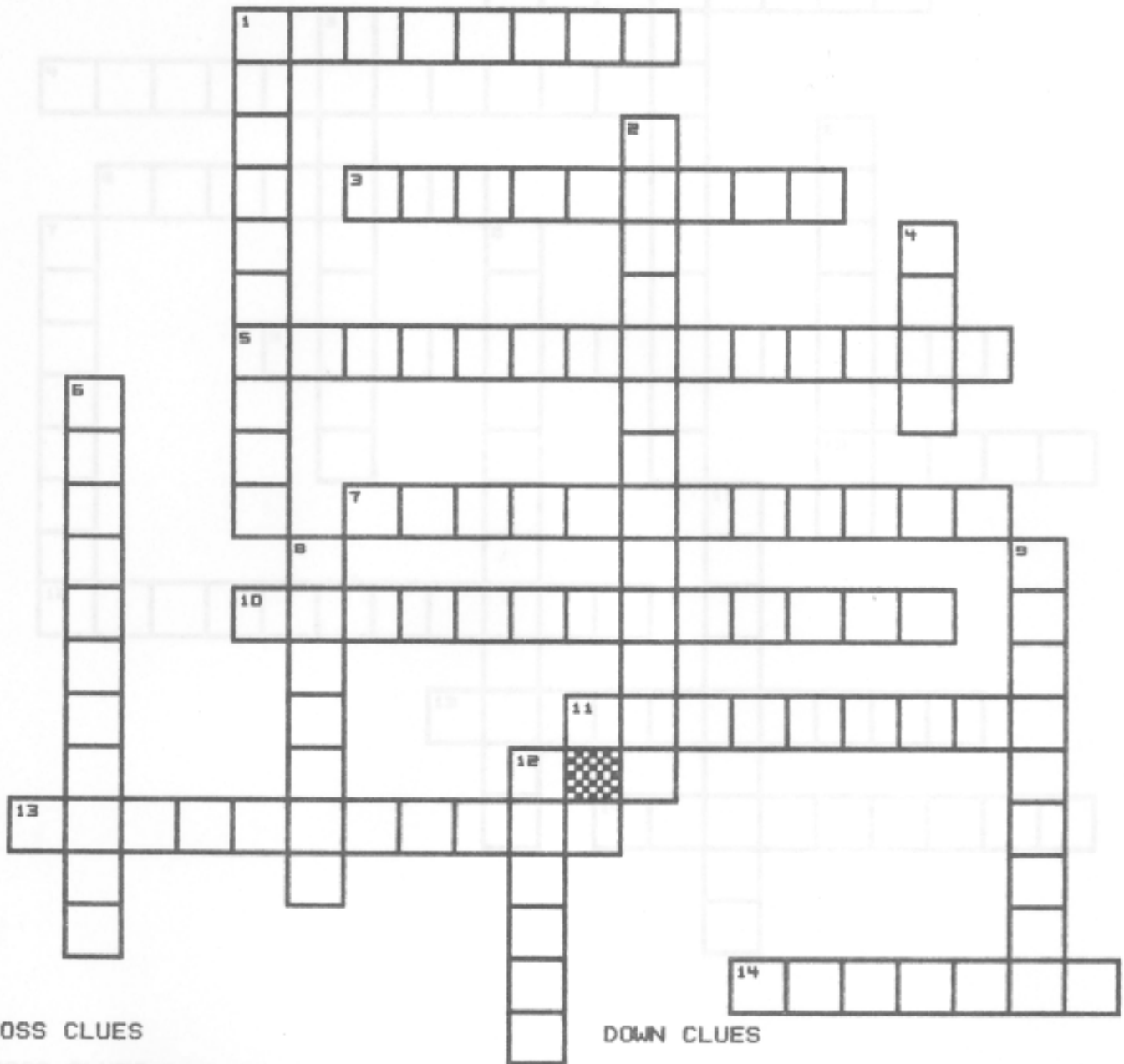
\*Primary election  
\*General election  
\*New Deal  
\*Subcommittee  
Displaced Person  
Inflation Taft-  
Hartley Act  
Iron Curtain  
Truman Doctrine  
Dardanelles  
Marshall Plan  
Berlin Airlift  
NATO  
Korean War  
United Nations  
Point Four Program  
Social Security  
Filibuster  
Fair Deal

PERSONALITIES

\*William J. Bryan  
\*Thomas Pendergast  
\*Elizabeth Wallace  
\*Franklin Roosevelt  
\*Henry Wallace  
\*Adlai Stevenson  
\*Dwight Eisenhower  
John L. Lewis  
Mao Tse-tung  
George Marshall  
Chiang Kai-shek  
Douglas MacArthur  
Hubert Humphrey

\*Derived from Biographical Sketch

TRUMAN: TERMS



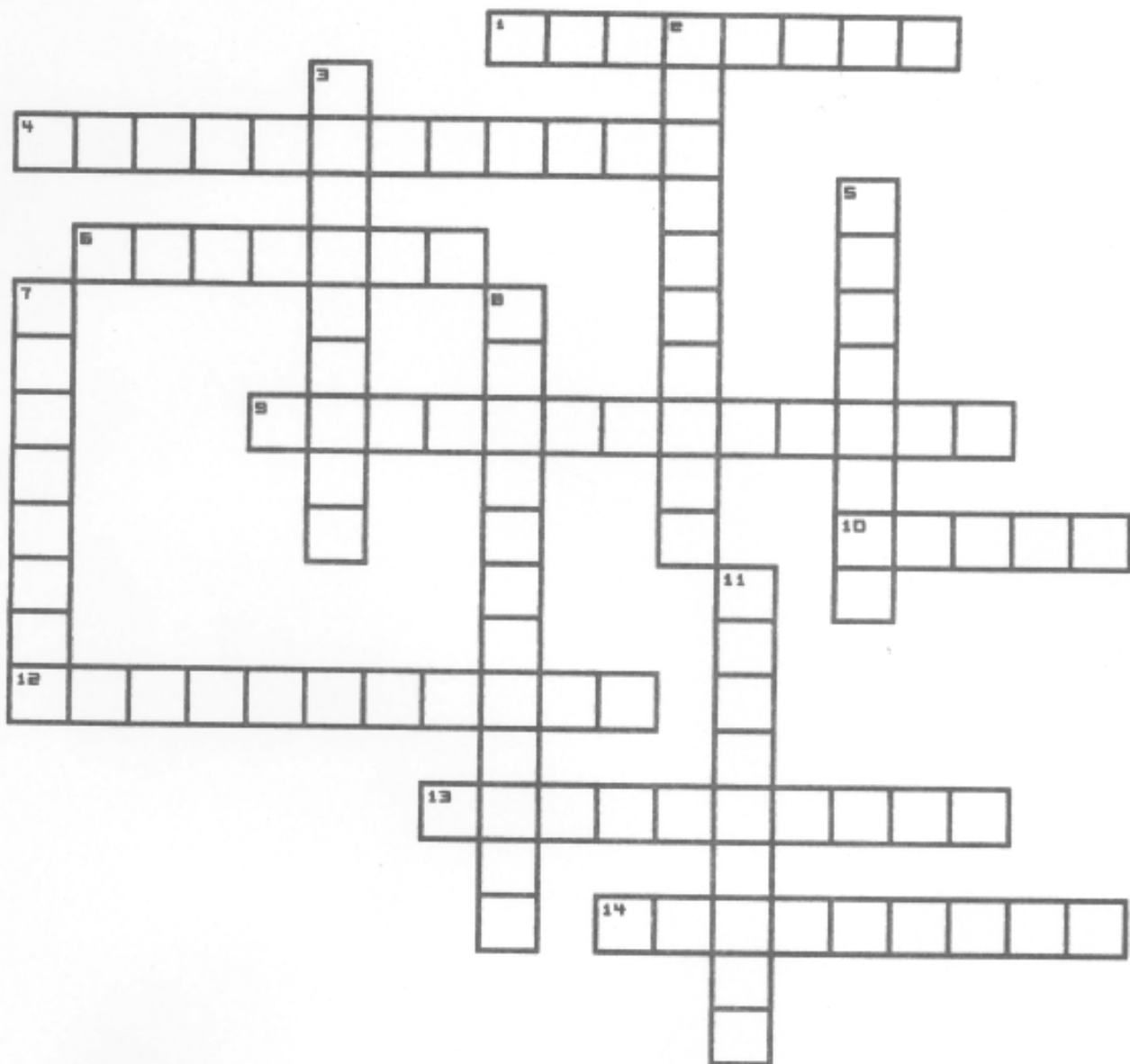
ACROSS CLUES

1. WHAT TRUMAN CALLED HIS LEGISLATIVE PROGRAM
3. IT WAS FOUGHT TO STOP COMMUNISM IN THE EARLY 1950'S
5. TRUMAN WORKED TO HAVE THIS LAWS PROVISIONS EXTENDED TO MORE PEOPLE
7. THIS HELPED REBUILD EUROPE AFTER THE DEVASTATION OF WORLD WAR II
10. TRUMAN'S ANSWER TO THE RUSSIAN BLOCKADE OF THE FORMER CAPITAL CITY OF GERMAN
13. TRUMAN'S VETO OF THIS LAW WAS OVERRIDEN IN CONGRESS
14. TRUMAN UNEXPECTEDLY WON THIS ELECTION AND LATER WENT ON TO WIN THE GENERAL ELECTION

DOWN CLUES

2. TRYING TO TALK A BILL TO DEATH
4. AN ORGANIZATION WHERE ALL THE NATIONS OF THE EARTH CAN BE REPRESENTED
6. SHORT FOR THE NORTH ATLANTIC TREATY ORGANIZATION
8. A TERM USED TO DESCRIBE NATIONS UNDER THE CONTROL OF COMMUNIST RUSSIA
9. THE NAME FOR FRANKLIN ROOSEVELT'S LEGISLATIVE PROGRAM
11. AN ATTEMPT TO STOP COMMUNISM IN BACKWARD NATIONS THROUGH ECONOMIC AID
12. A DISPLACED \_\_\_\_\_ IS ONE WHO HAS LOST THEIR HOME AS A RESULT OF WAR

TRUMAN : PEOPLE



ACROSS CLUES

1. A SENATOR WHO ENCOURAGED TRUMAN TO INCLUDE A STRONG CIVIL RIGHTS PLANK IN THE 1948 PARTY PLATFORM
4. A SPEECH BY THIS MAN INSPIRED TRUMAN TO BECOME INTERESTED IN POLITICS
6. TRUMAN MARRIED BESS \_\_\_\_\_
9. HE WAS THE LEADER OF NATIONALIST CHINA
10. PRESIDENT OF THE UNITED MINE WORKERS
12. THEY GAVE THEIR NAMES TO A LABOR LAW THAT TRUMAN UNSUCCESSFULLY VETOED
13. THE LEADER OF COMMUNIST CHINA
14. HE WAS THE DEMOCRATIC CANDIDATE FOR PRESIDENT AFTER TRUMAN'S SECOND TERM

DOWN CLUES

2. A POLITICAL "BOSS" IN KANSAS CITY
3. AN ARMY GENERAL WHO TRUMAN FIRED DURING THE KOREAN WAR
5. AN AMERICAN GENERAL AND STATESMAN WHOSE PLAN HELPED REBUILD EUROPE AFTER WWII
7. TRUMAN'S DAUGHTER WHO BECAME A SINGER AND MYSTERY WRITER
8. FRANKLIN ROOSEVELT'S VICE PRESIDENT WHOM TRUMAN REPLACED IN 1944
11. THE DEMOCRATIC PRESIDENT WHO SERVED BEFORE TRUMAN

NAME .....

\*\* TRUMAN: WORD SEARCH \*\*

H D R D D S R J Q R E C I P R O C I T Y  
P P T S H U I N T E R V E N E P G U T F  
S A A U P B D V C O N V E N T I O N A L  
T O R X M V V O E M E M O I R S R V A V  
A S W T S E P M T J L C C S R E R P D D  
G U Y Q I R O Z F B Y F Y Q M E Y R M I  
N B A S L S H F X O H L S O O D A N I S  
A D V L K I A D E V A S T A T E M P N C  
T R E R I V R N V R E E L V M C J W I R  
I D I I D E S Y B C E Z F P D E B E S I  
O I M N S U N E C E Y Z J X S A Q S T M  
N N A J Z X B A G I N S P I R E D B R I  
O A P U R E X U T G L O M W O D S O A N  
Q T F N C B F O D E V O V E R T I Y T A  
Q E B C R E D I T O R R K E I O J C I T  
O C X T R J I V K P P U F A R P Y O V I  
M O Z I Y R N B M G B F R P S S E T E O  
N J N O F A X O K E U T D Q Q W E T O N  
O P Y N X R C L R B S I T O D X C E K A  
S R U U H G C O C O N T E M P O R A R Y

LIST OF WORDS

MEMOIRS  
CREDITOR  
BOYCOTT  
PARTISAN  
COMPROMISE  
CONVENTIONAL  
REBUKE  
DISCRIMINATION  
INJUNCTION  
REMOTE

DEVASTATE  
STAGNATION  
SUBORDINATE  
OVERSEER  
REFUGEE  
BUFFER  
STRAITS  
ACCESS  
INTERVENE

INSPIRED  
ADMINISTRATIVE  
ALIENATE  
CEEBRAL  
RECIPROCITY  
SUBVERSIVE  
IRKSOME  
CONTEMPORARY  
REAP



TEACHER CONFIDENTIAL SHEET: PRESIDENT TRUMAN

ANSWERS TO DECISIONS

- 1. A
- 2. A
- 3. C
- 4. B
- 5. A
- 6. B
- 7. B
- 8. A
- 9. B
- 10. B
- 11. C
- 12. B
- 13. C
- 14. C
- 15. A
- 16. C
- 17. B
- 18. B
- 19. C
- 20. B
- 21. B
- 22. C
- 23. A
- 24. B
- 25. C

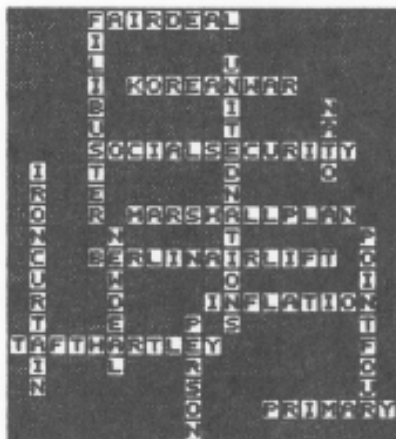
ANSWERS TO BIOGRAPHICAL SKETCH READING QUESTIONS

- 1. D
- 2. A
- 3. C
- 4. A
- 5. D
- 6. B
- 7. D
- 8. A
- 9. C
- 10. D
- 11. F
- 12. T
- 13. T
- 14. F
- 15. F
- 16. T
- 17. F
- 18. F
- 19. F
- 20. F

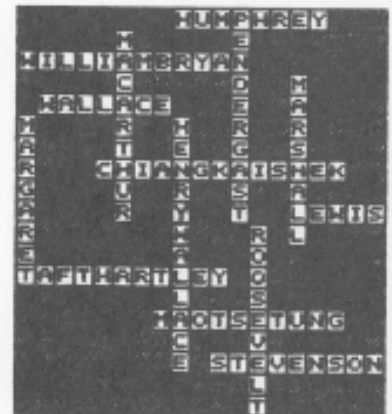
ANSWERS TO TEST QUESTIONS

- 1. D
- 2. F
- 3. E
- 4. B
- 5. A
- 6. C
- 7. E
- 8. A
- 9. D
- 10. G
- 11. B
- 12. H
- 13. C
- 14. F
- 15. B
- 16. D
- 17. A
- 18. A
- 19. D
- 20. C
- 21. B
- 22. A
- 23. C
- 24. A
- 25. T
- 26. F
- 27. F
- 28. F
- 29. T
- 30. F
- 31. T
- 32. T
- 33. F
- 34. T
- 35. T
- 36. F
- 37. T
- 38. F
- 39. F
- 40. T

ANSWERS: TRUMAN: TERMS



ANSWERS: TRUMAN : PEOPLE



## TRUMAN: WORD SEARCH ##

```

. . . . . S . . . . . R E C I P R O C I T Y
P . . . . . U I N T E R V E N E . . . . .
S A . . . . . B . . . . . C O N V E N T I O N A L
T . R . . . . . U . . . . . E M E M O I R S R . A .
A S . T . E . M . . . . . R E . . . . . D D
G U . . . . . I R D . . . . . M E . . . . . M I
N B A . . . . . S . . . . . L S O . . . . . I S
A D . L K I A D E V A S T A T E . P N C
T R . R I V . N . R E E . . . . . I R
I D I I . E . . . . . B C E . . . . . E . . . . . S I
O I . N . . . . . N E C E . . . . . S . . . . . T M
N N . J . . . . . B A G I N S P I R E D B R I
. A . U . E . U T . . . . . O H . . . . . S O A N
. T . N C . F . . . . . E . O V E R T . Y T A
. E . C R E D I T O R . K E I . . . . . C I T
. . . . . T R . . . . . P . U F A R . . . . . O V I
. . . . . I . . . . . H . B F R . . . . . S . T E D
. . . . . O . . . . . O . E U T . . . . . E T . N
. . . . . N . . . . . C . R E S . . . . . E . .
. . . . . . . . . . . C O N T E M P O R A R Y

```

LIST OF WORDS

MEMOIRS	DEWASTATE	INSPIRED
CREDITOR	STAGNATION	ADMINISTRATIVE
BOYCOTT	SUBORDINATE	ALIENATE
PARTISAN	OVERSEER	CEREBRAL
COMPROMISE	REFUGEE	RECIPROCITY
CONVENTIONAL	BUFFER	SUBVERSIVE
REBUKE	STRAITS	IRKSOME
DISCRIMINATION	ACCESS	CONTEMPORARY
INJUNCTION	INTERVENE	REAP
REMOTE		

WORD LIST: TRUMAN:TERMS

BERLINAIRLIFT	KOREANWAR	POINTFOUR
FAIRDEAL	MARSHALLPLAN	PRIMARY
FILIBUSTER	NATO	SOCIALSECURITY
INFLATION	NEWDEAL	TAFTHARTLEY
IRONCURTAIN	PERSON	UNITEDNATIONS

WORD LIST: TRUMAN : PEOPLE

CHIANGKAI SHEK	MACARTHUR	STEVENSON
HENRYWALLACE	MARSHALL	TAFTHARTLEY
HUMPHREY	MARGARET	WALLACE
LEWIS	PENDERGAST	WILLIAMBRYAN
MAOTSETUNG	ROOSEVELT	