

From Monroe to Truman, Part II.

Die Beziehungen zwischen den europäischen Staaten und den USA in der ersten Hälfte des 20. Jahrhunderts untersuchen (S II)

Katrin Kremer, Hückeswagen



Leonard Raven-Hill: The gap in the bridge (1919)

Something's missing in the League of Nations – Punch magazine, London (10 December 1920)

Die Monroe-Doktrin bestimmte die US-Außenpolitik im 19. Jahrhundert und beeinflusste die Beziehungen zwischen den USA und Europa nachhaltig. Doch auch wenn es sich die Vereinigten Staaten zum Grundsatz gemacht hatten, sich nicht in europäische Angelegenheiten einzumischen, traten sie in den Ersten und Zweiten Weltkrieg ein – beides zunächst europäische Konflikte. Mitte des 20. Jahrhunderts gaben die USA ihre Zurückhaltung gegenüber den europäischen Staaten endgültig auf und gingen dauerhafte Bündnisse ein. Vor diesem Hintergrund stellt sich die Frage, bis wann die Monroe-Doktrin überhaupt Gültigkeit hatte. Welchen Einfluss hatte sie auf das Handeln einzelner Akteure und welche zusätzlichen Faktoren und Ereignisse prägten die Beziehungen im frühen 20. Jahrhundert?

Diesen Fragen nachzugehen, ist Ziel des zweiten Teils der Reihe „From Monroe to Truman“. Dazu erarbeiten die Schüler anhand eines Gruppenpuzzles die Ursachen für den Kriegseintritt der USA in den Ersten Weltkrieg. In einer Podiumsdiskussion debattieren sie über das Für und Wider des Völkerbundes und verfassen anschließend selbst eine Rede an die Nation.

Klassenstufe: Sekundarstufe II

Dauer: 6 Stunden und Klausur

Bereich: Neuzeit, 20. Jahrhundert, Beziehungen zwischen den USA und Europa

Kompetenzen

- verschiedene politische Konflikte und Streitfragen des 20. Jahrhunderts aus unterschiedlichen Perspektiven betrachten
- sich in die Rolle der Akteure auf amerikanischer sowie auf europäischer Seite hineinversetzen und deren Motive und Interessen im historischen Kontext beurteilen
- sich mit unterschiedlichen Quellengattungen auseinandersetzen

Welche Kompetenzen werden gefördert?

- Sachkompetenz: Wandel der Beziehungen zwischen den USA und den europäischen Staaten im 20. Jahrhundert
- Methodenkompetenz: Auseinandersetzung mit unterschiedlichen Quellengattungen, wie Bildern, Zeitungsartikeln, Berichten und Reden
- Urteilskompetenz: Beurteilung des Handelns der historischen Akteure und deren Motive und Interessen im Kontext der jeweiligen Wertvorstellungen

Anhand welcher Methoden und Materialien wird das Thema erarbeitet?

Diese Reihe sieht, passend zum Thema und Ziel der jeweiligen Stunde, Einzel-, Partner- oder Gruppenarbeit vor. In der ersten Doppelstunde wird ein **Gruppenpuzzle** durchgeführt. Die **Podiumsdiskussion** in der dritten Stunde wird in arbeitsgleicher Partnerarbeit vorbereitet.

Wie kann ich das Gelernte überprüfen?

Unter den Materialien befindet sich eine **Klausur (M 15)** inklusive **Erwartungshorizont (M 16)**, die an die Vorgaben für das Zentralabitur in Nordrhein-Westfalen angelehnt ist.

Medienhinweise*Printmedien*

Bierling, Stephan: Geschichte der amerikanischen Außenpolitik: Von 1917 bis zur Gegenwart. München ^{3. Auflage} 2007: C. H. Beck.

Präzise Aufarbeitung der geschichtlichen Meilensteine der amerikanischen Außenpolitik.

Internetseiten

<http://www.history.com/speeches>

Auf dieser Website findet sich eine Sammlung historischer Audio- und Videosequenzen.

Verlaufsübersicht zur Reihe

- 1./2. Stunde: More than just a "European conflict" – U.S. involvement in WWI
 3. Stunde: Back to Monroe? – The United States and the League of Nations
 4./5. Stunde: Internationalists vs. Isolationists – the USA and WWII
 6. Stunde: Did Truman "kill" Monroe?

Minimalplan

Es wäre denkbar, die 4./5. Stunde in eine Einzelstunde zu fassen. In diesem Fall müssten die Schüler die Aufgabe zu Hause fertig stellen und zu Beginn der Folgestunde präsentieren.

Verlaufsübersicht zu den Stunden

1./ 2.Stunde: More than just a "European conflict" – U.S. involvement in WWI

Material	Verlauf
M 1	"The true spirit of neutrality" / Entwickeln von Fragen zur amerikanischen Neutralität im Plenum
M 2–M 6	The end of American neutrality / Erarbeiten der Ursachen der amerikanischen Neutralität und des Endes derselben als Gruppenpuzzle
M 7	Wilson and the post-war world / Zusammenfassen der Folgen des Kriegseintritts und Wilsons 14-Punkte-Plans (Hausaufgabe)

3. Stunde: Back to Monroe? – The United States and the League of Nations

Material	Verlauf
M 8	The USA and the League of Nations / Karikaturanalyse im Plenum
M 9, M 10	Wilson vs. Lodge / Debatte zum Für und Wider des Völkerbundes

4./5.Stunde: Internationalists vs. Isolationists – the USA and WWII

Material	Verlauf
M 11	“This nation will remain a neutral nation” / Verstehen einiger Auszüge aus Roosevelts Neutralitätserklärung
M 12	“My fellow Americans” / Verfassen einer Rede an die Nation

6. Stunde: Did Truman “kill” Monroe?

Material	Verlauf
M 13	Bagging up the European states / Karikaturanalyse und Aktivierung von Vorwissen im Plenum
M 14	A new era of U.S. foreign policy / Quellenanalyse in Einzel- oder Partnerarbeit

Materialübersicht**1./2. Stunde: More than just a “European conflict” – U.S. involvement in WWI**

M 1	(Im)	President Wilson’s Declaration of Neutrality
M 2	(Tx)	Why did the U.S. stay out of the war? (Expert group A)
M 3	(Tx)	Unrestricted submarine warfare in World War I (Expert group B)
M 4	(Tx)	U.S. business interests (Expert group C)
M 5	(Tx)	The Zimmermann Telegram (Expert group D)
M 6	(Ab)	Why did the U.S. enter WWI in 1917?
M 7	(Ha/Tx)	Declaring war and then?

3. Stunde: Back to Monroe? – The United States and the League of Nations

M 8	(Fo/Bi)	The USA and the League of Nations – two cartoons
M 9	(Tx)	President Wilson on the League of Nations (Text A)
M 10	(Tx)	Henry Cabot Lodge on the League of Nations (Text B)

4./5. Stunde: Internationalists vs. Isolationists – the USA and WWII

M 11	(Hö)	Franklin D. Roosevelt – Fireside Chat
M 12	(Tx)	U.S. involvement in WWII

6. Stunde: Did Truman “kill” Monroe?

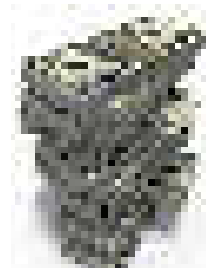
M 13	(Bi)	The Rival Buses – a cartoon
M 14	(Tx)	The Truman Doctrine (1947)

Lernerfolgskontrolle:

M 15	(LEK)	Exam: The Monroe Doctrine and the Truman Doctrine: The case of Greece.
M 16	(LEK)	Exam: Evaluation sheet

Ab: Arbeitsblatt – **Bi:** Bild – **Fo:** Folie – **Hö:** Hörbeispiel – **Im:** (Gesprächs-/Handlungs-)Impuls – **LEK:** Lernerfolgskontrolle – **Tx:** Text

By 1917, American loans to the Allies had soared to \$2.25 billion¹⁰; loans to Germany stood at \$27 million. U.S. banks were loaning Britain an average of \$10 million a day to buy US goods:



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OUR TRADE IN THE GREAT WAR

TRADE OF THE UNITED STATES WITH THE VARIOUS GROUPS OF BELLIGERENTS AND NEUTRALS AS AFFECTED BY THE WAR
(Figures denote millions of dollars)

With the Central Powers

	1908	1909	1910	1911	1912	1913	1914	1915	1916
U. S. Exports to									
Austria-Hungary	15	16	16	21	24	22	13	0.1	0.06
Germany.....	258	247	258	295	330	352	158	12.0	6.0
Turkey.....	2	3	2	4	3	3	3	0.1	0.1
	275	266	276	320	357	377	174	12.2	6.1
U. S. Imports from									
Austria-Hungary	14	17	18	16	18	19	16	5	0.3
Germany.....	128	162	167	166	186	184	149	45	6.0
Turkey.....	10	14	15	10	20	22	18	5	0.3
	152	193	200	202	224	225	183	55	6.6

With the Allies

U. S. Exports to									
France.....	11	12	11	128	155	153	171	501	861
Italy.....	61	57	53	61	74	79	98	270	303
Portugal.....	4	2	3	3	3	5	4	9	16
Russia.....	20	16	19	25	27	27	28	170	468
United Kingdom.....	54	521	551	539	607	591	600	1198	1888
Canada.....	153	188	242	299	375	403	311	345	606
Japan.....	24	23	27	43	58	62	42	46	109
	933	934	1010	1098	1299	1320	1254	2539	4251
U. S. Imports from									
France.....	89	132	122	122	134	130	104	78	109
Italy.....	43	50	49	46	52	55	55	51	60
Portugal.....	5	6	7	6	7	6	6	5	7
Russia.....	8	16	14	19	28	24	14	3	8
United Kingdom.....	172	247	271	250	313	272	287	258	305
Canada.....	71	87	103	94	121	142	164	178	237
Japan.....	64	68	74	78	87	99	106	108	182
	452	606	640	615	742	737	736	681	908

Sources: https://wwi.lib.byu.edu/index.php/U.S._Policy_on_War_Loans_to_Belligerents
<https://www.gilderlehrman.org/history-by-era/world-war-i/essays/world-war-i>

Annotations

- 1 **objection**: Einwand – 2 **loan**: money lent at interest – 3 **belligerent**: waging war – 4 **to owe**: to be under obligation to repay – 5 **draft**: bezogener Wechsel (Wechsel, bei dem der Wechselaussteller den Bezogenen (Schuldner) anweist, dem Wechselnehmer (Begünstigter) bei Fälligkeit eine bestimmte Geldsumme zu zahlen) – 6 **to mature**: to become due – 7 **in lieu of**: instead of – 8 **magnitude**: great size or extent – 9 **depleted**: emptied
- 10 **billion**: Milliarde

Tasks

1. Read the text, analyse the grid and complete the assigned section of M 6 with your group.
2. Share your results with your original group and complete the remaining boxes of M 6.

M 8 The USA and the League of Nations – two cartoons

A) News from Outside the World, USA (1925)



© Ullstein Bild/Change NYC

B) The Gap in the Bridge, Punch magazine, London (1920)



THE GAP IN THE BRIDGE.

Leonard Raven-Hill: The gap in the bridge (1919)

Task: Describe the cartoons and make an educated guess on the reason for their publication.

M 11 Franklin D. Roosevelt – Fireside Chat

Listen to President Roosevelt talk about the war in Europe (3 September 1939).

Tasks

1. Go to www.history.com/speeches/franklin-d-roosevelt-makes-statement-of-neutrality. Then listen to excerpts from President Roosevelt's message and summarise his statement.
2. Explain in how far Roosevelt – unlike Wilson 25 years earlier – relativises the idea of American neutrality and discuss possible reasons for doing so.

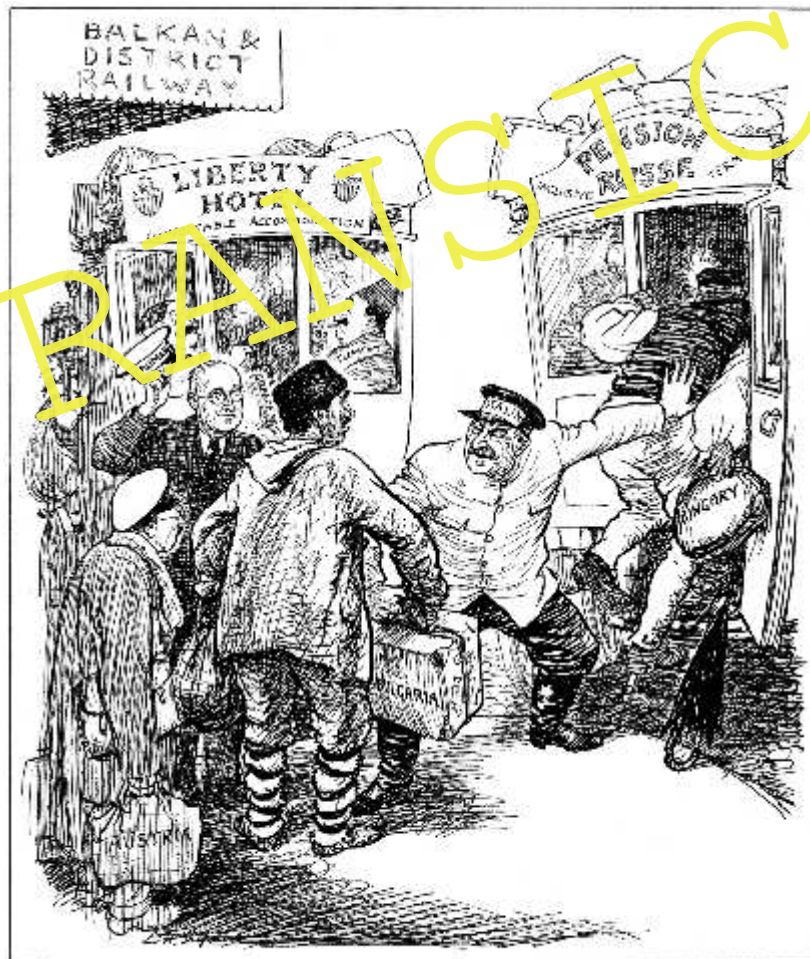


Foto: Elias Goldensky

F. D. Roosevelt (1882–1945),
U.S. President (1933–1945)

M 13 The Rival Buses – a cartoon

Punch magazine, London (18 June 1947)



THE RIVAL BUSES

© Ullstein Bild/Top Foto

Tasks

1. Describe the cartoon.
2. List the most important events leading up to its publication starting in 1945.

M 12 U.S. involvements in WWII

Find out how the U.S. attitude changed from strict neutrality to a declaration of war.

Questions asked to the American public	Date	Yes	No
Should we send our army and navy abroad to help England and France?	02/19–24/1939	17	83
	03/23–28/1939	16	84
What should be the policy in the present European war? / Should we declare war and send our army and navy abroad to fight Germany?	09/24–29/1939	5	95
	10/01–10/1/1939	5	95
	10/7/6–31/1939	4	96
	03/28–4/3/1940	4	96
Do you think it was a mistake for the United States to enter the first World War?	05/18–23/1940	7	93
	10/20–25/1939	68	32
Which of these two things do you think is the most important for the United States to try to do – to keep out of war ourselves or to help England win, even at the risk of getting into the war?	01/02–07/1941	39	42
	09/05–10/1940	52	48
	12/18–23/1940	60	40
Would you rather see Britain surrender to Germany than have the United States go into the war?	03/09–14/1941	67	33
	05/08–13/1941	26	62
If it appeared certain that there was no other way to defeat Germany and Italy except for the United States to go to war against them, would you be in favour of the United States going to war?	04/10–15/1941	68	24
	09/19–24/1941	30	70
Which of these two things do you think is the more important – that this country keeps out of war (yes) or that Germany be defeated (no)?	10/09–14/1941	32	68

Source: <http://ibiblio.org/pha/Gallup/>

Task

On 11 **December 1941**, the USA declared war upon Germany, only hours after Germany had declared war on the United States following the Japanese attack on Pearl Harbor. Look at the different sources carefully. Then write President Roosevelt's Address to the Nation. Explain why the U.S. did not enter the war earlier, what has been done so far and why the country is declaring war now.



Title page of *The Gettysburg Times*, 8 December 1941

President Roosevelt's Annual Message to Congress (January 1941): "I recommend that we make it possible for those nations to continue to obtain war materials in the United States, fitting their orders into our own program. Nearly all of their material would, if the time ever came, be useful for our own defense.

Taking counsel of expert military and naval authorities, considering what is best for our own security, we are free to decide how much should be kept here and how much should be sent abroad to our friends who by their determined and heroic resistance are giving us time in which to make ready our own defense.

For what we send abroad, we shall be repaid, within a reasonable time following the close of hostilities, in similar materials, or, at our option, in other goods of many kinds which they can produce and which we need."

→ To find out more about the US Lend-Lease program, check out this website: <https://history.state.gov/milestones/1937-1945/lend-lease>



M 14 The Truman Doctrine (1947)

Find out why President Truman (Democrats) announced the reorientation of U.S. foreign policy on 12 March 1947 before a joint session of Congress.

At the time of Truman's speech, the U.S. Government was convinced that the Soviet Union was aiding the Greek Communist civil war effort and worried that the Soviets would ultimately influence Greek policy and the U.S. turn Greece into just another satellite state. Truth be told, Soviet leader Joseph Stalin had deliberately refrained from supporting the Greek Communists. However, there were other issues that influenced Truman's decision to provide aid to Greece and Turkey: During the previous year, a number of setbacks had effectively sabotaged any chance of achieving a lasting post-war rapprochement with the Soviet Union. The crisis turned out to be the catalyst for the Truman Administration to effectively reorient American foreign policy away from its traditional stance of non-involvement in regional conflicts not directly affecting the United States, to one of possible intervention in faraway conflicts.


15 "The gravity of the situation which confronts the world today necessitates my appearance before a joint session of the Congress. [...] The United States has received from the Greek Government an urgent appeal for financial and economic assistance. [...] The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy¹ the government's authority at a number of points, particularly along the northern boundaries. [...] Greece must have assistance if it is to become a self-supporting and self-respecting democracy. The United States must supply this assistance. [...]

20 I am fully aware of the broad implications² involved if the United States extends assistance to Greece and Turkey, and I shall discuss these implications with you at this time. One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion³. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life upon other nations.

25 To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part in establishing the United Nations. [...] We shall not realize our objectives, however, unless we are willing to help free peoples to maintain⁴ their free institutions and their national integrity against aggressive movements that seek to impose⁵ upon them totalitarian regimes. This is no more than a frank recognition that totalitarian regimes imposed upon free peoples, by direct or indirect aggression, undermine⁶ the foundations of international peace, and hence the security of the United States. [...]

35 At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms.

40 I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation⁷ by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. [...]"



Harry S. Truman
(1884–1972),
U.S. President
(1945–1953)

Foto: National Archives and Records Administration

Annotations

1 **to defy sth.:** to stand up against sth. – 2 **implications:** consequences – 3 **coercion:** Zwang – 4 **to maintain sth.:** to keep sth. up – 5 **to impose sth. upon so.:** to establish sth. by authority – 6 **to undermine:** untergraben – 7 **subjugation:** Unterwerfung

Task: Analyse the source.