

Founding Friends, Founding Foes Teacher Workshop



Truman and Hoover: A Presidential Friendship

“I feel that I am one of his closest friends and he is one of my closest friends.”

Harry S. Truman on Herbert Hoover

“Yours has been a friendship which has reached deeper into my life than you know.”

Herbert Hoover to Harry S. Truman



Truman and Hoover: A Presidential Friendship

Truman invited Hoover to meet with him at the White House. Truman did so with a hand-written note which he mailed himself. Hoover accepted the invitation, ending his twelve-year exile.

Hoover met with Truman in the White House on May 28, 1945. They discussed the world's food situation, but also whether the military should administer food relief, demobilization as the European war unwound, when and if Russia would enter the war against Japan. Truman was impressed by Hoover's grasp of the situation. He asked Hoover to write a memo summarizing his points. Two days later, Hoover delivered an 18-page typed memoranda. They continued to write and meet for the next 20 years.



Truman and Hoover: A Presidential Friendship

Review the four letters

- Hoover to Truman, March 18, 1947
- Truman to Hoover, March 24, 1947
- Hoover to Truman, December 19, 1962
- Truman to Hoover, January 5, 1963

Review

- What conclusions can you draw from these letters?



Truman and Civil Rights



Truman and Civil Rights

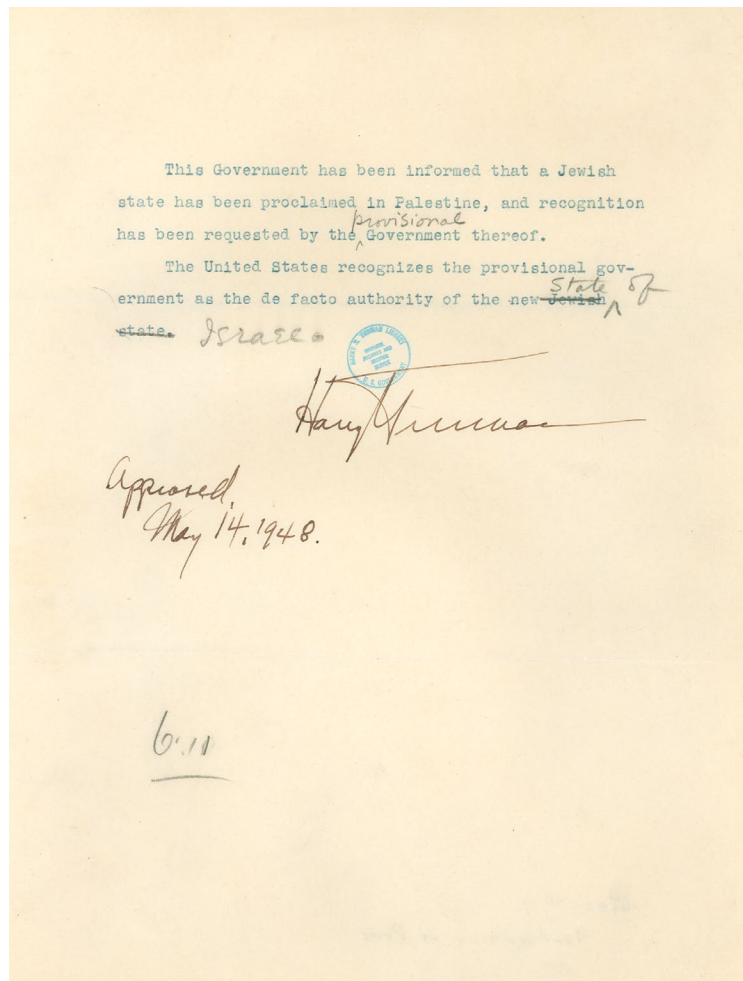
Review letter from Ernest Roberts to President Truman

Review Truman's letter to Ernest Roberts

What conclusions can you draw from these two letters?



Truman and Israel



Truman and Israel

Review handwritten notes from the White House

Review signed Statement by President Truman

What conclusions can you draw from these documents?



Resources

- Israel
<https://www.trumanlibrary.gov/library/online-collections/recognition-of-state-of-israel?section=1>
- Civil Rights
<https://www.trumanlibrary.gov/library/online-collections/desegregation-of-armed-forces>
- Marshall Plan
<https://www.trumanlibrary.gov/library/online-collections/truman-marshall-plan>

Resources

HISTORICAL THINKING CHART

Historical Reading Skills	Questions	Students should be able to . . .	Prompts
Sourcing	- Who wrote this? - What is the author's perspective? - When was it written? - Where was it written? - Why was it written? - Is it reliable? Why? Why not?	- Identify the author's position on the historical event - Identify and evaluate the author's purpose in producing the document - Hypothesize what the author will say before reading the document - Evaluate the source's trustworthiness by considering genre, audience, and purpose	- The author probably believes . . . - I think the audience is . . . - Based on the source information, I think the author might . . . - I do/don't trust this document because . . .
Contextualization	- When and where was the document created? - What was different then? What was the same? - How might the circumstances in which the document was created affect its content?	- Understand how context/background information influences the content of the document - Recognize that documents are products of particular points in time	- Based on the background information, I understand this document differently because . . . - The author might have been influenced by _____ (historical context) . . . - This document might not give me the whole picture because . . .
Corroboration	- What do other documents say? - Do the documents agree? If not, why? - What are other possible documents? - What documents are most reliable?	- Establish what is probable by comparing documents to each other - Recognize disparities between accounts	- The author agrees/disagrees with . . . - These documents all agree/disagree about . . . - Another document to consider might be . . .
Close Reading	- What claims does the author make? - What evidence does the author use? - What language (words, phrases, images, symbols) does the author use to persuade the document's audience? - How does the document's language indicate the author's perspective?	- Identify the author's claims about an event - Evaluate the evidence and reasoning the author uses to support claims - Evaluate author's word choice; understand that language is used deliberately	- I think the author chose these words in order to . . . - The author is trying to convince me . . . - The author claims . . . - The evidence used to support the author's claims is . . .

Resources

Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| ☐ Letter | ☐ Speech | ☐ Patent | ☐ Telegram | ☐ Court document |
| ☐ Chart | ☐ Newspaper | ☐ Advertisement | ☐ Press Release | ☐ Memorandum |
| ☐ Report | ☐ Email | ☐ Identification document | | ☐ Presidential document |
| ☐ Congressional document | | ☐ Other | | |

Describe it as if you were explaining to someone who can't see it.

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. Encourage them to go back and forth between the columns; there is no correct order.

OBSERVE

Have students identify and note details.

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

REFLECT

Encourage students to generate and test hypotheses about the source.

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

QUESTION

Have students ask questions to lead to more observations and reflections.

What do you wonder about...
who? · what? · when? · where? · why? · how?

FURTHER INVESTIGATION

Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

A few follow-up activity ideas:

Beginning

Have students compare two related primary source items.

Intermediate

Have students expand or alter textbook explanations of history based on primary sources they study.

Advanced

Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.

For more tips on using primary sources, go to

<http://www.loc.gov/teachers>

<https://docsteach.org/resource/document-analysis-with-students/>

https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Primary_Sources.pdf

Questions?

- Contact mark.adams@nara.gov
- www.trumanlibrary.gov

Welcome to the
Harry S. Truman
Presidential
Library and
Museum

