Students take on the personality of Churchill, Roosevelt, and Stalin at the Yalta Conference representing Britain, Soviet Union, and the United States. On alternating days, each student will assume the personality of one of the three leaders. This is a creative writing activity and can be a challenging experience for some. Students work as individuals though they can see the online work being completed by others. A major objective of this activity is to understand the point-of-view of a world leader based on their country’s history. While national leaders have their own personalities that impact their style of communication, understanding their country’s history provides deeper influences on their desires for their homeland. Their individual actions reflect their historical culture and values.

Three times before the end of World War Two, the leaders of Great Britain, Soviet Union, and the United States met to decide how to bring the war to a quick conclusion and how the world would look after World War Two. Only the top leader from each country was authorized to speak on behalf of their nation’s interests. Not only were they influenced by the immediate decisions needed to end the war, but also they were consciously or unconsciously influenced by their nation’s history while they negotiated with each other. These meetings sometimes took weeks to complete. During the breaks during the meetings, the leaders conferred with their staff to discuss negotiation strategies. These strategies changed dynamically based on the flow of conversations. Reaching agreements was difficult since it required the unanimous agreement of all three nations. Since two of the three countries (Great Britain and the U.S.) represented democratic political systems, the USSR was naturally suspicious when they both agreed on a negotiating item since they feared it would be harmful to interests of the Soviet Union who employed a totalitarian government system.

**Learning Goal:** Understand the point-of-view of a world leader based on their country’s history. While national leaders have their own personalities that impact their style of communication, understanding their country’s history provides deeper influences on their desires for their homeland.
Method: Screenwriting is the process of creating the words that actors who speak to one another. Sometimes the screenplay for a TV show episode or a movie is based on previously published material like a transcript or a book. This is one of the awards given each year at the Academy Awards for outstanding movies of that year.

Time Expectation: We would have normally spent four hours in class on this activity.

Course Instructor Involvement: If you work on this activity in the morning, afternoon, or early evening, the course instructor will provide feedback on your work by placing comments into the shared Google document. There is no need to "resolve" the comments made by the instructor. They are provided to give you feedback from the course instructor. If you have questions, send an email to the course instructor. A Google Hangout or Skype call could also be arranged.

Small Group Responsibility: While you share a common Google document among the four or five of you, your grade is solely depended on your work. You have been placed into a small group so it is easier to see what other students are doing and perhaps receive some encouragement and ideas. The other small group Google documents are open to view as well.

Method of Play: Read separate document on student instructions for more detail. This activity was designed to work with Google docs and Google file folders.

Materials Included in Simulation Packet:
- Instructor history simulation procedures and PP presentation used to guide students in preparation for the simulation. The PP show could be recorded and placed online for the students to watch before beginning.
- General student instructors for online activity. Specific writing prompts and more detailed instructions provided for each of the three days of the online activity.
- Yalta Conference historical background and goals for each country.
- Sample of previous student work with one of the three speeches.
- Wednesday specific student instructions and activity writing prompt.
- Thursday specific student instructions and activity writing prompt.
- Friday specific student instructions and activity writing prompt.
- Yalta simulation student reflection.

Student Evaluation of the Simulation:
The simulation receives approval by the students. As noted above, an evaluation form is completed by the students. It is partially a reflection on what they learned and partially an evaluation with suggestions to change. Often, those changes are reflected in the curriculum which is updated annually. This simulation has been used each semester for
two years. It has been effectively used in face-to-face with students bringing their personal laptop computers and the college provide others for those that had none. It was also used in online classes of 30. They often share comments similar to face-to-face Yalta Conference negotiations simulation. Some students find this activity a stretch since it relies on creative writing which is unfamiliar for some.
Instructor Materials to Prepare Students
Instructor Yalta Screenwriting Procedures
Time Requirement: Two Hours
Revised January 6, 2018

Following are the procedures that were used in my global history course. Students participate in several of these screenwriting simulations throughout the academic term. These activities immediately follow the in-class history simulation of the same groups. With succeeding simulations the amount of time needed for instruction of the students is reduced since they become familiar with the pattern. Some of these procedures are in response to feedback from the students on how to improve the learning activity.

With this version of screenwriting, students will write a speech for each of the three leaders that they would speak to the other. With the India screenwriting, they write dialogue among two of the three leaders. In the India Middle East screenwriting activity, it becomes progressively more challenging since they will write dialogue that flows among the three of them. Students in my classes have responded well to this increasing challenge of dialogue writing. They also expressed the importance of the students spending a few minutes talking with each other before the writing begins to both encourage each other as well as provide ideas. The blank computer screen can be intimidating to them. It does me sometimes.

Class Session Preceding the Screenwriting Activity
1. Integrate material from the history simulation background reading into the lectures, discussions, and video clips to provide additional exposure to the material so they can use it during the simulation negotiations.
2. At the end of the final class period before the simulation, spend five minutes to prepare them for the screenwriting activity.
3. Remind students to bring laptop and tablet computers to the following class period since this is an online learning activity. Since there is a great deal of writing that will occur, encourage them to bring their laptop or to borrow one from a trusted friend. If they do not have a tablet or laptop, permit a student to complete this activity from a desktop computer in their room or a computer lab elsewhere on the campus. If facilities are available for scheduling, the class could meet in a computer lab and access the Google documents through a web browser.

Instructor Preparation Before the Screenwriting Class Period
1. Prepare a PowerPoint presentation to provide clear instructions.
2. Create a multi-question quiz over the assigned simulation background reading to motivate students to closely read it. Students complete the quiz before the simulation. Skip this activity is a quiz was prepared before the in-class history simulation.
3. Create a Google File Folder (or with another online service) for this learning activity. Place the reference documents in the folder. Create an individual Google document for each student. See the template by looking at the sample provided. Simply make copies of the original document and place individual names of the students in the class.
Instructor Provides Overview on the Day of the Screenwriting
1. Quickly review the overview document for a few minutes and encourage them to use these during the simulation.
2. If the in-class history simulation was completed in the previous class period, encourage them to think about the language and arguments they used during the negotiations and the way that the other groups responded. This learning activity is a written version of what they accomplished with the previous class activity.

Screenwriting Begins
1. Encourage students to use their tablets and laptops to access information useful for the negotiations.
2. Provide online copies of the background reading and the goal sheet for each of the three countries to refer for additional information useful for the screenwriting.
3. Each student chooses one of the writing prompts to begin. In they complete their writing, they are to select another of the options for writing.
4. Before students begin to write, each turns to a partner next to them at the table and talk about what each is planning to do.
5. Instructor circulates around the room to provide information as needed.
6. Instructor inserts comments to their screenwriting document as they write. Google documents makes this an easy process.
7. Throughout the activity students are encouraged to talk briefly with one another about questions and ideas for this writing activity.
8. Encourage students to view writing by others in the class for ideas and encouragement.

Debrief of the Screenwriting
1. Debrief at each individual negotiations table:
   a. Students talk with each other at the table about their experience with this creative writing activity. Some students will be energized by this activity and others will find creative writing difficult.
2. Debrief with all participations in the screenwriting activity:
   a. The course instructor shares general comments and themes that they observed during the online activity. Make a point to be encouraging since this was probably a difficult activity for students who have never engaged in creative writing.
   b. A personal reflection worksheet is completed by each person to identify what was learned during the history simulation and recommendations for improvement. This could be completed at the end of class or online. A sample copy is provided.
Screenwriting History: Yalta Conference
Academy Award for Best Adapted Screenplay

• Academy Award for the best movie script based upon previously published material.
• Write the actual dialogue that each movie character would say to each other.
• Examples are movie scripts based on novels, plays, short stories, or TV shows.
Screenwriting History

• Write words a historical character in a movie said based on historical records, evidence, and some drama to keep the audience engaged. This is partly a creative writing activity as well.

• Enter mindset of the historical character based on what you know about the person, their culture, and their history.

• Write words they would say to others based on what you know about the other people and how to communicate effectively with them.

• Write in “first person” style.
Yalta Conference

• Meeting in spring 1945 among Stalin (Soviet Union), Churchill (England), and Roosevelt (United States)
• Each has their own agenda of priorities
• Each knows the history and personalities of the other two at the Yalta Conference
• Sometimes the U.S. and England have very different priorities that may differ among them
• Study the assigned reading on the conference and their different priorities
Screenwriting Procedures

• This is an individual writing activity for students.
• On Tuesday, Wednesday, and Thursday students will have a different item each day.
• Study the historical background and bargaining positions handouts.
• Assume the role of an assigned person and write in first person the actual words they would use to promote their position with the others.
  – Tuesday assume the role of Stalin
  – Wednesday assume the role of Churchill
  – Thursday assume the role of Roosevelt
Location for Writing Activity

- Go to Google Drive file folder for CI 1150 and then select “Screenwriting Yalta Conference”
- Read the handout “Project Small Group” for which of the five groups you are to work.
- Read the general instructions, specific instructions, the writing prompt document, and the sample by a previous student.
- Within this file folder, select the Tuesday, Wednesday, or Thursday Google folder
- Then, select the Google document with your small group name (A, B, C, D, or E)
- Only edit your own character’s dialogue.
- The document closes by midnight each assigned day.
- Instructor will make comments throughout the day.
Final Reflection on Friday

- Complete the Yalta reflection form and submit through the Moodle dropbox
- Work to provide at least one well-developed paragraph response for each of the questions on the form.
Three times before the end of World War Two, the leaders of Great Britain, Soviet Union, and the United States met to decide how to bring the war to a quick conclusion and how the world would look after World War Two. Only the top leader from each country was authorized to speak on behalf of their nation’s interests. Not only were they influenced by the immediate decisions needed to end the war, but also they were consciously or unconsciously influenced by their nation’s history while they negotiated with each other. These meetings sometimes took weeks to complete. During the breaks during the meetings, the leaders conferred with their staff to discuss negotiation strategies. These strategies changed dynamically based on the flow of conversations. Reaching agreements was difficult since it required the unanimous agreement of all three nations. Since two of the three countries (Great Britain and the U.S.) represented democratic political systems, the USSR was naturally suspicious when they both agreed on a negotiating item since they feared it would be harmful to interests of the Soviet Union who employed a totalitarian government system.

The second of these three meetings was the Yalta Conference. It was held February 4-11, 1945 among leaders of the three major Allied powers fighting against Hitler’s Germany: President Franklin Roosevelt of the United States, Prime Minister Sir Winston Churchill of Great Britain, and Premier Joseph Stalin of the Soviet Union. These leaders sought to defeat Nazi Germany as rapidly as possible, but they were already concerned about the future. Anticipating conflict, American and Soviet leaders sought to establish a post-war world in their own best interests of collective security and economic power. The British were uncomfortable as a much weaker world power after centuries as an undisputed military and political force in Europe and through their world-wide empire. At their height of power in the early 1900s, the British Empire included 25% of the earth’s land surface and their navy transportation and warships were the strongest in the world. They sought to protect their power base and hoped to emerge as the leader of a powerful post-war Western Europe. The decisions that these three men made at Yalta shaped the direction of European and Asian history for the next forty-five years. Many Cold War disputes have their origin in the agreements and disagreements at Yalta. In addition to the decisions made by these three men at the conference, many other world leaders were not there to advocate for their country’s issues. For example, the East European countries had no voice to object to the Soviet Sphere of Influence granted by Churchill and Roosevelt over them. Mao was not at the table to advocate for the emerging Chinese nation which vastly predated the cultures at the table by over 3,000 years.
A third conference was held at the very end of the European part of World War Two in Potsdam. The results were to basically affirm decisions from the Yalta Conference. Even though the United States had successfully tested the atomic bomb in secret in the Nevada testing grounds, it was unsure whether the U.S. could rely on the weapons working each time and also that a sufficient number could be produced to use against Japan to avoid a land invasion of their home islands. Therefore, the need for the Soviets to commit one a million men to the potential invasion was still needed and the agreements negotiated at the earlier Yalta Conference were maintained. While the other two countries continued with Stalin and Churchill as experienced negotiators for their countries, the U.S. changed negotiator after the death of President Roosevelt and replacement by Vice President Harry S. Truman. Most historians argue his inexperience was exploited by General Stalin during this final conference.

Simulation Learning Objectives

1. Connect the historical context for the relationships and previous disputes among the three countries during negotiations at the Yalta conference.
2. Recognize how historical context shaped the national goals of each country and their negotiation strategies. How could have events turned out different? What are the forces of history at work that make this process for change so difficult?
3. Assess each nation’s success in achieving their goals in short term and long term.
4. Consider the merits of those goals considering the ensuing historical events.
5. Speculate about new dynamics and possible changed outcomes if the smaller European countries whose fates were heavily influenced by the decisions by the three leaders at Yalta were involved in the negotiations as well.
6. Experience the challenges and skills needed for effective negotiations.

Your Task: You are members of the Yalta Conference negotiation team composed of leaders from Britain, Soviet Union, and the United States. You know the decisions you make are important to end World War Two and to shape the post-WWII world. Use the following information to justify your negotiating priorities. Focus on the needs of your country. Obviously, the decisions that are agreed by all three countries will impact many of the countries throughout the world. Those countries will not be represented in these negotiations.

Historical Context for Each Nation

Each nation involved with the Yalta Conference was deeply impacted by previous historical events and especially the wars. It is important to take those events into consideration with assuming the role of one of the countries during the negotiation process. See the event through their eyes, needs, fears, desires and shared histories.
Premier Joseph Stalin was the lead negotiator for the Soviet Union. Among the Bolshevik revolutionaries who took part in the Russian Revolution of 1917, Stalin was appointed General Secretary of the party's Central Committee in 1922. His role was to be the leader of the eventual Communist political party while Lenin was the political leader and Trotsky was the military leader. Stalin subsequently consolidated power following the 1924 death of Vladimir Lenin and expanding his role, all the while eliminating any opposition. He remained General Secretary until the post was abolished in 1952, concurrently serving as the Premier of the Soviet Union from 1941 onward. Between 1934 and 1939 he organized and led a massive purge (known as "Great Purge") of the party, government, armed forces and intelligentsia, in which millions of so-called "enemies of the Soviet people" were imprisoned, exiled or executed. In a period that lasted from 1936 to 1939, Stalin instituted a campaign against enemies within his regime. Major figures in the Communist Party, such as the old Bolsheviks, General Leon Trotsky, and most of the Red Army generals, were killed after being convicted of plotting to overthrow the government and Stalin. Stalin led the Soviet Union through its post-war reconstruction phase, which saw a significant rise in tension with the Western world that would later be known as the Cold War. He is also attributed responsible for 20 to 40 million deaths of Russian citizens, military officers, and politicians as a result of his paranoid actions.

**History of the Russian Empire.** Before the Communist Revolution, the Soviet Union was called the Russian Empire dating back hundreds of years. Due to geographically location in both Eastern Europe and Asia, the Russians were not as culturally, economically, and politically engaged with the Western European countries. The Russian empire was enormously complicated with many different nationalities, cultures, languages, religions, and histories. It was a rich blend of European and Asian cultures that made them different from Western European countries. Some within Germany perceived the Russian blend of cultures as inferior and deserved elimination to reduce contamination of European cultures, especially the Germans based on Social Darwinism and racial hatred.

**Noninvolvement with Imperialism and Industrial Revolution.** Unlike most of European countries, Russia did not participate with worldwide imperialism through establishment of colonies and direct or indirect control over the inhabitants of other countries. After the Communists take over control of Russia, they often used their new political philosophy to denounce the Western Europeans for taking advantage of smaller countries and exploiting them. This was consistent with their view of history as conflict between the working class of farm peasants and factory workers (proletariat) and smaller elite class of land or factory owners and bankers (bourgeoisie).

Russia did not participate in the Industrial Revolution that was dominated by the Western European countries led by Great Britain. Russia remained a primarily
agricultural empire, even through that had the needed raw resources for an Industrial Revolution such as coal and iron deposits. With no worldwide imperialistic empire to provide markets for the sales of items produced in the factories, the country focused on domestic consumption of the goods. Lifestyles of the peasants located in the mostly rural Russian empire changed little over this time period. There were few incentives for the ruling aristocratic and growingly corrupt Tsar Family to engage in the Industrial Revolution since their economy was based on agriculture, not production of industrial goods. There was no significant industrial middle class of bankers and factory owners who would benefit from an Industrial Revolution. The small wealthy class in society gained their power and influence through land ownership of enormous farms that employed the peasants who benefited little.

Anger with European Interference with Russia. The Communist Russians resented interference of the Europeans during their civil war for control of the country following the fall of the previous empire of the Tsar and other aristocratic rulers. At the end of World War One, some units from armies of Great Britain, France, Japan, and the United States still in Europe sought to influence the Russian Civil War between the Red and White Russians. The Allies supported the White Russians (Socialists but opposed to fighting against Lenin and his followers) and fought against the Red Russians (future Communists led by Lenin) in what they perceived as their Revolutionary Independence War. This would cause deep mistrust of the Red Russians (eventually the ruling socialist/communist power of the new Soviet Union) with the Western Europeans and the United States. Lenin believed they should have been left alone to work out their independence movement as the United States sought during its war for independence against the British despite interference by the Germans.

The Russian Empire had not been aggressors against Western European countries. On the contrary, the Russians have been invaded three times by European countries (France, WWI Germany, WWII Germany) with loss of 50,000,000+ civilians and troops with massive destructive of their land and economy. The first of the invasions was by the French under the command of Napoleon in the early 1800s. Then the invasions by the Germans during World War One and World War Two. Due to the numerous invasions over 150 years, the Soviet Union wanted a buffer zone between its country and Western Europe.

The Russians sometimes have been forced to make agreements with Western European governments for short-term advantages or to stem the loss of soldiers and civilians. At the end of World War One, they violated agreements with other Allied countries and signed a separate peace treaty with Germany. They were desperate to stop the destruction of their country at the hands of the Germans and were angry that the other Allied countries with which they had a military defensive pact, did not work harder to help them. Land that had been part of the Russian empire for centuries was given to the Germans.

Relationship of the Soviets with Germans. The Soviets wanted to regain some of this land hold onto the land they acquired from the Germans in their agreement in 1939 such as Poland. These former bitter enemies signed an agreement that temporarily provided advantages to both. As a result, Poland was divided in half between Germany and Russia. This action returned some of the land that had been taken away by Germany at the end of World War One, but much more remained until control by the Germans. Stalin later justified the decision to sign this agreement as
necessary to provide more time for his country to prepare for the invasion of Germany. The Soviet Union was furiously developing its Industrial Revolution with a focus on developing heavy machinery and military weapons as Stalin believed a war against Germany would occur soon. Stalin thought it best to do whatever was necessary to buy a few more years of peace between the two countries so the Soviet Union could produce more war weapons.

**Relationship of the Soviets with other WWII Allies.** While the Soviet Union was pleased that Great Britain and the United States provided food and military weapons for them during World War Two in their conflict against Germany, they were still losing millions of soldiers and civilians during the battles. Top Russian leaders believed the Allies intentionally delaying invasion of France. They thought this was deliberate to weaken the Soviet Union through huge losses of troops fighting the Germans on Russian land.

The Russians began a nuclear weapon program during WWII after their spies discovered the program begun by Britain and the U.S. This created great fear by the Soviets since their partners in WWII denied sharing this knowledge with them or inviting their help. Their fear was that the new weapon would be used against them after WWII ended. In 1942, Soviet physicist Georgy Flyorov encouraged Stalin to start their own program. With the heavy commitment to the invasion of Germany, not as many resources were placed with the Soviet nuclear program. However, the Russian program quickly caught-up with the Britain and the U.S. through spy activities, acquiring some of German rocket and nuclear scientists, and some historians argue that Soviet troops captured nuclear technology developed by Japan with their own bomb program.

**Strategic Timing of the Yalta Conference.** The Yalta Conference occurred following the Battle of the Bulge in late 1944 and early 1945. After battles at Leningrad, Stalingrad, and other locations, the Germans were forced to retreat. Russian troops advanced quickly and crossed the border of Germany and moved to capture their capital city of Berlin. At the same time, the armies of the U.S. and Britain were slowing recovering from the Battle of the Bulge. It appeared the Soviet soldiers would overrun Germany without need of the allies and occupy Germany as well as other Eastern European countries. The leaders of Great Britain and the United States felt compelled to give the Soviet Union more than they wanted to stop the Soviets to not take over all of Germany and Eastern Europe. Stalin thought he was generous to the United States and Great Britain when he was willing to sacrifice one million Soviet troops for invasion of Japan if the benefits were high enough for the Soviet Union.

**Soviets Wanted a Protective Buffer Zone.** An important objective for the Soviet Union was developing a buffer zone between it and the Western European countries that invaded Russia during the previous 150 years. At a minimum, they wanted the countries that were in this buffer zone to have governments friendly to the Soviet Union and would not militarize themselves and place troops on the Soviet border that could be part of an invasion force. The Soviets were concerned that the East European countries occupied by the Soviet at the end of WWII might become part of the British Empire or elect political leaders that would join a military alliance with Great Britain and the U.S. A buffer zone was also wanted on the Eastern side of the Soviet Union by taking control of islands conquered by Japan at the beginning of WWII from China. These were the Southern Sakhalin and the Kuril Islands and their long-term lease for Port Arthur would
be restored. These islands and the port were originally part of China but they were not consulted or provided approval for these areas to be assigned to the Soviet Union.

Poland was an independent country during the early Middle Ages of the 11th century. Then, the country ceased to officially exist and was heavily dominated by the Russian Empire which considered it part of them since Slavic people from Russia emigrated into what became Poland. Poland reappeared as an independent nation following WW One and existed until Germany and the Soviet Union divided it into half in 1939 with each country claiming half. As part of the Soviet advance against Germany in WW Two, their troops occupied this area and did not leave at the end of the war. Following WW Two, a new Poland was reestablished with smaller borders and shifted towards Western Europe. However, promises to allow independent elections of political leaders did not occur and the Soviet troops did not leave until the 1980s.

A particular objective of the Soviets was to weaken or eliminate Germany. They were weary of the invasions by them during World War One and World War Two. Both Germany and Poland were frequently used invasion routes by other European countries in the previous 150 years. Russia was angry for the war reparations they were forced to pay Germany at the end of World War One that helped bankrupt Russia. In addition, the land taken from Russia contained iron and coal reserves desperately needed for their Industrial Revolution. Russia wanted to take revenge upon Germany and bankrupt them at the end of World War Two to help pay for the devastation by the German troops when they burned farm fields and destroyed cities when they invaded the Soviet Union. The Soviets desired that Germany be eliminated as a country. In particular, the Soviets wanted to take control of Berlin and destroy it as a symbol of destruction of German power. The Soviets were however open to negotiations to weaken Germany and even share part control of Berlin if they were able to gain other agreements from Britain and the U.S. The Soviets did demand unconditional surrender of the Germans and supportive of the same of Japan to protect the Soviet Union from invasion by them. By the end of WW Two, the Soviet troops occupied eastern Germany which included Berlin. The other half was occupied by troops from Britain, France, and the U.S.

**Soviets Opposed Imperialistic Empires.** Stalin and other leaders were angry at the other Western European countries for their frequent imperialist control of other countries around the world for more than 500 years. They wanted to denounce their previous colonial empires and gain their promise to never again reestablish or expand them. This position was consistent with the Marxist philosophy of stopping exploitation or the proletariat around the world. On the other hand, the Soviet Union wanted to regain lost territory that was previously inside the Old Russian Empire. They believed this was returning land that was rightfully theirs. Obviously, the British wanted to maintain their large-scale world-wide empire. The U.S. did not express strong support for either the Soviet or British position. However, the U.S. also had strong colonial interests in Central and South America along with oil interests in the Middle East.

Countries not on the Soviet border, such as Greece, were not a high priority for them becoming socialist and under control by the Soviets. Stalin was a pragmatic leader and did not allow his political views about the superiority of socialism and communism to get in the way of negotiating with the United States and Great Britain. He was willing to do what was necessary to achieve the long-term defensive needs of his country, even if that meant committing a million troops to their deaths with an invasion of Japan if in return he better protected the Soviet Union from further invasions.
Great Britain Delegation

Churchill as Leader of Great Britain

Sir Winston Churchill, Prime Minister, served as the chief negotiator for the British at the Yalta Conference. Churchill was selected as Prime Minister shortly after the beginning of Hitler’s war against Europe. Widely regarded as one of the greatest wartime leaders of the 20th century, Churchill was also an officer in the British Army, a historian, a writer, and an artist. He won the Nobel Prize in Literature, and was the first person to be made an honorary citizen of the United States. At the forefront of politics for fifty years, he held many political and cabinet positions. During the First World War, he served as First Lord of the Admiralty. Out of office and politically "in the wilderness" during the 1930s, Churchill took the lead in warning about Nazi Germany and in campaigning for rearmament. At the outbreak of the Second World War, he was again appointed First Lord of the Admiralty. Following the resignation of Neville Chamberlain on 10 May 1940, Churchill became Prime Minister. His steadfast refusal to consider surrender helped inspire British resistance, especially during the difficult early days of the war when the British Commonwealth and Empire stood alone in its active opposition to Adolf Hitler. Churchill was particularly noted for his speeches and radio broadcasts, which helped inspire the British people. He led Britain as Prime Minister until victory over Nazi Germany had been secured. Churchill is widely regarded as among the most influential person in British history and the most influential person of the 20th century.

England's World-Wide Imperial Empire. Great Britain was a leader of Western European Imperialism during the 1800s and early 1900s. Interrelated with their involvement with worldwide imperialism was their world leadership with the Industrial Revolution. Great Britain had multiple reasons for world-wide imperialism: bringing Western culture and religion to other countries, economic gain for the British, political influence and control of other nations, spread of democratic ideas, and improving the quality of life for people in other countries. Great Britain had a long tradition as a colonial power that occupied or indirectly controlled other countries. This also led to local protest movements that eventually led to the British departure from colonies like India. Overall, the British were proud of imperialistic and industrial power and did not want denouncements off those achievements or to restrict reestablishment or expansion of them by the leaders of the Soviet Union and the U.S. at the Yalta Conference. This was a high priority by the Soviets and not important to the U.S. since they had their own economic interests with an informal economic imperialistic countries.

At the end of World War Two, the British were worried final peace negotiations and establishment of the new United Nations might force Great Britain and other countries with colonies and mandates (political control over a weaker nation) to give up control of these often profitable colonies to allow them to become independent nations. Britain hoped that with the Yalta Conference the status quo would be maintained and a political statement would be made that these colonies and mandates would continue for the near future with perhaps independence for these areas at some point. Major
countries without historic colonial systems were not interested in that statement. Since the U.S. was supporting Great Britain and France during WWII, they took no position supporting or opposing since both had extensive colonial empires over a century throughout the world. Besides, the U.S. had its own imperialist empire (more of an economic empire rather than a military occupation) in Central and South America along with oil interests in the Middle East. The Soviet Union wanted a joint statement by other nations that denounced these imperialistic colonial systems and called for immediate independence.

**Importance of Geography to England.** Geography had an important impact on British history. The English Channel that separated it from the mainland of Europe provided a great defensive barrier as well as permitted English culture to develop independently from that of many other Western European cultures. This insulated them from other European countries because of difficulty of crossing the English Channel. Great Britain was a smaller country than many others with powerful military forces such as the U.S., Germany, and the Soviet Union. Because of this, Great Britain sought to divide power among a number of European countries. They believed more countries with equal power would balance one another and reduce wars. There was one country they did not want to diminish.

Great Britain did not want to divide or eliminate Germany at the end of the war. It was in their interest of their historic advocacy of “balance of power” in Europe to have numerous countries since none were large enough to militarily overwhelm others. A strong Germany would serve as a first line of defense with the Soviet Union in case they decide to invade Western Europe. They did not want Germany to pay war reparations to any countries due to destruction from WWII. Such an action would have bankrupted Germany and made it weaker and less able to defend itself from an aggressive Soviet Union who could threaten the rest of Western Europe. This helps to explain the British opposition to the Soviet demand for “unconditional surrender” by Germany and demand by the Soviet Union and the U.S. for the same of Japan. Unconditional surrender would lead to elimination of their military capacity. Great Britain wanted moderate power for Germany and Japan to provide a threat to the Soviet Union to not make aggressive moves towards Western Europe or Southeast Asia which contained British economic and military interests.

Churchill was more open to negotiations about the fate of the East European countries that were occupied by the Soviet troops at the end of WW Two. The British leader was trusting of Stalin that free elections would occur in these countries if they made promises to being "friendly" to the Soviet Union and not join military alliances with the British or the U.S. He strongly advocated for establishment of an official Polish country though he was open to the borders being moved towards Germany and allow the Soviet Union to retain part of the land which they gained with the 1939 agreement with Germany. Churchill was sympathetic to the Soviet complaint of invasions by the Western Europeans and their need for a defensive buffer zone. This would eventually lead to recognizing a Soviet “Sphere of Influence” and control in the occupied Eastern European countries. The U.S. was not as sympathetic, but the American public was not supportive of a war against the Soviets to push them back into pre-WW Two borders.

**England Sought to Spread Democracy World-Wide.** As one of the founders of democracy in the world, Great Britain was a strong champion for the spread of this political system throughout the world. They were so committed to this system that they
kept troops in Europe at the end of World War One to help the anti-communist forces (White Russians) in Russia to defeat the Red Army of the Bolsheviks (eventually renamed the Communist Party). Prime Minister Sir Winston Churchill was a leader opposed to communists worldwide. Following the political saying that “the enemy of my enemy is my temporary friend”, Great Britain reluctantly supported the Soviet Union fight against Germany so that World War Two would be a two-sided war for the Germans, (Soviets on the East and Britain and U.S. on the West), thus reducing the military threat against Great Britain. Churchill recognized that the land occupied by the Soviet Union at the end of World War Two was probably lost to their influence. He advocated for democratic government in many other countries. Churchill sought Greece to be democratic due to its strategic location in the Mediterranean Sea and closeness to other democratic countries in Southwest Europe. Churchill advocated for democratic Eastern European countries that were friendly and not an immediate military threat to the Soviet Union. However, it was not clear what a “friendly” government would look like to the Soviets and what they would have to agree to appease the Soviets.

**Strategic Timing of the Yalta Conference.** The Yalta Conference occurred following the Battle of the Bulge in late 1944 and early 1945 that placed the English and American troops in a defensive position and slowed their advance into Germany while Russian was quickly advancing and might take occupy the entire country as well as all of Eastern Europe. President Roosevelt’s health continued to decline during this time period, perhaps influencing him to not as strongly contest the Russian demands. Within months following the Yalta Conference, Roosevelt would die and Vice President Harry S. Truman would take over leadership of the U.S. during the final months of World War Two. It would be President Truman at the third and final conference, the Potsdam Conference. While the atomic bomb had been tested successfully, it was unclear if it would be reliable and available in sufficient numbers to end the war quickly. This lack of knowledge had an impact on the negotiations of both Roosevelt and Truman.

**England Supported Creation of the U.N.** Great Britain was supportive of creating the United Nations (U.N.) as a stronger version of the old League of Nations. The new U.N. would have the authority to create a military force to oppose aggression by other nations. It was recognized by Britain and the U.S. that the Soviet Union and other pro-Communist countries would become members of this new organization. To help balance their influence against the democratic countries, Great Britain supported creation of the U.N. Security Council. This small group inside the larger United Nations would have special power. Composed of a few countries, any member of this small group could veto a majority vote by the entire U.N. assembly. Great Britain believed France would be a good member of this small group since they had been oppressed so badly during WWI and WWII and did not trust the Soviet Union or other Communist countries. With the U.N. Security Council composed of the United States, Great Britain, and France, any one of them could stop decisions that favored the Communists. The U.N. Security Council would also include the Soviet Union to help appease them along with several other smaller countries that served for a few years. The U.S., France, Great Britain, and the Soviet Union were permanent members of the U.N. Security Council. China was added to this group of five since it appeared that the democratic Nationalist group would win the long-running civil war against the Communists led by Mao. While the U.S. tried to have China ejected from the Security Council after the Communists took over control of the country after WW Two, Great Britain and other countries did not seek to change the decision.
England and Development of the Atomic Bomb. The British were involved in development of the atomic bomb during WWII. Scientists from Britain and the U.S. worked from 1939 through the early 1940s. However, the British scientists were excluded from final development of the atomic bombs used at the end of the war. The British were shocked when the U.S. excluded British involvement with the postwar control and use of atomic technology. President Truman stated the U.S. would ensure international security of the technology for the benefit of all countries. During the Cold War period, the British would purchase nuclear weapon systems from the U.S. for their defense.

United States Delegation

Roosevelt as Leader of the United States

President F. D. Roosevelt was the chief negotiator for the U.S. at the Yalta Conference. A leading member of the Democratic political party, he won a record four consecutive elections and served from March 1933 to his death in April 1945. He was a central figure in world events during the mid-20th century, leading the U.S. during a time of worldwide economic depression and total war. A dominant leader of the Democratic Party, he built a New Deal Coalition that realigned American politics after 1932, as his New Deal domestic policies defined American liberalism for the middle third of the 20th century. As World War II loomed after 1938, with the Japanese invasion of China and the aggression of Nazi Germany, Roosevelt gave strong diplomatic and financial support to China and Great Britain, while remaining officially neutral. His goal was to make America the "Arsenal of Democracy," which would supply munitions to the Allies. In March 1941, Roosevelt, with Congressional approval, provided Lend-Lease aid to the countries fighting against Nazi Germany with the United Kingdom. President Roosevelt and Prime Minister Churchill were close personal friends who shared a common vision. Roosevelt suffered from many serious physical illnesses throughout his life. At the Yalta Conference, Roosevelt's health continued to decline and he died a few months later. This may have influenced him to not be as aggressive towards to Joseph Stalin and weaken his negotiation skills. Also, the major issue on President Roosevelt's mind was ending the war with Japan and not thinking strategically as did Prime Minister Churchill about the postwar world and beginning of the Cold War between the Soviets and the democratic countries.

The U.S. Position on Imperialism and Industrial Revolution. The U.S. was a late leader with worldwide imperialism and the Industrial Revolution. It was still consolidating and expanding within the North American continent and was less involved with world economic, military, and political events in the 1800s. The U.S. did not want to denounce the colonial empires of France and Great Britain since the U.S. was involved in economic activities that were imperialistic in Central and South America. Also, the U.S. did not want to not uncut its British and French allied war partners. While the Russians saw their colonies as oppressive, the U.S. also saw they were part of the capitalistic system of which they were a part. They opposed the Soviet denouncement.
Besides, the U.S. had their own economic control over countries in Central and South America along with economic interests of oil in the Middle East.

**Importance of Geography to the U.S.** Geography was an important factor for the U.S. since it allowed it to escape much of the devastation of the land wars of the Western European countries in the 1800s and 1900s. The U.S. was insulated from European and most other countries in the world due to its geographic isolated location with the Atlantic and Pacific oceans on the coasts and peaceful borders with Canada and Mexico. This geographic isolationism was matched by historic political isolationism. President George Washington, the first U.S. president, stated in his final address to the American people to avoid “foreign entanglements” with Europe and other countries. Most Americans were uninterested in world political and military involvements due to ongoing wars and the tremendous losses of men and destruction of the country.

Due to the need of the U.S. to gain other military partners for an invasion of Japan, the U.S. was willing to grant demands of the Soviet Union. This is part of the reason that the U.S. followed the British with permitting established of a Soviet “Sphere of Influence” over Eastern Europe with permitting Soviet troops to stay in their countries at the end of WW Two. Roosevelt was less trusting of Stalin, but followed Churchill’s hope that those countries would be allowed to establish democratically-elected governments and retain their autonomy as independent nations. With the number of Polish immigrants in England the U.S., their maintenance as a nation was important to both the British and the U.S. The U.S. also supported Greece independence for them to choose their form of democratically-selected government system since it was an imperative for the British and also due to lobbying by Greek immigrants to the U.S.

**The U.S. Position Regarding Germany and Japan.** Just as with Great Britain, the U.S. had a strong democratic political system opposed to Communists worldwide. Until the Cold War time period, it was less concerned with Communism than Great Britain located much closer to the Soviet Union. The U.S. was less interested than Great Britain with reducing the power of Germany at the end of the war. Part of that could be explained since Germany had not directly attacked the soil of the U.S. during the war. It was in the interest of the United States that Germany not pose an immediate threat to anyone at the end of World War Two, but also it not be destroyed since it could serve as a buffer against the Soviet Union in case it changed its historic decision to not invade Western Europe. Therefore, the United States did not want to see Germany eliminated, divided in half, or to have high war reparations placed against it, making it so economically weakened it is unable to defend itself against an invasion or political overthrow by the Communists. The U.S. opposed unconditional surrender of the Germans if that meant that their nation would be dissolved, their military eliminated, and that their land be added to the Soviet Union. The U.S. also did not want to see Berlin controlled only by the Soviet Union with the defeat of Germany. Berlin was both a strategic and symbolic symbol of the German Empire. Since Great Britain, U.S., and other allies lost many troops with the defeat of Germany, they did not want to see the Soviet Union have sole control of this capital city. While it will be agreed to divide Germany in half, it was not acceptable to give total control of Berlin to the Soviet Union since it was in the half of Germany that they controlled. The U.S. did demand unconditional surrender of Japan as also did the Soviet Union who wanted to punish them for early aggression in WW Two. Great Britain did not seek unconditional
surrender of either Germany or Japan since both could be a potential threat against the Soviet Union and slow down if not stop their military aggression.

**U.S. Development of the Atomic Bomb.** The British and U.S. scientists worked together to develop nuclear technology in the late 1930s and early 1940s. The Russians were aware of this work through spy activity. When Stalin confronted Roosevelt about this weapon research, the U.S. denied it. This caused much concern for the Russians since they thought the technology might be used against them in the future. Before the end of WWII, the U.S. excluded the British from the final development of the bombs which was taken as a great insult to the British people. The British, Russians, the U.S. were unaware that also the Japanese had a nuclear weapon program during WWII. However, Japan’s scientists were unsuccessful in their weapon development.

**U.S. Initially Uncomfortable as a World Leader.** The United States lost far fewer troops than other countries, especially the Soviet Union. They did not want to harshly punish other countries and leave large numbers of troops in Europe to enforce its political goals. The U.S. was initially uncomfortable as a world military leader. Most of their history has been to avoid “foreign entanglements” as President Washington had warned in his final message to the American people and the political leaders. Washington felt that the Europeans were too war-like and it was not in the U.S. interest to be pulled into their continual wars. The historic position of the U.S. was of neutrality with other countries, even those that sent large numbers of immigrants to the U.S. as with England, Italy, and other European countries. The U.S. did not press its advantages militarily until it became more aggressive after the initial Containment Period with the Soviets with the start of the Korean Conflict.

**Strategic Timing of the Yalta Conference.** The Yalta Conference occurred immediately following the Battle of the Bulge that placed the English and American troops in a defensive position and stopped their advance into Germany. Since the effectiveness of the atomic bomb was still unknown at the time of the Yalta Conference, the U.S. was desperate for other Allied countries to join the U.S. with a potentially bloody invasion of the home islands of Japan to end the war in the Pacific. It was estimated three to five million Allied troops would die during this invasion with millions more Japanese perishing among their soldiers and civilians.

**U.S. Support for a Stronger United Nations.** The United States felt they failed the international community at the end of World War One when they did not become immediately involved in the League of Nations nor used their military power to serve as a world leader for peace. This is why they wanted to have a revised version of the old League of Nations, now called the United Nations to not only serve as a place to talk, but also have the power to take military intervention against countries that threatened world security. The U.S. vowed to be an important leader within the new U.N. To be sure the U.N. did not make decisions that were negative for the U.S. or for other democratic countries, the U.S. wanted a small group to have veto powers over decisions by the entire U.N. In the future this ability to overrule the majority vote of other countries in the U.N. by a veto by a single member of the Security Council will create much anger and seen as hypocritical of a democratic country. This small group was called the U.N. Security Council. This group would have five permanent members and several other seats on this Council rotated among other nations. The U.S. was pragmatic that it had to include the Soviet Union or the Security Council or even the entire U.N. be created. Great Britain and France earned seats based on their historic
dominance in the world through imperialism and their military might. The U.S. earned a seat due to its economic and military power.

The U.N. does not automatically admit nations to become members. Since the beginning, an applicant country had to first be approved by all five permanent members of the U.N. Security Council. Then, the entire membership of the U.N. had to approve their admission by a simple majority vote. Fifty-one nations were initially approved for U.N. membership in October 1945. As an aside, due to the requirement of a unanimous vote of the U.N. Security Council, Palestine has not been admitted since the U.S. and Great Britain have threatened to veto the application.

The U.S. advocated for China to have a seat on the permanent U.N. Security Council. This was done partially due to their contribution to the war effort against Japan (the enemy of my enemy is my friend) and also as a counterpoint to the Soviet Union. At the time that China was admitted to the U.N. and appointed to the Security Council, it appeared China would be democratic. In the Chinese civil war, it appeared the Communists led by Mao would be defeated by the Nationalists led by Chiang Kai-shek. China and Russia have maintained historic conflict with one another. The U.N. Security Council helps to ensure that nothing negative for the democratic countries would occur since the veto by one member of the U.N. Security Council stops the decision. Also, by elevating China to high status by a seat on the U.N. Security Council, the United States hoped it would fill the void of power with the defeat of Japan and forcing them to completely demilitarize them. Someone needed to fill the power vacuum and the United States did not want to extend itself to an area so far away geographically.

Geography and Influence on Decisions by the Three Nations

Following are maps that illustrate changes in political boundaries that influenced priorities of Great Britain, Soviet Union, and the U.S. The Russian Empire lost land to Germany at the end of WWI. New countries were formed along the Russian border. Part of this land was regained through the 1939 agreement with Germany. After WWII, the Soviet Union kept control of land it conquered as it moved towards Germany. Some land was directly annexed back into the Soviet Union and other countries appear to maintain their independence. However, they will be indirectly or directly controlled by the USSR. Germany was divided. East Germany was controlled and occupied by the Soviet Union. West Germany will be temporarily administered by the France, Great Britain, and the U.S. who soon after grant independence to West Germany. Berlin is located deep inside East Germany. The city will be divided in half between control by the Russians and the other half by France, Great Britain, and the U.S.
# Soviet Goals at the Yalta Conference

## Agreements Desired if Possible (12)

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Agreement Accepted</th>
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</thead>
<tbody>
<tr>
<td>Land gained by Soviet Union through the 1939 agreement with Germany is kept. This includes half of Poland which was part of the old Soviet empire. Soviet Union agrees part of Germany given to Poland as compensation for lost land taken over by Soviets.</td>
<td></td>
</tr>
<tr>
<td>The Soviet troops that liberated the Eastern European countries from the Nazis do not leave those countries. They stay behind as peace keepers during a time of transition.</td>
<td></td>
</tr>
<tr>
<td>Governments in Eastern Europe along the Soviet Union border agree to be friendly and not pose a military threat for an invasion of the Soviet Union.</td>
<td></td>
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<tr>
<td>Governments in Eastern Europe along the Soviet Union border are prohibited from joining defense pacts that include Great Britain and the U.S.</td>
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</tr>
<tr>
<td>Soviet Union wants unconditional surrender of Germany and Japan and the elimination of their military forces to remove the threat of potential future invasion.</td>
<td></td>
</tr>
<tr>
<td>War criminals from Germany are tried by an international U.N. court tribunal.</td>
<td></td>
</tr>
<tr>
<td>Germany is eliminated since it has been a historic threat against the Soviet Union. Land occupied by the Soviet troops at the end of WW Two becomes part of Russia.</td>
<td></td>
</tr>
<tr>
<td>Berlin is leveled and burned to the ground as a symbol of punishment for Nazi aggression during WW Two and the invasion from Germany during WW One.</td>
<td></td>
</tr>
<tr>
<td>Germany is forced to pay war repair payments to Russia and other Allied countries to compensate them for the devastation caused during World War Two. Also, captured German troops are forced to help rebuild parts of Soviet Union destroyed during war.</td>
<td></td>
</tr>
<tr>
<td>Soviet retain control of the Sakhalin and Kuril islands captured from Japan during the war even though these had originally been part of China.</td>
<td></td>
</tr>
<tr>
<td>Public statement by Great Britain and the U.S. that condemns past imperialistic aggressions and renounce claims on conquered colonies throughout the world.</td>
<td></td>
</tr>
<tr>
<td>Soviet Union is promised by Britain and the U.S. that in the new United Nations, they will join them on the U.N. Security Council and have veto power over any U.N. decisions.</td>
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## Undesirable Agreements to Avoid if Possible (6)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Join other Allied countries with invasion of the home islands of Japan to end the war.</td>
<td></td>
</tr>
<tr>
<td>No statement about European imperialistic empires and them to keeping colonies.</td>
<td></td>
</tr>
<tr>
<td>Surrender land seized in 1939 or occupied at the end of World War Two.</td>
<td></td>
</tr>
<tr>
<td>Supporting free elections for all East European countries after WW Two ends.</td>
<td></td>
</tr>
<tr>
<td>Withdraw support from Communist political leaders in Greece and other countries not located directly along the border of the Soviet Union.</td>
<td></td>
</tr>
<tr>
<td>Berlin jointly held by Russia, Great Britain, France, and the U.S. even though it is located deep inside East Germany which is controlled by the Russians at end of war.</td>
<td></td>
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</tbody>
</table>

## New Agreements Created and Accepted by the Three Groups

<table>
<thead>
<tr>
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<th>Agreement Accepted</th>
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___ # of desirable agreements; ___ # of undesirable; ___ # of new agreements
### British Goals at the Yalta Conference

#### Agreements Desired if Possible (12)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Restrict areas occupied by the Soviets only to the half of Poland obtained by them in the 1939 German agreement and then give Poland land from Germany to compensate.</td>
</tr>
<tr>
<td>Establishment of the United Nations which will have a small Security Council with veto power and also have ability to create a military force to stop future aggression.</td>
</tr>
<tr>
<td>France is given a position on the U.N. Security Council due to losses during WWI and WWII and provide another democratic ally in counterbalancing the Soviet Union.</td>
</tr>
<tr>
<td>Ensure Eastern European countries on Russia border are democratic governments.</td>
</tr>
<tr>
<td>Refuse to condemn right of European countries to continue foreign colonies which support their industrial needs and national interests.</td>
</tr>
<tr>
<td>Greece will emerge from World War Two as a democratic country and Soviet Union gives up any attempt for it to become Communist.</td>
</tr>
<tr>
<td>All Soviet troops are immediately removed after the war from Eastern Europe and free elections are then held.</td>
</tr>
<tr>
<td>Germany is rebuilt as a unified country with a restored military to serve as a counter balance against a potential invasion by the Soviet Union against Western Europe.</td>
</tr>
<tr>
<td>Nazi war criminals are tried by an international U.N. court tribunal.</td>
</tr>
<tr>
<td>The new U.N. provides peace keeping forces inside Eastern Europe to ensure free political elections and prevent possible military takeover by the Soviet Union.</td>
</tr>
<tr>
<td>Former residents of East European countries are permitted without restriction to immigrate back to their homelands and receive compensation for lost land and businesses.</td>
</tr>
<tr>
<td>The Soviet Union agrees to not support the spread of Communism in any country within Eastern or Western Europe.</td>
</tr>
</tbody>
</table>

#### Undesirable Agreements to Avoid if Possible (6)

<table>
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<tbody>
<tr>
<td>Punish Germany by forcing it to make financial payments to the Allied countries which will severely weaken Germany and its ability to stand against the Soviet Union.</td>
</tr>
<tr>
<td>Allow Soviet Union to occupy all of Germany or permit it to be divided in half which would eliminate their ability to slow or stop invasion of Western Europe by the Soviet Union.</td>
</tr>
<tr>
<td>Allow the Soviet Union to have total control over Berlin as symbolic victory of Russia.</td>
</tr>
<tr>
<td>Britain does not support Soviet Union and U.S. position of “unconditional surrender” against Germany and Japan. This eliminates military balance against Soviets and China.</td>
</tr>
<tr>
<td>East European countries are prohibited from joining military defense pacts with England and U.S. or are prohibited from having U.N. peacekeeping troops stationed in their countries.</td>
</tr>
<tr>
<td>Permit the Soviet Union to leave military units inside East European countries for “safety reasons” or as part of the transition after WW Two.</td>
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</table>

#### New Agreements Created and Accepted by the Three Groups

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___ # of desirable agreements; ___ # of undesirable; ___ # of new agreements
United States Goals at the Yalta Conference

### Agreements Desired if Possible (12)

<table>
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<tr>
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<tbody>
<tr>
<td>The Soviet Union commits one million troops to assist with invasion of Japan three months after the war in Europe against Germany has ended.</td>
<td></td>
</tr>
<tr>
<td>The United Nations is established to help prevent future world wars. The U.N. would have a small Security Council with ability to veto undesirable decisions of the majority.</td>
<td></td>
</tr>
<tr>
<td>The U.N. Security Council would be composed of the U.S., Great Britain, Russia, France, and China.</td>
<td></td>
</tr>
<tr>
<td>After the war, all countries in Europe and Asia return back to their borders before 1931 and all Allied troops withdraw from them within 90 days after German and Japan surrender.</td>
<td></td>
</tr>
<tr>
<td>U.N. Security Council would include France as supporter of democratic government and China as counter to the Soviets and fill void left by defeat of Japan. Communist victory in China was in doubt and assumption the democratic forces would win their Civil War.</td>
<td></td>
</tr>
<tr>
<td>The U.S. and England form a defensive military alliance with the Eastern European countries. The U.S. establishes air bases inside their countries for defensive purposes.</td>
<td></td>
</tr>
<tr>
<td>Nazi and Japanese war criminals are tried by a U.N. war tribunal.</td>
<td></td>
</tr>
<tr>
<td>Ensure East European countries along the Soviet Union border were both democratic and also friendly to the Soviet Union so as not to generate fear about a potential invasion or war.</td>
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</tr>
<tr>
<td>The new U.N. provides peace keeping forces inside Eastern Europe to ensure free political elections and prevent possible military takeover by the Soviet Union.</td>
<td></td>
</tr>
<tr>
<td>The U.S. wanted “unconditional surrender” from Japan and were willing to risk millions of troops of the Allies to pursue absolute victory. However, the same was not required for Germany since the U.S. wanted them to retain their military to counterbalance the Soviets.</td>
<td></td>
</tr>
<tr>
<td>Germany is not punished financially after the war to help it economically recover and become a stronger nation which can maintain its own military forces to protect against the Soviets.</td>
<td></td>
</tr>
<tr>
<td>Support Great Britain’s efforts to contain interests of the Soviet Union to spread Communism in Europe and elsewhere. Germany is reunited and permitted to maintain a strong military.</td>
<td></td>
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</tbody>
</table>

### Undesirable Agreements to Avoid if Possible (6)

<table>
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<tbody>
<tr>
<td>Dividing Germany in half to weaken it and reduce threat against the Soviet Union. This also reduces a potential adversary to stop Soviet Union invasion of Western Europe</td>
<td></td>
</tr>
<tr>
<td>Forcing Germany to make financial payments to Allied countries due to devastation caused by World War Two would bankrupt Germany and makes it weaker militarily.</td>
<td></td>
</tr>
<tr>
<td>Negative statement regarding European colonial empires since the U.S. does not want to undermine the financial interests of Great Britain and France.</td>
<td></td>
</tr>
<tr>
<td>Agreement that Eastern European countries are not permitted to join a military defense pact with England and the U.S. and prohibition on them receiving advanced weapon systems.</td>
<td></td>
</tr>
<tr>
<td>Permitting the Soviets to claim land formerly part of China or Japan at the end of the war.</td>
<td></td>
</tr>
<tr>
<td>Denouncement of the Soviet Sphere of Influence in Eastern Europe since that could lead to challenging the British and French Spheres of Influence in others parts of the world.</td>
<td></td>
</tr>
</tbody>
</table>

### New Agreements Created and Accepted by the Three Groups

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___ # of desirable agreements; ___ # of undesirable; ___ # of new agreements
Materials for Student Use During Simulation
Screenwriting History Online
Yalta Conference at end of World War Two

**Learning Goal:** Understand the point-of-view of a world leader based on their country’s history. While national leaders have their own personalities that impact their style of communication, understanding their country’s history provides deeper influences on their desires for their homeland.

**Method:** Screenwriting is the process of creating the words that actors who speak to one another. Sometimes the screenplay for a TV show episode or a movie is based on previously published material like a transcript or a book. This is one of the awards given each year at the Academy Awards for outstanding movies of that year.

**Time Expectation:** We would have normally spent four hours in class on this activity. Therefore, allocate that much time between Tuesday and Thursday. Each day you will have a different learning task to complete by midnight of that day. After that, access will be changed so that you can only look at the Google document for that day rather than have editing rights to add more to it.

**Course Instructor Involvement:** If you work on this activity in the morning, afternoon, or early evening, the course instructor will provide feedback on your work by placing comments into the shared Google document. There is no need to “resolve” the comments made by the instructor. They are provided to give you feedback from the course instructor. If you have questions, send an email to the course instructor at arendale@umn.edu A Google Hangout or Skype call could also be arranged.

**Small Group Responsibility:** While you share a common Google document among the four or five of you, your grade is solely depended on your work. You have been placed into a small group so it is easier to see what other students are doing and perhaps receive some encouragement and ideas. The other small group Google documents are open to view as well.

**Preparation for the Online Activity:** Carefully study the background readings on the Yalta Conference that occurred at the end of World War Two. If you have not done so yet, stop and read that document first. It has essential information on each of the three world leaders, past historical events that have shaped their country’s history, priorities for what they needed to achieve during the Yalta Conference and agreements to avoid since they are not in the best interest of their country.

**Materials Needed:** The following items are essential for you to refer while you complete this online activity. Have them open on your computer as you write the dialogue.

1. Background reading on the Yalta Conference
2. Open Google folder for “CI 1150 Fall 2018”
3. Once inside of the class folder, select “Screenwriting Yalta Conference”
4. Once inside of that folder, open the document “Project Small Group Members”. Your assigned small group will probably not be the same as with the previous small group activity. Open the Google folder for Tuesday, Wednesday, or Thursday
5. Once inside of the folder for the day, open it and read the instructions and then the writing prompt. Now you are ready to begin. Select the Google document for your small group (A, B, C, D, E) and begin writing.

**Different Learning Task on Tuesday, Wednesday, and Thursday:** Each day you will take on the character of one of the three leaders. The specific instructions for the activity are inside the Google folder for that day. Inside this same Google folder, a different Google document was created for each of the five small groups.
Each of you in your small groups writes Stalin’s speech on this page. The speech should be in first person voice, well-written, and three-paragraphs in length. Each speech is written separately by each small group member. You have until Tuesday midnight to complete this writing assignment. You will write a different speech on Wednesday and Thursday. Put your name at the top of your speech so it is clear which text belongs to which small group member. Also, copy and paste your choice of one of the three issues and place that at the top of your writing contribution. After you complete your writing, insert a horizontal line at after your final paragraph. Look for comments from the course instructor to provide feedback throughout the day.

**Student Sample Writing:** Some land occupied by the Soviet troops when they invaded the German Empire is kept by them after the war.

"Prime Minister Churchill and President Roosevelt, it’s very nice to see the both of you and I have a proposition that I would like to discuss with you today. As you may know, our Soviet troops are currently in the midst of occupying a portion of land that is within the German Empire. I believe that our nation should be able to keep this land since we have suffered so much in the past from other European countries invading our country, mainly Germany. We’ve had a lot taken from us over these last few years, so I believe it is in the best interest of the people in my country and very fair that our country stay in possession of this portion of land.

While I know that Poland was supposed to split in half between ourselves and Germany, with all that our country has gone through and all the disaster that has been caused by the Germans, I don’t believe that this should be the case anymore and we should be able to control a portion of Germany as well. All of the misconduct that has occurred by the Germans against our country shows that it is time to say enough is enough. Not only have they destroyed large areas of our land, but even worse, they killed tens of millions of our people. These are monstrous acts and without your support to help us take over this land, I believe that this type of behavior will continue.

Now, if we are able to keep this land, I believe it will be a great start to help our country restore our economy because of the abundance of land that we would have. I also believe that this land will help as a buffer zone in order to prevent future attacks and help protect the lives of our people. I really believe that this is the best way of going about this situation and I hope you understand the perspective of myself and my country on why we need to control this land. I want to protect my people from more attacks and be able to rebuild our country again. Thank you for listening to what I have to say and I hope you’ll take my proposal into consideration."

**Commented [1]:** Good point about how the aggression has been by the Germans, not by the Soviets. This helps make your demands more reasonable and difficult to ignore by the other two leaders.
Tuesday Screenwriting History Instructions

Today you are assuming the role of Joseph Stalin representing the Soviet Union. You are negotiating with Prime Minister Churchill of England and President Roosevelt of the United States to obtain agreements that benefit the Soviet Union.

You are writing a movie script with you talking with Churchill and Roosevelt. The script should be three well-developed paragraphs. Use information from the Yalta Conference overview handout and what you have learned so far in the class about the Soviet Union from the unit on World War One, Rise of Communism, Between the Wars, and World War Two.

Sometimes the issues that each of the three leaders are ones that all three could agree. Sometimes, the issues are ones that will divide them. Use what you have learned about the Soviet Union and also what you know about the objectives of the British and the U.S. based on the Yalta Conference handout as you write your speech. There is no need to be threatening. Rather, help those two leaders to understand why this issue is so important to the Soviet Union that they would be willing to compromise if needed to reach agreement. If you have not watched the video overview for this learning activity posted to the Canvas page under the "Monday" section, stop and do that now.

This writing activity is one that each of you in the small group do by yourself. All of you place your speech on the same Google document page so that everyone can be inspired by each other's writing. This is a creative writing activity so each one of you will probably choose a different path for encouraging the other two leaders to agree with you on this negotiation issue.

The course instructor will be reading these speeches throughout the day and will be adding comments to them. The purpose of the comments are to provide feedback to you, ask for clarification of what you are writing, and encourage you to write more if needed. The goal is two well-written, detailed paragraphs for Tuesday’s writing assignment. Complete your writing by midnight Tuesday since the document will be closed and be prepared to work on the Wednesday document the following day and again on Thursday.

On Friday, complete the Yalta Conference Reflection Form and and submit it through the Canvas dropbox. If you have questions, send them to the course instructor at arendale@umn.edu
Tuesday Activity: Stalin’s Speech to Churchill and Roosevelt on One Issue Important to the Soviet Union

Read your Yalta Conference handout to obtain ideas of what to say to the other leaders. Below is a short summary paragraph of what was important to the Soviet Union. Also, review your lecture notes from the previous units on World War One, Rise of Communism, Between the Wars, and World War Two for ideas.

The Eastern European areas seized by the Soviets in 1939-40 were only a portion of the territory separated from Russia following World War I. The Soviets saw this as correcting a wrong that had been inflicted on them and they were adamant that they would retain those territories. The Soviets believed that the spread of communism was both beneficial and inevitable, and they had suffered greatly from two wars with Germany. Friendly communist governments on their borders in Eastern Europe would spread communism and provide the Soviets with allies. A permanently weakened Germany would prevent future wars so the Soviets sought to divide Germany into two countries. The Soviet Union had been devastated by World War II and they demanded war reparations from Germany to rebuild their country. Communist doctrine identified colonialism as the exploitation of others and believed that it was the only thing preventing the collapse of capitalism. Therefore, the Soviet Union favored breaking up European empires and giving independence to their colonies.

Select one of the following three agreements you want Churchill and Roosevelt to agree. Write your speech as though you were Joseph Stalin representing the Soviet Union.

1. Some land occupied by the Soviet troops when they invade the German Empire is kept by them after the war. For example, Poland had been used several times as the invasion route by France and Germany into Russia. East Europe could also be hostile to Russia. OR

2. Germany is divided into half or totally occupied by Soviet Union to reduce their threat for invasion of Russia and as punishment for past aggressions. OR

3. Public statement by European countries condemns past imperialistic aggressions and they renounce claims on conquered colonies. This supports Marxist condemning exploitation of the masses and also weakens these imperialistic countries such as Britain and France.
Wednesday General Student Screenwriting History
Instructions

Today you are assuming the role of Sir Winston Churchill representing England. You are negotiating with President Roosevelt of the United States and Premier Joseph Stalin of the Soviet Union to obtain agreements that benefit England.

You are writing a movie script with you talking with Roosevelt and Stalin. The script should be three well-developed paragraphs. Use information from the Yalta Conference overview handout and what you have learned so far in the class about the Soviet Union from the units on World War One, Rise of Communism, Between the Wars, and World War Two.

Sometimes the issues that each of the three leaders are ones that all three could agree. Sometimes, the issues are ones that will divide them. Use what you have learned about England and also what you know about the objectives of the Soviet Union and the U.S. based on the Yalta Conference handout as you write your speech. There is no need to be threatening. Rather, help those two leaders to understand why this issue is so important to England that they would be willing to compromise if needed to reach agreement. If you have not watched the video overview for this learning activity posted to the Canvas page under the "Monday" section, stop and do that now.

This writing activity is one that each of you in the small group do by yourself. All of you place your speech on the same Google document page so that everyone can be inspired by each other’s writing. This is a creative writing activity so each one of you will probably choose a different path for encouraging the other two leaders to agree with you on this negotiation issue.

The course instructor will be reading these speeches throughout the day and will be adding comments to them. The purpose of the comments are to provide feedback to you, ask for clarification of what you are writing, and encourage you to write more if needed. The goal is two well-written, detailed paragraphs for Wednesday’s writing assignment. Complete your writing by midnight Wednesday since the document will be closed and be prepared to work on the Thursday document the following day.

On Friday, complete the Yalta Conference Reflection Form and and submit it through the Canvas dropbox.

If you have questions, send them to the course instructor at arendale@umn.edu
Wednesday Activity: Churchill’s Speech to Roosevelt and Stalin on One Issue Important to England

Read your Yalta Conference handout to obtain ideas of what to say to the other leaders. Below is a short summary paragraph of what was important to England. Also, review your lecture notes from the previous units on World War One, Rise of Communism, Between the Wars, and World War Two for ideas.

Fearing Soviet expansion and post-war confrontations, the British supported the establishment of a United Nations organization to promote world peace. Also, a rebuilt, united and democratic Germany would serve as a bulwark against Soviet expansion. Punishing Germany with war reparations would hinder this goal and would repeat the mistake of World War I when harsh war reparations contributed to the rise of Hitler. Recognizing their relative weakness compared to the Americans and Soviets, Britain hoped that a rebuilt Western Europe would emerge as a third superpower. Needing French cooperation in this effort, Britain sought to elevate the position of France to that of a major power. Since the power of both countries was augmented by their colonies, Britain wanted to protect and reestablish the British and French empires. Britain wanted to prevent Soviet domination of Eastern Europe, and they wanted the governments in exile in London to be reestablished as their countries were liberated. The British were particularly concerned about Poland and Greece due to their wartime commitments.

Select one of the following three agreements you want Roosevelt and Stalin to agree. Write your speech as though you were Sir Winston Churchill representing England.

1. France is given a position on the U.N. Security Council due to losses during WWI and WWII and provide another democratic ally in counterbalancing the Soviet Union. OR

2. Germany is rebuilt as a unified country with a restored military to serve as a counterbalance against a potential invasion by the Soviet Union against Western Europe. OR

3. The Soviet Union agrees to not support the spread of Communism in any country within Eastern or Western Europe such as Greece.
Thursday General Student Screenwriting History

Instructions

Today you are assuming the role of President Roosevelt representing the U.S.
You are negotiating with Prime Minister Sir Winston Churchill of England and Premier Joseph Stalin of the Soviet Union to obtain agreements that benefit the U.S.

You are writing a movie script with you talking with Churchill and Stalin. The script should be three well-developed paragraphs. Use information from the Yalta Conference overview handout and what you have learned so far in the class about the United States from the units on World War One, Rise of Communism, Between the Wars, and World War Two.

Sometimes the issues that each of the three leaders are ones that all three could agree. Sometimes, the issues are ones that will divide them. Use what you have learned about the U.S. and also what you know about the objectives of England and the Soviet Union based on the Yalta Conference handout as you write your speech. There is no need to be threatening. Rather, help those two leaders to understand why this issue is so important to the United States that they would be willing to compromise if needed to reach agreement. If you have not watched the video overview for this learning activity posted to the Canvas page under the “Monday” section, stop and do that now.

This writing activity is one that each of you in the small group do by yourself. All of you place your speech on the same Google document page so that everyone can be inspired by each other’s writing. This is a creative writing activity so each one of you will probably choose a different path for encouraging the other two leaders to agree with you on this negotiation issue.

The course instructor will be reading these speeches throughout the day and will be adding comments to them. The purpose of the comments are to provide feedback to you, ask for clarification of what you are writing, and encourage you to write more if needed. The goal is two well-written, detailed paragraphs for Thursday’s writing assignment. Complete your writing by midnight Thursday since the document will be closed.

On Friday, complete the Yalta Conference Reflection Form and and submit it through the Canvas Dropbox.

If you have questions, send them to the course instructor at arendale@umn.edu
Thursday Activity: Roosevelt’s Speech to Churchill and Stalin on One Issue Important to the United States

Read your Yalta Conference handout to obtain ideas of what to say to the other leaders. Below is a short summary paragraph of what was important to the United States. Also, review your lecture notes from the previous units on World War One, Rise of Communism, Between the Wars, and World War Two for ideas.

The United States desperately wanted support in the Pacific War, so their primary goal was to secure a Soviet promise to declare war against Japan. Fearing Soviet expansion and post war confrontations, the United States supported the establishment of the United Nations to promote world peace. The defeat of Japan would create a power vacuum in Asia the US hoped to fill with their longtime ally China, so the US sought to elevate the position of China to that of a major power. Eastern Europe was a dilemma for the US which was committed to the establishment of democratic governments but also recognized that the Soviets were only asking for a sphere of influence similar to what the US and Britain already had. The US advocated a compromise in which Eastern European governments would be democratic and friendly to the Soviet Union. In another dilemma, the U.S. favored independence for colonies but also felt the need to support their allies, Britain and France. A third concern was containing the spread of communism, so the U.S. wanted to avoid the entire issue of reestablishing European colonial empires. Hopefully, colonies could get their freedom in a gradual, orderly fashion, as long as they were not leaning towards communism.

Select one of the following three agreements you want Churchill and Stalin to agree. Write your speech as though you were President Roosevelt representing the United States.

1. U.N. Security Council would include France as supporter of democratic government and China as counter to the USSR and fill void left by defeat of Japan. Communist victory in China was in doubt and assumption the democratic forces would win their Civil War. OR

2. The U.S. wanted to obtain “unconditional surrender” from Japan and were willing to risk millions of troops of the Allies to pursue absolute victory. This was not a priority of Great Britain and the Soviet Union. OR

3. The Soviet Union commits one million troops to assist with invasion of Japan three months after war in Europe against Germany and Italy has ended.
Materials for Use During Debrief Session Afterwards
Yalta Screenwriting Reflection

Print Your Name:

Write a one-paragraph response for each of the following questions:

1. Other than World War Two, what past historical events had the most influence on one of the three countries (Britain, Soviet Union, or the United States) regarding their goals for the Yalta Conference negotiations? Explain why.

2. What did you learn that was new about one of the leaders of their country (Britain, Soviet Union, or the United States)?

3. Think about the handout on the Yalta Conference you were asked to read before the simulation activity. Was it helpful for giving enough background information to help you to write your speeches? What additional information did you need that was not provided in the document or by the course instructor?

4. What suggestions do you have to improve the history screenwriting activity to make it more meaningful for you as a learning experience?