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Auszug aus:

Klausur mit Erwartungshorizont: The Truman Doctrine (March 12th, 1947)

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Titel:	The Truman Doctrine (March 12th, 1947)
Reihe:	Ausgearbeitete Klausur zur Textanalyse mit Musterlösung und Erwartungshorizont/Korrekturformular
Bestellnummer:	56848
Kurzvorstellung:	<p>Dieses Material beinhaltet eine ausgearbeitete Klausur zur Truman Doktrin vom 12. März 1947.</p> <p>Die ausführliche Musterlösung beinhaltet Informationen zum historischen Hintergrund, eine Redeanalyse und Argumente zur Macht des Wortes.</p> <p>Ein möglicher Bewertungsschlüssel ist in Form eines Erwartungshorizonts beigegeben.</p>
Inhaltsübersicht:	<ul style="list-style-type: none">• Redetext• ausgearbeitete Klausur• ausführliche Musterlösung• Erwartungshorizont• Texte komplett auf Englisch

- Wenn Sie den Erwartungshorizont nicht nur für die eigene Korrektur, sondern auch zur Ansicht und Rückmeldung für die SuS nutzen möchten, sollten Sie die Bewertungsformulierungen unbedingt in der Klasse besprechen. So können die SuS trotz der abstrakten Formulierungen verstehen, was von ihnen gefordert wird. Konstant bleibende Kriterien, die bei jedem Prüfungstyp gelten, sollten auf jeden Fall im Vorfeld geklärt werden, doch auch variable Kriterien, die bei einer individuellen Prüfung von Gültigkeit sind, sollten bei Rückfragen erläutert werden.



Kurzgeschichte : „Die Tochter“ Peter Bichsel

Name: _____

(C)

Aufgabe 1: (Inhalt)		
Der Schüler / die Schülerin ... (A)		
1	nennt Textsorte, Autor, Erscheinungsjahr und Titel der Kurzgeschichte. (H)	5 (D)
2	fasst die Thematik der Kurzgeschichte präzise und knapp zusammen.	5 (D)
Summe Inhaltliche Leistung Aufgabe 1:		10 (E)

Aufgabe 2: (Interpretation)		
Der Schüler / die Schülerin ...		
3	schildert den Alltag der Familie.	6 (D)
4	thematisiert die Fokussierung der Eltern auf ihre Tochter.	5 (D)
5	geht auf die elterliche Bewunderung für Monika ein.	5 (D)
6	beschreibt Monikas unkommunikatives Verhalten.	6 (D)
7	erläutert die Distanz zwischen den Generationen.	6 (D)
8	schildert die misslungene Kommunikation zwischen den Familienmitgliedern.	7 (D)
Summe Inhaltliche Leistung Aufgabe 2:		35 (E)

Aufgabe 3: (Begründung)		
Der Schüler / die Schülerin ...		
9	benennt die Kürze und einfache Lesbarkeit des Textes.	3 (D)
10	führt die einsträngige und chronologische Handlung an.	4 (D)
12	geht auf die Alltäglichkeit der Personen und Situationen ein.	5 (D)
13	beschreibt die sprachliche Gestaltung des Textes.	7 (D)
14	entnimmt dem Text eine Botschaft.	6 (D)
Summe Inhaltliche Leistung Aufgabe 3:		25 (E)

Darstellungsleistung		
Die Schülerin/der Schüler ... (B)		
	strukturiert den Text kohärent, schlüssig, stringent und gedanklich klar.	6 (D)
	formuliert unter Beachtung der fachsprachlichen und fachmethodischen Anforderungen.	6 (D)
	belegt Aussagen durch angemessenes und korrektes Zitieren.	6 (D)
	drückt sich allgemeinsprachlich präzise, stilistisch sicher und begrifflich differenziert aus.	6 (D)
	schreibt sprachlich richtig.	6 (D)
Summe Darstellungsleistung		30 (E)

Gesamtleistung: (F) von 100 Punkten **Note:** _____ (G)

45 by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms.

50 I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way.

I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

55 [...]

60 This is a serious course upon which we embark. I would not recommend it except that the alternative is much more serious. The United States contributed \$341,000,000,000 toward winning World War II. This is an investment in world freedom and world peace. The assistance that I am recommending for Greece and Turkey amounts to little more than 1 tenth of 1 percent of this investment. It is only common sense that we should safeguard this investment and make sure that it was not in vain. The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died.

We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world. And we shall surely endanger the welfare of this nation.

70 Great responsibilities have been placed upon us by the swift movement of events.

I am confident that the Congress will face these responsibilities squarely.

Tasks to Truman's "The Truman Doctrine"

- Outline the historical background of the speech at hand. (20%)
- Analyse Truman's speech. (30%)
- Comment on the elements you believe contributed to the Soviet Union's eventual collapse and the impact you think the containment policy and opposing role of the United States had therein. (20%)

Language: 30%

The concept of an aggressive, authoritarian Soviet Union with eyes set on expansion and destruction of the American Way of Life and the United States' reputation was decisively developed by George Kennan, initially stationed at the US embassy in Moscow, later Chief of the State Department's political staff. Emphatically, he cautioned against those perceived plans and strongly recommended a policy of "containment" to defend democracy and Western lifestyle against an approaching onslaught of Communism.

This mindscape, this ideology constitutes the basis of the famous speech at hand, in which Truman articulated the foreign-policy-doctrine now usually associated with his name. The speech itself was triggered by an escalating situation in Turkey and especially Greece. According to Truman, underground movements there were hard at work plotting a communist coup d'état. Its civil war should wage from 1946 to 1949, fought between the army of the Greek Government (conservatives and monarchists), aided by London and -eventually- the United States, and militias of the Greek Communist Party (KKE), with logistic support from Bulgaria, Yugoslavia and Albania. It is regarded as one of the first armed conflicts and proxy wars of the Cold War era.

II. Analysis of Truman's speech (30%):

At the beginning (II. 1-5), Truman underlines the severity and graveness of the situation prompting him to speak in front of Congress.

Usually, the President is not allowed to do so except for his annual, highly formalized "State of the Union"-address, which, in 1947, had already taken place on January 6th.

He points to Greece, which he perceives to be under attack by Communist guerrilla fighters (II. 6-10), and to Turkey, to his mind of equally vital importance to the Western World of freedom and likewise under attack (up to line 15).

Truman states to be totally aware of the significance of the assistance he is about to discuss with the Representatives and senators. (II.16-18)

The President defines the goals and aims of American foreign policy as to create a general framework allowing the United States and other countries to grow and strive in freedom and without bondage and diktat. These are said to be in accordance with the war objectives of World War II, the aims and rationale in fighting against Germany and Japan (up to 33).

Truman emphasizes and turns the spotlight on the Soviet Union's recent imposing her dictatorial lifestyle on several Eastern European countries - in spite of American protests and also in spite of violating the Treaty of Jalta (up to I. 39).

He then continues to paint the picture of a Manichaeon, bipolar world, of two opposing world views, two distinct ways of life the peoples of the earth are to choose from or, sadly, as in Eastern Europe, have been forced to adopt: the American one of democracy and freedom and the Soviet authoritarian, dictatorial one, hallmarked by terror, suppression, lack of freedom and slavery in every possible sphere of human life (private life, media, politics) (up to I. 48).



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