

TEACHING AMERICAN HISTORY PROJECT

Lesson Title –The Four Freedoms

Grade - 7

Length of class period – 60 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?) Is the Four Freedoms Speech as relevant today as it was when it was delivered in January of 1941?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Students will create their list of the four most important freedoms they have.
- Students will compare and contrast the list they created with Roosevelt's Four Freedoms Speech.

Materials (What primary sources or local resources are the basis for this lesson?) –
(please attach)

Excerpts from Franklin Roosevelt's Four Freedoms Speech

January 6, 1941

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression -- everywhere in the world.

The second is freedom of every person to worship God in his own way everywhere in the world.

The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants -- everywhere in the world.

The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor -- anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called "new order" of tyranny which the dictators seek to create with the crash of a bomb.

To that new order we oppose the greater conception -- the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

Activities (What will you and your students do during the lesson to promote learning?)

- Begin by telling students that we are a free country and we all have freedoms. Ask them to list the four most important freedoms they feel we have. They also need to be able to tell why they picked them. (5 minutes)
- In groups students will decide what four freedoms they feel are the most important. Select a spokesperson to share their decision with the rest of the class. (10 minutes)
- In a class setting, make a list of all of the freedoms and have the class decide on the four they feel are the most important and are they important enough to go to war for? (15 minutes)
- After consensus is reached, pass out excerpts of Franklin Roosevelt's Four Freedoms Speech. Read it together and have a discussion as to how close they came to the speech and what they feel are the four most important freedoms (10 minutes)
- Are these freedoms still important in the 21st century? Should we guarantee those freedoms to the rest of the world and how do we do this? Do we send troops into combat again to defend these freedoms? Do we remove them from harms way? (20 minutes)

How will you assess what student learned during this lesson?

- The assignment: Write a one page essay - Take a position, Should the United States guarantee the Four Freedoms of Franklin Roosevelt's speech to the rest of the world and how do we do this?

Connecticut Framework Performance Standards –

- describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.