

TEACHING AMERICAN HISTORY PROJECT

Lesson Title

Rallying the Nation FDR 12/7/41 and George Bush 9/11/01

Grade - 11

Length of class period – one to two class periods

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

Compare and contrast the tone, language and objectives in these influential speeches.

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

- After reading FDR's speech and George Bush's speech students will be able to describe the feelings of FDR and many Americans in December, 1941 and September 2001.
- Students will be able to explain how major events are related to each other in time.
- Students will understand the influence of political rhetoric.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach) Refer to resource packet or hyperlinks below:

<http://www.umkc.edu/lib/spec-col/ww2/PearlHarbor/fdr-speech.htm#doi> - FDR's Day of Infamy Speech and audio

<http://www.fdrlibrary.marist.edu/decwart.html> - FDR's Day of Infamy Speech

http://www.radiochemistry.org/history/video/fdr_infamy.html - FDR's Day of Infamy Speech Video

<http://www.whitehouse.gov/news/releases/2001/09/20010911-16.html> - President Bush's September 11th speech and television broadcast, audio from September 11th

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf - Written Document Analysis worksheet

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

1. Students will individually read and complete the Written Document Analysis worksheet for FDR's Day of Infamy Speech and President Bush's September 11th speech
2. Students will then be broken up into groups of three (teacher decision) to discuss the documents and the analysis sheet. Students will be given 15 minutes to complete the assigned task.
3. A teacher facilitated discussion will follow focusing on the objectives of each speech. Teacher will then lead students to focus on the tone and language of each speech, while viewing video clips from each speech. (See Teacher discussion sheet)
4. A teacher facilitated class discussion will follow highlighting the tone and language of each video clip and/or audio clip. (See Teacher discussion sheet)
5. Teacher then directs students to make a judgment by answering the following question using the exit card format:

Describe which speech was more effective at rallying the nation and why? (Make sure to use specific examples)

How will you assess what student learned during this lesson?

Exit cards will be evaluated

Connecticut Framework Performance Standards –

1. Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias.
2. Describe the multiple intersecting causes of events.
3. Use primary source documents to analyze multiple perspectives.
4. Identify various parties and analyze their interest in conflicts from selected historical periods.
5. Describe, explain and analyze political, economic and social consequences that came about as the resolution of conflict.