



Franklin D. Roosevelt



## Teaching Guide

### SEGMENT 8, WEBISODE 12

Please note: Each segment in this Webisode has its own Teaching Guide



#### Segment Overview



#### Let's Discuss



#### History Sleuth

President Franklin Delano Roosevelt was reelected to an unprecedented fourth term. As the war's end finally appeared in sight, he met with Allied leaders Churchill and Stalin at Yalta to discuss the postwar face of Europe. A few months later, his unexpected death stunned the nation. For twelve years, through the Great Depression and a grueling global war, Roosevelt had led Americans to pursue freedom. He eloquently defended this in his "Four Freedoms" speech: freedom of speech and expression; freedom of worship; freedom from want; and freedom from fear.

#### Teacher Directions

1. Ask the students the following questions.
  - Through what events had Roosevelt led the nation since his election in 1932?
  - What four freedoms did FDR defend?
2. Remind students that for twelve years, Roosevelt was a strong, active world leader. While he was distrusted or disliked by some Americans, most loved and respected him.
3. Remind students that for many young people of his time, Roosevelt was the only president they could remember.

#### Teacher Directions

1. Distribute the Student Sheets: *Four Freedoms Speech* and the *Four Freedoms War Bonds Posters*.
2. If possible, listen to a recording of Roosevelt's "Four Freedoms" speech (Excerpts from this speech can be heard @ [www.nara.gov/exhall/powers/freedoms.html](http://www.nara.gov/exhall/powers/freedoms.html)).
3. Explain that Norman Rockwell, one of America's most famous artists, who heard FDR's speech and wanted to support the war effort created these Four Freedoms War Bonds Posters.

History Sleuth, Cont.



What do you  
Think?



Moving Toward  
Freedom

4. Distribute the Student Sheet: *Roosevelt's Accomplishments*.

Students cut apart each phrase and match it with the appropriate War Bond poster. (For example, under Freedom of Speech and Expression, the student might place "helped win the war and end political oppression in occupied Europe.") Accept any reasonable categorization that students can defend.

**Note to the Teacher:** As an alternative approach, students place each accomplishment strip on a bulletin board or chalkboard under the title or a facsimile of the Four Freedoms poster to which it most closely corresponds.

**Teacher Directions**

Students imagine that they have been transported back to April 1945. Ask each student to write a journal or diary entry about President Roosevelt's death.

**Teacher Directions**

1. Students discuss the following question with teammates.

How did President Roosevelt help America move toward freedom?

2. After a brief class review, students work with a teammate to suggest an appropriate epitaph for President Roosevelt. (Explain to students that an epitaph is something written on a tomb or monument to honor the dead.) This might be a sentence or two summarizing his role as president, or it might be an excerpt from one of his famous speeches.



## Connections

### Teacher Directions

Use the following activities with your students.

**Language Arts** — Students read Irene Hunt's novel *No Promises in the Wind* that traces the struggles of two teenage boys who leave home during the Depression. A Partner Discussion Guide is available from the Johns Hopkins University Talent Development Middle School Program.

**Geography** — Students map the journey that FDR's funeral train took from Warm Springs, Georgia, to Washington and Hyde Park, New York.

**Math** — Students solve the following problem: It cost the United States \$304 billion to fight World War II. War bonds covered one-sixth of this cost. How much money did war bonds cover? (\$50.66 billion)

**Research** — Many items, such as meat, butter, cheese, and gasoline were rationed. Students research wartime rationing programs and make a chart listing some items that were rationed and how much each family or person was allowed to have.

**Art** — Students compare the artwork of Jackson Pollock and Norman Rockwell, both of whom painted during the 1940s.

**Music** — Students listen to some popular World War II songs or big band music.

# Four Freedoms Speech

## *The* FOUR FREEDOMS

MESSAGE TO THE 77<sup>TH</sup> CONGRESS • • • 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.

*Franklin D. Roosevelt*

Prepared for AMERICAN EDUCATION WEEK—November 9-15, 1941

Federal Security Agency  
U.S. OFFICE OF EDUCATION

By the U. S. OFFICE OF EDUCATION in cooperation with  
NATIONAL EDUCATION ASSOCIATION . . . . . AMERICAN LEGION  
. . . . . NATIONAL CONGRESS OF PARENTS AND TEACHERS . . . . .

National Archives

# Four Freedoms

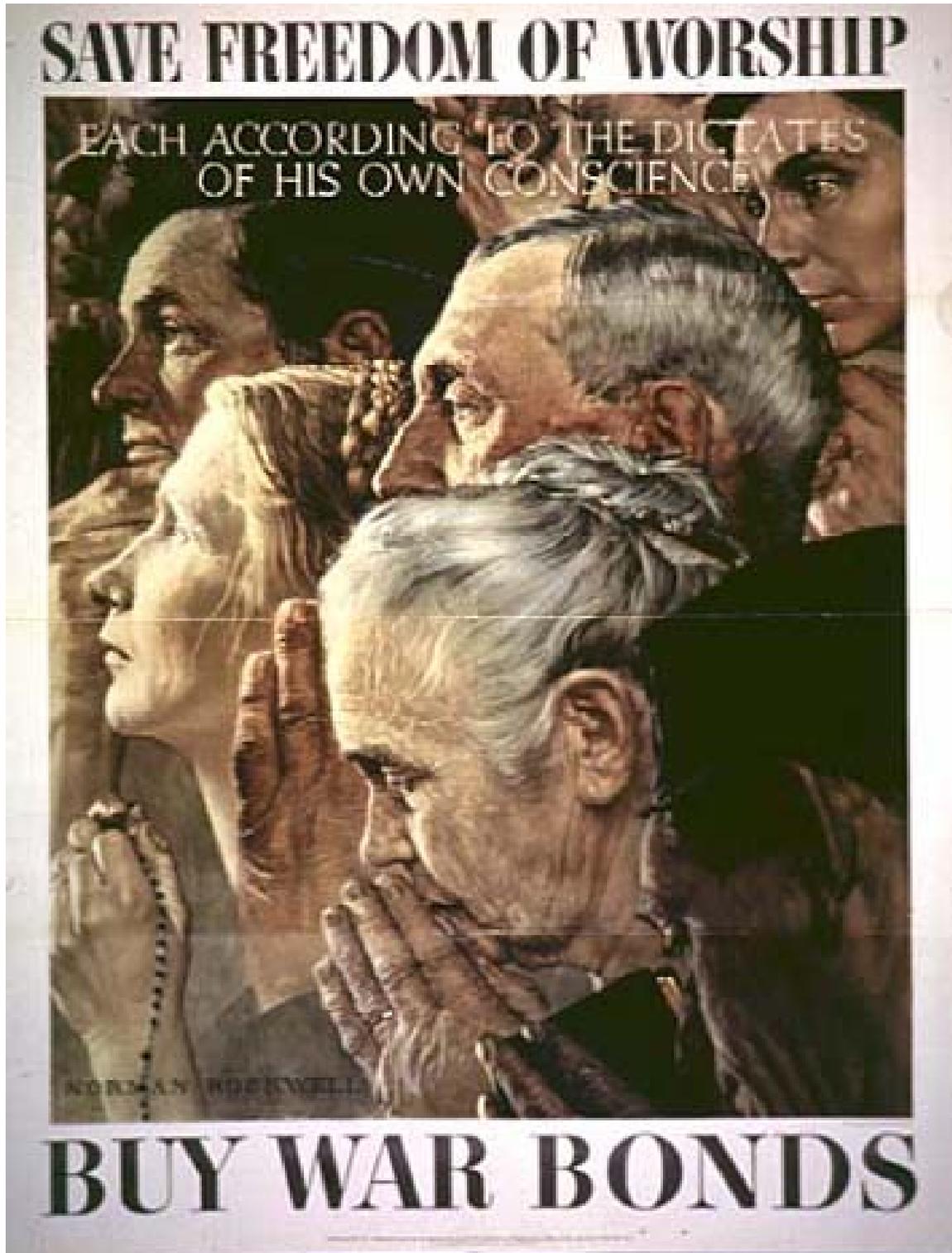
**OURS...to fight for**



**FREEDOM FROM WANT**

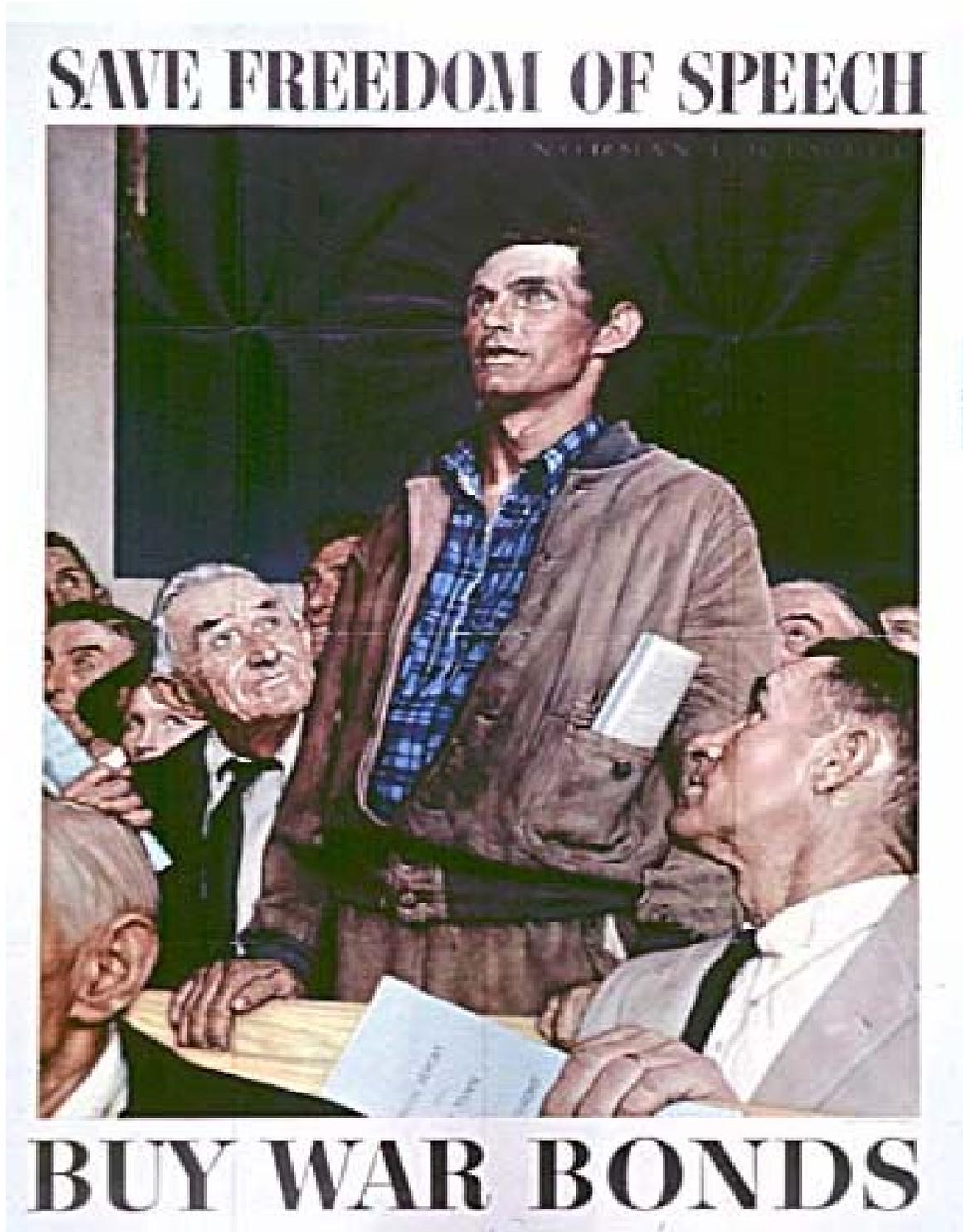
National Archives

## Four Freedoms



National Archives

## Four Freedoms



National Archives

# Four Freedoms

## OURS...to fight for



# FREEDOM FROM FEAR

National Archives



## *Roosevelt's Accomplishments*

- Helped win the war and end political oppression in occupied Europe
- Strengthened the two-party system
- Worked to include the excluded; appointed a woman to his cabinet
- Became inspiration and role model for the handicapped
- Signed the Atlantic Charter; promoted self-determination of nations
- Helped end oppression in occupied Europe
- Created Social Security programs to aid elderly, unemployed, handicapped, and children
- Implemented farm programs
- Implemented aid for home buyers
- Designed Conservation program (CCC)
- Developed program to regulate the stock market
- Designed program (FDIC) to ensure bank deposits
- Developed the PWA, WPA and CWA
- Provided leadership and hope during the Great Depression
- Helped allies win the war
- Defeated Nazi plans for world domination
- Implemented New Deal programs to provide financial security