The United States is a country founded on freedom. Our Declaration of Independence, Constitution, and Bill of Rights all discuss and ensure these freedoms. Yet despite this, America has never entirely become the reality for which we strive. The history of this nation is a story of moving towards freedom, coming ever closer and closer, without actually reaching the ultimate goal. This story of the striving for freedom will continue as long as this country stands.

Teacher Directions
1. Students, in small teams or as a class, discuss the following questions.
   - Upon what principles of freedom was America founded?
   - Has America been entirely successful in establishing these freedoms?
   - Where has America failed?
2. In discussing these questions, guide students in reflecting upon the video series, Freedom—A History of US, and on the long history of our country. Help students consider various events in America's history and different time periods. For example, how did freedom advance or experience a setback during colonial times, the Civil War era, the beginning of the nineteenth century, or the Civil Rights era?
3. Ask the students to reflect and comment on the future of freedom in America and the world in their lifetimes.
   - Will they understand and protect American freedoms? If so, how?
   - Will America help other world peoples secure and extend freedom? If so, where and how?

Visit Freedom: A History of Us online at http://www.pbs.org/historyofus
Teacher Directions

1. Briefly introduce the students to Franklin D. Roosevelt and his presidency during World War II. Explain to students that President Roosevelt made speeches and began fireside chats with Americans over the radio—a new way to use the technology of his day. Roosevelt led the country through the frightening days of World War II when freedom and democracy were threatened by the evil dictatorship of Adolf Hitler. Roosevelt reassured the American people and reminded them of the freedoms for which they were fighting.

2. Distribute the Student Sheets: *Four Freedoms Speech* and *Four Freedoms War Bonds Posters*. Students view the war bonds posters. Explain that Norman Rockwell, one of America’s most famous artists, heard FDR’s four freedoms speech and created these posters to support the war effort.

**Note to the Teacher:** Written transcripts, audio recordings, and audio excerpts from Roosevelt’s speeches, including the “Four Freedoms” Speech, are available online at The Franklin D. Roosevelt Presidential Library and Museum @ http://www.fdrlibrary.marist.edu/4free.html and http://www.fdr.library.marist.edu/audio.html.

3. Distribute an index card to each student. The student chooses one of the four freedoms and writes what that freedom means to him or her on the index card.

The index cards are posted on a bulletin board or chalkboard under the Four Freedom poster to which it corresponds.

Teacher Directions

**Activity One**

1. Students ponder historian Eric Foner’s questions about how the world is evolving and what this means for the future of freedom in the world:
   - What does globalization mean for freedom?
   - Can freedom exist over the course of the whole world?
   - Is there a human rights or a human freedom that expands beyond national boundaries?
   - What does Foner mean: “…freedom is always being redefined by each
generation to suit the needs of its historical moment”?

- In what ways is America still a work in progress?
- What freedoms are still not assured?
- What are some possibilities to help make our country better?

**Activity Two**

1. Students read the Student Sheet: *Rudolph W. Giuliani*.

2. Discuss the quote with the students.

   “Maybe the purpose of all this,” Mayor Rudy Giuliani said at a funeral for a friend killed in the collapse of the World Trade Towers, “is to find out if America today is as strong as when we fought for our independence or when we fought for ourselves as a Union to end slavery or as strong as our fathers and grandfathers who fought to rid the world of Nazism and communism.”

3. Ask the students:
   - Do you agree or disagree with Giuliani? Why?
   - Do you think Giuliani was an American hero? Why or why not?

**Teacher Directions**

**Activity One**

1. Ask the students to consider persons and events that shaped our nation’s history and led us closer to freedom for all the people.

2. In small teams, students list these persons and events that they think should be included in a History of US freedom quilt.

3. Each student chooses a person or event in our nation’s history that he or she believes should be included in the quilt.

4. Using cut paper, crayons, markers, paints, and other art materials, each student designs and creates an eight by eleven inch quilt patch featuring that person or event.

5. As students create the quilt patches, read *The Keeping Quilt* by Patricia Polacco to the class. Discuss the role the quilt played in the author’s American family.
6. On a separate sheet of paper, each student writes an explanation of his or her quilt patch, why he or she choose that particular event or person for the *A History of US* freedom quilt, and how that person or event moved us toward freedom.

7. When completed, each student places his or her quilt patch and the written explanation back-to-back in a plastic sleeve or bag.

8. Students tape all the plastic sleeves together with colored masking tape to form the quilt.

9. Display the quilt in the hallway, cafeteria, library, or other public room in the school. Students might take the quilt to other classrooms or invite other classes or their families to an open house during which they show and explain the freedom quilt.

**Activity Two**

1. Read the poem “Let America Be America Again” by Langston Hughes to the students. Help the students interpret the poem and discuss:
   - What is Langston Hughes’ message in the poem?
   - In your opinion, when will the dream of America be reality for all people?

   **Note to the Teacher:** The poem is available at “The Land That Has Never Been Yet” @ http://www.users.cloud9.net/~dudley/Stones/lhughes.html.

2. In their teams, the students discuss their own role in the continuing History of US:
   - How will you advance the ideas and ideals of the United States so our nation becomes what it was meant to be?
   - What did you learn about how ordinary people influence history?

**Teacher Directions**

Use the following activities with your students.

**Art** — Students design their own quilt or quilt-like poster that tells the story of their life. The students create paper or cloth patches for important events in their own life.

**Language Arts/Library** — Students read *Hidden in Plain View: A Secret Story of Quilts and The Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard to learn about the coded messages in African American
quilts for escaping slaves.

Technology/Library — Students use web sites to locate information about quilt patterns and the quilts of various nationalities and ethnic groups, such as the Amish.

Art/Library — Quilts are an art form as well as a warm cover. Students research the various quilt patterns and how they acquired their descriptive names (e.g. Wild Goose Chase, Hole in the Barn Door, Bear’s Paw, Fox and Geese, Rail Fence, Log Cabin). The Quilt-Block History of Pioneer Days offers a variety of patterns and projects for young people.

Language Arts — Students research the life of Langston Hughes and read more of his poetry. Students write their own poem about what America means to them.
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 the position to commit an act of physical aggression against any neighbor—anywhere.

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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
Four Freedoms

Ours... to fight for

Freedom from want

National Archives
Four Freedoms

SAVE FREEDOM OF WORSHIP

Each according to the dictates of his own conscience.

BUY WAR BONDS

National Archives
Four Freedoms

OURS... to fight for

FREEDOM FROM FEAR

National Archives
RUDOLPH W. GIULIANI

"... for not sleeping and not quitting and not shrinking from the pain all around him, Rudy Giuliani, Mayor of the World, is Time's 2001 Person of the Year."

Time Magazine, January 2002

When tragedy struck on September 11, 2001, the mayor of New York City rose to the occasion, showing bravery, determination, and faith in the American people.

“Maybe the purpose of all this,” Mayor Rudy Giuliani said at a funeral for a friend killed in the collapse of the World Trade Towers, “is to find out if America today is as strong as when we fought for our independence or when we fought for ourselves as a Union to end slavery or as strong as our fathers and grandfathers who fought to rid the world of Nazism and communism.” Because he believed Americans were that strong and demonstrated that belief through his leadership of New York City in its darkest days, Giuliani became an American hero.

The grandson of Italian immigrants, Giuliani learned a strong work ethic and a deep respect for America's ideal of equal opportunity. He became a lawyer and eventually rose to the third highest position in the United States Department of Justice. In 1983, Giuliani became a United States Attorney for the Southern District of New York, where he led the effort to jail drug dealers, fight organized crime, break corruption in government, and prosecute white-collar criminals.

Giuliani lost his first bid for mayor of New York City, but won in 1993 and was reelected in 1997. As mayor, his programs focused on quality of life, crime, business, and education. He brought safety to the once dangerous streets of New York City. He helped create the largest and most successful program to move thousands of individuals from welfare payments to jobs. He aggressively rooted out organized crime in the city. He created services to find adoptive homes for children, provide health insurance to children, and improve the city's schools.

Under Rudy Giuliani's leadership, New York City showed how big cities could become better places to live and work. But none of these efforts came close to his leadership and inspiration in the days and months after September 11, 2001, when he helped New Yorkers and all other Americans through a national crisis.