Museum of History & Holocaust Education

Educating for a Responsible Future

Franklin D. Roosevelt: American Hero

Teacher’s Guide

Grade 3
Social Studies

Phone: 678.797.2083

www.kennesaw.edu/historymuseum
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About this Teacher’s Guide

This curriculum guide for third grade social studies teachers will help students learn about the life, actions and legacy of Franklin D. Roosevelt, the 32nd President of the United States of America. President Roosevelt’s importance in expanding freedom and civil rights cannot be ignored, and this guide provides a number of suggested lessons and activities to teach this subject to third grade students.

This guide, however, is designed to act as a menu that teachers can choose from. Each of the activities herein can stand alone if time is limited to teach about President Roosevelt or you may decide to teach the entire unit presented here. You may also use this guide as a starting point for developing your own classroom activities.

Traveling Trunk

Kennesaw State University’s Museum of History & Holocaust Education has a traveling trunk to accompany this teacher’s guide that contains all of the materials mentioned as well as additional educational resources. If you would like to borrow this trunk please download a reservation form from www.kennesaw.edu/historymuseum/travel_trunks.shtml and e-mail it rharker@kennesaw.edu

Credits

The lessons and activities in this guide were designed by JoAnn Wood, the Cobb County K-5 Social Studies Supervisor, and a committee of third grade social studies teachers from across Cobb County, Georgia. Based upon their experience of teaching third grade students about President Roosevelt these teachers came together to brainstorm, discuss and create these activities. Without the hard work of Alison Dunford (Timber Ridge Elementary), Krissy Gray (Mount Bethel Elementary), Blair Ivey (Bullard Elementary), Laurie Mendenhall (Varner Elementary), and Linda Huebener (Ford Elementary) this teacher’s guide and traveling trunk would not be such a rich resource.

Richard Harker at the Museum of History & Holocaust Education coordinated this project and edited this guide. Zoila Torres designed the guide.

Images

All images used throughout this guide are used courtesy of the Library of Congress.
Georgia Performance Standards and Common Core Georgia Performance Standards Met:

Social Studies:
SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.
   a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women’s rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers’ rights).
   b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3G2 The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.
   a. Identify on a political map specific locations significant to the life and times of these historical figures.
   b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures.
   c. Describe how each of these historical figures adapted to and was influenced by his/her environment.
   d. Trace examples of travel and movement of these historical figures and their ideas across time.
   e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification.

SS3CG2 The student will discuss the character of different historical figures in SS3H2a.
   a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.
   b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.
   c. Explain how the historical figures in SS3H2a chose when to respect and accept authority.

English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

Reading Literacy (RL)
ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; demonstrate the central message, lesson, or moral and explain how it is conveyed through key details in the text.
ELACC3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

ELACC3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

ELACC3RL6: Distinguish their own point of view from that of the narrator or those of the characters.

ELACC3RL7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

ELACC3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

ELACC3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Reading Informational (R)**

ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

ELACC3RI4: Determine the meaning of general academic and domain-specific words and phrases ina text relevant to a grade 3 topic or subject area.

ELACC3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

ELACC3RI6: Distinguish their own point of view from that of the author of a text.

ELACC3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

ELACC3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).

ELACC3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.

ELACC3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
Reading Foundational (RF)

ELACC3RF3: Know and apply grade-level phonics and word analysis skills to decoding words.

ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.

Writing (W)

EELACC3W1 (a, b, c, d): Writing opinion pieces on topics or texts, supporting a point of view with reasons.

ELACC3W2 (a, b, c, d): Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELACC3W3 (a, b, c, d): Write narratives to develop real or imagines experiences or events using effective technique, descriptive details, and clear event sequences.

ELACCW4: With guidance and support from adults, produce writing in which the development and organization are appropriate to take and purpose.

ELACCW5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELACC3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

ELACC3W7: Conduct short research projects that build knowledge about a topic.

ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ELACC3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening (SL)

ELACC3SL1 (a, b, c, d): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

ELACC3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

ELACC3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

ELACC3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
ELACC3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELACC3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

ELACC3L1 (a, b, c, d, e, f, g, h, i): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC3L2 (a, b, c, d, e, f, g): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC3L3 (a, b): Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ELACC3L4 (a, b, c, d): Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.

ELACC3L5 (a, b, c): With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

ELACC3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Resources:

Books


*Make your mark, Franklin Roosevelt*, by Judith St. George (2007)

*First Dog Fala*, by Elizabeh Van Steenwyk (2008)


*Who Was Franklin Roosevelt?* By Margaret Frith (2010)

*The Fireside Chats of Franklin D. Roosevelt*, by Franklin D. Roosevelt (2010)

Media (Always preview material before using it with students.)

*Kitty Kittredge: An American Girl – DVD*

*Dust Bowl Ballads – Woody Guthrie - CD*

Day of Infamy Address of 1941 (also available from http://www.archives.gov/historical-docs/document.html?doc=15&title.raw=%26quot%3BDay%20of%20Infamy%26quot%3B%20Speech%3A%20Joint%20Address%20to%20Congress%20Leading%20to%20Declaration%20of%20War%20Against%20Japan)

*President Franklin D. Roosevelt: 40 Short Films on FDR, the New Deal & Foreign Policy (1930's - 1950's) - DVD*

*Franklin D. Roosevelt rap* - presents an overview of President Roosevelt's life and accomplishments in a fun way. (Always preview material before using it with students.)

With pictures: http://archive.org/details/gov.fdr.46

With lyrics: http://www.fdrlibrary.marist.edu/education/resources/pdfs/roosevelt_rap.pdf

Other Primary Sources

Norman Rockwell paintings of Four Freedoms in poster size

Photographs of President Roosevelt

Other


Franklin D. Roosevelt doll (www.estore.gov/Roosevelt/ProductInfo/FDR3029F.aspx)
Key Vocabulary:

Campaign – time before an election when people running for office try to convince voters to vote for them

Cooperate – work together with someone

Democracy – A government in which the people have the power to make political decisions

Dictatorship – A country in which the ruler has complete power and sometimes rules cruelly

Diligently – With hard work and effort over a long time

Disabled – Having a condition that makes it difficult to do something

Inspiring – Providing others with hope and support through words and actions

Liberty – Freedom from being controlled by someone else

Opponent – Someone who runs against a person in an election

Public Service – work for the good of others, often through a job in government

(From American Heroes: Franklin Delano Roosevelt, by Nathan Asher Katzin, part of the Houghton Mifflin 2006 Social Studies Series for Georgia.)
Born in Hyde Park, New York, in 1882, Franklin Delano Roosevelt grew up believing in the importance of public service. Roosevelt's family was very wealthy, coming from an old New York family, and as an early child he was doted on by his mother. Because his family had such wealth Roosevelt spent a lot of his childhood doing things that most young people at the time could not. He travelled to Europe often with his parents, learned to ride ponies, played many sports including shooting, tennis, polo and golf, and developed a fondness for sailing.

At the age of fourteen Roosevelt was sent to the Groton School, an episcopal boarding school in Massachusetts. Although most of the other students at the school were from equally wealthy families, the school's principal Endicott Peabody preached the need for wealthy Christians to help those who were less fortunate than themselves. During this time Roosevelt developed a realization that not everyone was as fortunate as he was. Through this work and because of the influence of Peabody, Roosevelt developed a devotion to public service. In later life Roosevelt reflected on Peabody's influence thus, “It was a blessing in my life to have the privilege of [his] guiding hand.”

Learning Goal:

- Understand and analyze how Roosevelt's early life shaped his character and how to become dedicated to a life of public service and helping those less fortunate than himself.
- Analyze how Roosevelt's family influenced his personality and character.

Materials and Resources Needed:
American Heroes: Franklin Delano Roosevelt by Nathan Katzin
Paper, pens/pencils, computers with Internet access, interactive white boards.

Key Vocabulary:
Public Service – Work for the good of others, often through a job in government.
Activities:

1. Read the first chapter of Nathan Katzin’s *American Heroes: Franklin Delano Roosevelt* about Roosevelt’s early life and ask the students to carry out a constructed response to one of the following prompts:
   1) How do you think having a cousin become president influenced Franklin D. Roosevelt?
   2) What benefits did Franklin D. Roosevelt have over other people of his time?
   3) How would you describe Franklin D. Roosevelt’s family?
   4) Have students compare their own lives with that of FDR, and then do a writing piece.
   5) Pick one or two events from FDR’s childhood and write a persuasive piece for how these events influenced his later achievements.

Differentiation:

Listen to or read this chapter of *American Heroes: Franklin Delano Roosevelt* (Houghton Mifflin Social Studies Grade 3). This can be accessed online by subscription (www.eduplace.com). Instruct the students to answer the following questions, both taken from the Houghton Mifflin Biographies Activity Guide:

   1) How did Franklin Roosevelt show his concern for others when he was a student at boarding school?
   2) Predict what Roosevelt will do in the rest of his life.

Early Finishers:

President Roosevelt worked to help solve certain social problems. Have students brainstorm problems that exist today and create a 30 second public service announcement addressing it. Present the finished product on the local school network.

High Order Thinking:

Have students think of some issues their school or community faces. Instruct them to create a plan for what they can do to overcome these issues. For example: If there is a lot of trash around the school grounds, create a schedule for each homeroom to “adopt” a week to clean up the grounds. It would be that homeroom’s responsibility to clean up the grounds whenever the teacher had the opportunity to take them out.
In 1921 at age 39 Franklin D. Roosevelt was diagnosed with polio after he became seriously ill and was left disabled from the waist down. After months of rehabilitation and rest he had leg braces made that kept his legs rigid, and he used a walking stick in one hand and an aid's arm in the other to walk in public. In private he used a wheelchair to move around. Although the public knew that he was disabled because of the effects of polio, they never knew how badly it affected him because he exercised diligently. Despite this disability, Roosevelt reentered public life, and successfully won the Presidency of the United States in 1933. An important part of Roosevelt's continual struggle against polio happened in Georgia. This lesson will help students understand how Roosevelt came to be very close to the people of Georgia as they helped him deal with the effects of his illness, and how he used a car, a novel innovation of the time, not only to campaign but also to meet residents of Georgia.

Learning Goals:

- Understand how President Roosevelt's character allowed him to overcome the challenges of having, living with, and running a country while battling polio.
- Analyze photographs of President Franklin D. Roosevelt

Materials and Resources Needed:
Copies of photographs (attached), Library of Congress Analyzing Photographs and Prints sheets, paper, pens/pencils, interactive white boards.

Key Vocabulary:
Disabled – Having a condition that makes it difficult to do something.
Campaign – The time before an election when people running for office try to convince voters to vote for them.
Activities:
1. As a class analyze one of the attached photographs of President Roosevelt (photographs included) using the Library of Congress Analyzing Photographs & Prints sheet.
   www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf
2. Divide the photos into quadrants and have the class analyze a specific section of the photograph and then piece the whole picture together. Discuss how the president looks (happy, relaxed, etc) and what we can learn by studying this photograph.
3. Divide the class into small groups and distribute a different photo to each group. Ask the students to analyze these photographs in quadrants as you previously did as a class. Have each group of students share their findings to the rest of the class.
4. As a class consider and analyze the photograph of the Franklin D. Roosevelt memorial in Washington D.C. Explain to the students that this monument was very controversial because many supporters of the President did not want their hero to be shown in a wheelchair. Discuss why they think it angered some people.
5. Ask the students to write a persuasive piece with the following prompt: “If you were designing a memorial to President Franklin D. Roosevelt, how would you design it? What images of the President would you include?”

Differentiation:
Pair stronger students with remedial students to analyze the photographs.

Or, alternatively, complete portions of the Library of Congress Photograph analysis sheet ahead of time for remedial students.

Early Finishers:
President Roosevelt had much compassion for other polio sufferers at Warm Springs. Have students brainstorm suggestions about how the students might try and help other people who are suffering? Examples may include a canned-food drive, or the collection of care packages.

High Order Thinking:
Students should brainstorm what they think would make their school more handicap accessible. Ask them to consider what parts of the school are the least accessible and prepare a list of suggestions on how they would counter these. They might then present their work to the class.
President Roosevelt made over 30 trips to Warm Springs throughout his life, and these visits not only provided him relief from the effects of polio, but gave him opportunities to see a side of America that he had not seen before. He grew up in a wealthy family and was an only child who was spoiled by his mother. In Georgia, however, he found very rural and poor communities that taught him a lot about the diversity of American life. When he visited with families and communities near Warm Springs he learned that a lot of rural Georgia, and the U.S., did not yet have electricity. This discovery inspired one of the major New Deal Projects, the Rural Electrification Administration (REA) that was established in 1935. It not only put people to work, it also improved the lives of millions of Americans.

Learning Goals:
• Explore the importance of The New Deal for bringing the United States out of the Great Depression.
• Understand and analyze the impact that President Roosevelt’s trips to Georgia had on the electrification of the state and in teaching the President about the plight of millions of Americans.

Materials and Resources Needed:
* Kit Kittredge: An American Girl
* Flashlights/fake candles, paper, pens/pencils, chart paper, interactive white boards.

Key Vocabulary:
Opponent – Someone who runs against a person in an election.
Cooperate – Work together with someone.

Activities:
1. Show the *Kit Kittredge: An American Girl* movie – This is a great way to introduce the depravity of the Great Depression to school children.
2. Conduct the discussion of the New Deal in today’s class completely in the dark, without any electricity in the classroom being used. Explain to students that this is what life would have been like in 1930s Georgia. (Note: If you do not want to conduct the class in the dark you can use flashlights as candles, or get fake candle lights.)
3. Have students create two lists: 1) What can we not do without electricity in our lives? 2) What can we do without electricity? Conduct this activity using chart paper to create an old fashioned presentation.

4. After introducing the students to the debate in government over the causes of the Great Depression (natural economic downturn caused by World War I versus a lack of production and services in the American economy), conduct a simulation activity that asks the students to act as the President’s cabinet. Explain that the students will be deciding how to balance the need for work and recovery with the level of government spending needed to fund New Deal programs. Ask the cabinet to discuss the pros and cons of both sides of the argument and to make a recommendation to the President about how to deal with the economic situation in the country.

5. Conduct a discussion as a class using the following prompt: “What jobs would you recommend that the current President create today to improve the economy? Why?”

**Differentiation:**
Have students write a persuasive piece asking them, as members of the President’s cabinet, to try and persuade President Roosevelt to either endorse more work or the need for production and services. Students should then present their written arguments to the class.

**Early Finishers:**
Have students discuss the pros and cons of technology in schools and make two lists for this.

Have students create a Venn diagram comparing and contrasting life for Georgians before and after electricity.

**High Order Thinking:**
Have students plan their days as if their families had no electricity. Compare how simple tasks would be different without electricity (cooking meals, keeping food in the fridge cold, entertainment, heating or air-conditioning, laundry, etc.). Explain what you would do to compensate for the lack of electricity.

Explain to students that to help your class run more efficiently, you have decided to assign jobs to students in the classroom. Instruct the students to help you create a list of jobs that would be necessary to have on a day-to-day basis. List the specific criteria and character traits that a student would have to have in order to apply for each job.

Students can write a letter recommending one of their classmates for one of these specific jobs. They must include character traits that the student possesses to make them perfect for the job. Challenge them to use as many character traits from the Georgia Performance Standards as they can in their recommendation letter.
President Roosevelt inspired a nation that was suffering great economic hardship. In the 1930s, after he became President, many people did not have jobs, had very little money, and had very little food. Throughout the country the President inspired hope for people who were not sure if they would survive the Great Depression. At a time when people did not own many televisions and most people got their news from the radio, the President’s “fireside chats” became an important part of the everyday lives of Americans.

Learning Goal:
- Understand how President Roosevelt provided strong leadership for the United States in his presidency through his use of radio.
- Explore how the President inspired the nation with his words during this period of difficulty.

Materials and Resources Needed:
Audio Recording and manuscript of a fireside chat
Paper and pens/pencils, media center access, computers with Internet access, interactive white boards.

Key Vocabulary:
Inspiring - Providing others with hope and support through words and actions.

Activities:
1. Read or listen to a copy of a fireside chat. Tell students to listen for different kinds of information that FDR was giving the American people. Audio of all of President Roosevelt's Fireside chats can be accessed: http://www.oldradioworld.com/shows/Fireside_Chat_with_Franklin_D._Roosevelt.php
   A good chat to begin with is February 23, 1936
   Transcripts of all of the fireside chats are available at: http://docs.fdrlibrary.marist.edu/firesi90.html or in FDR’s Fireside Chats, by Russel D. Buhite and David W. Levy (eds.)
2. Discuss the speech and how it was a “pep talk” for the nation about the state of the country and an inspiration to move forward.
3. Have students write a 3-minute “fireside chat” about the condition of the school. Suggest that they may write about the lunchroom, or other areas of the school. Ask the students to be inspiring in their chats.

4. As a class you may like to read your “fireside chats” each day or week to the school over the intercom, or you may have students read the chats to class. (The intercom works best because it’s the closest parallel to the radio, allowing students to hear the words without being able to see the speaker.)

Differentiation:
Students needing more support could work on this activity in pairs or in threes, with the support of the teacher.

Early Finishers:
Students can practice reading their activity aloud, and re-listen to President Roosevelt’s chats to hear the way he delivered the speeches.

High Order Thinking:
Have students access other fireside chats and share with the class what they enjoyed about the chats, and what they learned from them.

Have students listen to the current President’s chats (either his Saturday radio address or his weekly video address - http://www.whitehouse.gov/photos-and-video/ ) and summarize what they saw and/or heard and share with the class what topics the current President is choosing to talk about. Are there similarities or differences between what the President is talking about today and what President Roosevelt spoke about in the 1930s and 1940s?

Instruct the students to design their own ‘pep talk’ to inspire the country about an issue that the student cares about. Students should use President Roosevelt’s language and ideas to help with this.
In his 1941 State of the Union Address President Roosevelt spoke about the “Four Freedoms” that people everywhere in the world should be able to enjoy: 1. Freedom of speech and expression. 2. Freedom of worship. 3. Freedom from want. 4. Freedom from fear. At a time when Hitler, a dictator, and Germany had invaded Poland, these issues were incredibly important. The desire for liberty and democracy to remain intact was strong, and the President inspired the nation to fight for its freedom. This influential speech came to define the President’s beliefs in “liberty, justice, tolerance and freedom of conscience and expression.”

Learning Goal:
• Understand President Roosevelt’s vision of world freedom.
• Analyze what this vision meant for the American people.

Materials and Resources Needed:
Posters of the Norman Rockwell Four Freedoms
Audio and Manuscript of FDR’s Four Freedoms Speech
Four Freedoms Grid (attached), art supplies for drawing, computers with Moviemaker or Photostory, interactive white boards.

Key Vocabulary:
Democracy - A government in which the people have the power to make political decisions.
Dictatorship – A country in which the ruler has complete power and sometimes rules cruelly.
Liberty - Freedom from being controlled by someone else.

Activities:
1. Listen to or read President Roosevelt’s “Four Freedoms” speech or excerpts from it. The speech can be heard here http://www.fdrlibrary.marist.edu/fourfreedom. The transcript of the speech is included in the traveling trunk.
2. Look at the famous Norman Rockwell paintings that were painted to illustrate visually the four freedoms that Roosevelt spoke about. Discuss what these four freedoms meant at the time for President Roosevelt and the American public. Ask the students what these mean for them today.

3. Using the Four freedoms Grid (attached), instruct students to draw their own pictures to show what they understand about these freedoms.

4. Have each student choose one freedom to illustrate, based on their opinion of which freedom they consider most essential.

5. Using the illustrations that the students have produced, have them scan their images into Moviemaker, iMovie or Photostory to make a short film about the Four Freedoms. Ask students to narrate the pictures and explain why they chose what they did, and what their picture shows. If this is not possible, you could have the students collate their images and the class could bind these into book form.

**Differentiation:**
Using magazines, students can work in cooperative groups and find pictures that illustrate each freedom. The students can put together a “collage of freedoms!”

Or, using the Four Freedoms Grid (attached) have students write down the freedom name on the outside and the matching definition on the inside. (These also can be typed beforehand and the students can glue them on.) Students may also use the small pictures of Norman Rockwell’s paintings and glue them on to the four parts. On the inside, students can write about what the freedoms mean to them.

**Early Finishers:**
Students can write poems or make “Thank You” cards for individuals or groups who help us have freedom (e.g., police officers, fire stations, principals, etc.)

**High Order Thinking:**
Have students write a persuasive piece defending their choice of a freedom that they consider most essential to them.

Or, have students answer the following writing prompt:
“Do you think Franklin D. Roosevelt intended to only apply these freedoms to Americans, or did he believe that they pertained to other people in different countries as well? Support your case by going back to his speech and presenting your text evidence.”
## Four Freedoms Grid

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