

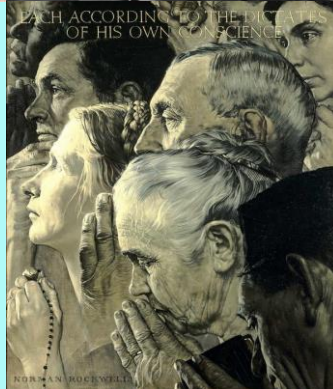
9th – 12th Grades Lesson Plan

Live with Purpose

Concern for the Future

"Those, who would give up essential liberty to purchase a little temporary safety, deserve neither liberty nor safety."

Franklin Delano Roosevelt



Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 9-12	Lesson: Live with Purpose-Concern for the Future

<p>OBJECTIVES: CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<p>STRATEGIES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital Re-creation of Art <input type="checkbox"/> Reading/Writing <input type="checkbox"/> Write/Pair/Share <input type="checkbox"/> Collaboration <input type="checkbox"/> Small Groups <input type="checkbox"/> Large Group
<p>MATERIALS:</p>	<p>Computer/laptop; internet (with access to YouTube); Smart Board; copies of Group A and Group B Write/Pair/Share Activity; copies of Background Information Four Freedoms Speech; copies of the Four Freedoms Speech; copies of Questions the Four Freedoms Speech. copies of the Re-creation of the Four Freedoms of Roosevelt and Rockwell</p>
<p>Engage: Hook the students</p>	<p>Write/Pair/Share: Divide class into 2 equal groups, Group A and Group B. Both groups should form a small circle with their desks. Hand out copies of the Group A and Group B Write/Pair/Share Activity. Read directions aloud. When the students have completed the activity, tell them to compose the best answer from their groups to share with the class.</p>
<p>Explore: Students make sense of a concept through observations.</p>	<p>Hand out copies of the Background Information Four Freedoms Speech and the Four Freedoms Speech. Students may read silently or “popcorn” read aloud. Hand out Questions the Four Freedoms Speech. Allow students time to complete the assignment. Hand out the Re-creation of the Four Freedoms of Roosevelt and Rockwell. Students will need an electronic device to access the internet and to complete the assignment.</p>
<p>Explain: Teacher introduces formal vocabulary and language to students.</p>	<p>Franklin Roosevelt Interventionist disarmament Norman Rockwell Polio neutrality Axis Powers Allied Powers Isolationist Lend-Lease Act 1941 appeasement</p>
<p>Elaborate/Evaluate: Students apply what they have learned.</p>	<p>Compare and contrast treatments of the same topic in several primary and secondary sources. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p>Evaluate: assessment.</p>	<p>Teachers will select which activities to use as formal/informal assessments.</p>
<p>Enrichment/Service-Learning Project</p>	<p>Help people who have disabilities in your school. Read to them, help them with their schoolwork, sit with them during lunch, or play with them during recess. Be their friend. Start a Best Buddies Program in your school. For more information, go to https://www.bestbuddies.org/friendship/ Print project completion certificates here</p>

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Teacher:	Date:
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Name _____

GROUP A

Write-Pair-Share

You will have **5 minutes** to answer the following questions: What is freedom? Define freedom in your own words. At the end of 5 minutes, you will discuss your answer with members of Group A. Write on the back if necessary.

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Name _____

GROUP A

Write-Pair-Share

You will have **5 minutes** to answer the following questions: What is freedom? Define freedom in your own words. At the end of 5 minutes, you will discuss your answer with members of Group A. Write on the back if necessary.

**Wreaths Across America
Lesson Plan**

Teacher:	Date:
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Name _____

GROUP B Write-Pair-Share

You will have **5 minutes** to answer the following questions: What are some specific freedoms you have in the United States that are important to you and your life? At the end of 5 minutes, you will discuss your answer with members of Group B. Write on the back if necessary.

cut here-----cut here-----cut here

Name _____

GROUP B Write-Pair-Share

You will have **5 minutes** to answer the following questions: What are some specific freedoms you have in the United States that are important to you and your life? At the end of 5 minutes, you will discuss your answer with members of Group B. Write on the back if necessary.

Wreaths Across America

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Background Information Four Freedoms Speech

President Franklin Roosevelt's Annual Message/State of the Union Address to Congress (January 6, 1941).

This speech, delivered by President Franklin Roosevelt on January 6, 1941, became known as his "Four Freedoms Speech" due to a short closing portion in which he described his vision for extending American ideals throughout the world.

Very early in his political career, as state senator and later as Governor of New York, President Roosevelt was concerned with human rights in the broadest sense. During 1940, stimulated by a press conference in which he discussed long-range peace objectives, he started collecting ideas for a speech about various rights and freedoms.

In his 1941 State of the Union Address to Congress, with World War II underway in Europe and the Pacific, FDR asked the American people to work hard to produce armaments for the democracies of Europe, to pay higher taxes, and to make other wartime sacrifices. Roosevelt presented his reasons for American involvement, making the case for continued aid to Great Britain and greater production of war industries at home. In helping Britain, President Roosevelt stated, the United States was fighting for the universal freedoms that all people deserved.

At a time when Western Europe lay under Nazi domination, Roosevelt presented a vision in which the American ideals of individual liberties should be extended throughout the world.

Alerting Congress and the nation to the necessity of war, Roosevelt articulated the ideological aims of the war, and appealed to Americans' most profound beliefs about freedom.

In his Four Freedoms Speech, Roosevelt proposed four fundamental freedoms that all people should have. His "four essential human freedoms" included some phrases already familiar to Americans from the Bill of Rights, as well as some new phrases: freedom of speech, freedom of worship, freedom from want, and freedom from fear. These symbolized America's war aims and gave the American people a mantra to hold onto during the war.

As America became more engaged in World War II, painter Norman Rockwell created a series of paintings illustrating the four freedoms as international war goals that went beyond just defeating the Axis powers. In the series, he translated abstract concepts of freedom into four scenes of everyday American life. Although the federal government initially rejected Rockwell's offer to create paintings on the four freedoms theme, the images were publicly circulated when *The Saturday Evening Post*, one of the nation's most popular magazines, commissioned and reproduced the paintings. After winning public approval, the paintings served as the centerpiece of a massive U.S. war bond drive and went on a national tour to raise money for the war effort.

After the war, the four freedoms appeared again, embedded in the Charter of the United Nations.

<https://www.archives.gov/milestone-documents/president-franklin-roosevelts-annual-message-to-congress>

Wreaths Across America Lesson Plan

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Franklin D. Roosevelt Annual Message to Congress, January 6, 1941

Mr. President, Mr. Speaker, Members of the Seventy-seventh Congress:
I address you, the Members of the Seventy-seventh Congress, at a moment unprecedented in the history of the Union. I use the word "unprecedented," because at no previous time has American security been as seriously threatened from without as it is today.

Since the permanent formation of our Government under the Constitution, in 1789, most of the periods of crisis in our history have related to our domestic affairs. Fortunately, only one of these--the four-year War Between the States--ever threatened our national unity. Today, thank God, one hundred and thirty million Americans, in forty-eight States, have forgotten points of the compass in our national unity.

It is true that prior to 1914 the United States often had been disturbed by events in other Continents. We had even engaged in two wars with European nations and in a number of undeclared wars in the West Indies, in the Mediterranean and in the Pacific for the maintenance of American rights and for the principles of peaceful commerce. But in no case had a serious threat been raised against our national safety or our continued independence.

What I seek to convey is the historic truth that the United States as a nation has at all times maintained clear, definite opposition, to any attempt to lock us in behind an ancient Chinese wall while the procession of civilization went past. Today, thinking of our children and of their children, we oppose enforced isolation for ourselves or for any other part of the Americas.

That determination of ours, extending over all these years, was proved, for example, during the quarter century of wars following the French Revolution. While the Napoleonic struggles did threaten interests of the United States because of the French foothold in the West Indies and in Louisiana, and while we engaged in the War of 1812 to vindicate our right to peaceful trade, it is nevertheless clear that neither France nor Great Britain, nor any other nation, was aiming at domination of the whole world.

In like fashion from 1815 to 1914-- ninety-nine years-- no single war in Europe or in Asia constituted a real threat against our future or against the future of any other American nation.

Except in the Maximilian interlude in Mexico, no foreign power sought to establish itself in this Hemisphere; and the strength of the British fleet in the Atlantic has been a friendly strength. It is still a friendly strength.

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Even when the World War broke out in 1914, it seemed to contain only small threat of danger to our own American future. But, as time went on, the American people began to visualize what the downfall of democratic nations might mean to our own democracy.

We need not overemphasize imperfections in the Peace of Versailles. We need not harp on failure of the democracies to deal with problems of world reconstruction. We should remember that the Peace of 1919 was far less unjust than the kind of "pacification" which began even before Munich, and which is being carried on under the new order of tyranny that seeks to spread over every continent today. The American people have unalterably set their faces against that tyranny.

Every realist knows that the democratic way of life is at this moment being' directly assailed in every part of the world--assailed either by arms, or by secret spreading of poisonous propaganda by those who seek to destroy unity and promote discord in nations that are still at peace.

During sixteen long months this assault has blotted out the whole pattern of democratic life in an appalling number of independent nations, great and small. The assailants are still on the march, threatening other nations, great and small. Therefore, as your President, performing my constitutional duty to "give to the Congress information of the state of the Union," I find it, unhappily, necessary to report that the future and the safety of our country and of our democracy are overwhelmingly involved in events far beyond our borders.

Armed defense of democratic existence is now being gallantly waged in four continents. If that defense fails, all the population and all the resources of Europe, Asia, Africa and Australasia will be dominated by the conquerors. Let us remember that the total of those populations and their resources in those four continents greatly exceeds the sum total of the population and the resources of the whole of the Western Hemisphere-many times over.

In times like these it is immature--and incidentally, untrue--for anybody to brag that an unprepared America, single-handed, and with one hand tied behind its back, can hold off the whole world.

No realistic American can expect from a dictator's peace international generosity, or return of true independence, or world disarmament, or freedom of expression, or freedom of religion -or even good business.

Such a peace would bring no security for us or for our neighbors. "Those, who would give up essential liberty to purchase a little temporary safety, deserve neither liberty nor safety."

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As a nation, we may take pride in the fact that we are softhearted; but we cannot afford to be soft-headed.

We must always be wary of those who with sounding brass and a tinkling cymbal preach the "ism" of appeasement.

We must especially beware of that small group of selfish men who would clip the wings of the American eagle in order to feather their own nests.

I have recently pointed out how quickly the tempo of modern warfare could bring into our very midst the physical attack which we must eventually expect if the dictator nations win this war.

There is much loose talk of our immunity from immediate and direct invasion from across the seas. Obviously, as long as the British Navy retains its power, no such danger exists. Even if there were no British Navy, it is not probable that any enemy would be stupid enough to attack us by landing troops in the United States from across thousands of miles of ocean, until it had acquired strategic bases from which to operate.

But we learn much from the lessons of the past years in Europe-particularly the lesson of Norway, whose essential seaports were captured by treachery and surprise built up over a series of years.

The first phase of the invasion of this Hemisphere would not be the landing of regular troops. The necessary strategic points would be occupied by secret agents and their dupes- and great numbers of them are already here, and in Latin America.

As long as the aggressor nations maintain the offensive, they-not we--will choose the time and the place and the method of their attack.

That is why the future of all the American Republics is today in serious danger.

That is why this Annual Message to the Congress is unique in our history.

That is why every member of the Executive Branch of the Government and every member of the Congress faces great responsibility and great accountability.

The need of the moment is that our actions and our policy should be devoted primarily-almost exclusively--to meeting this foreign peril. For all our domestic problems are now a part of the great emergency.

Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations, large and small. And the justice of morality must and will win in the end.

Our national policy is this:

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First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense.

Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute peoples, everywhere, who are resisting aggression and are thereby keeping war away from our Hemisphere. By this support, we express our determination that the democratic cause shall prevail; and we strengthen the defense and the security of our own nation.

Third, by an impressive expression of the public will and without regard to partisanship, we are committed to the proposition that principles of morality and considerations for our own security will never permit us to acquiesce in a peace dictated by aggressors and sponsored by appeasers. We know that enduring peace cannot be bought at the cost of other people's freedom.

In the recent national election there was no substantial difference between the two great parties in respect to that national policy. No issue was fought out on this line before the American electorate. Today it is abundantly evident that American citizens everywhere are demanding and supporting speedy and complete action in recognition of obvious danger.

Therefore, the immediate need is a swift and driving increase in our armament production.

Leaders of industry and labor have responded to our summons. Goals of speed have been set. In some cases these goals are being reached ahead of time; in some cases we are on schedule; in other cases there are slight but not serious delays; and in some cases--and I am sorry to say very important cases--we are all concerned by the slowness of the accomplishment of our plans.

The Army and Navy, however, have made substantial progress during the past year. Actual experience is improving and speeding up our methods of production with every passing day. And today's best is not good enough for tomorrow.

I am not satisfied with the progress thus far made. The men in charge of the program represent the best in training, in ability, and in patriotism. They are not satisfied with the progress thus far made. None of us will be satisfied until the job is done.

No matter whether the original goal was set too high or too low, our objective is quicker and better results. To give you two illustrations:

We are behind schedule in turning out finished airplanes; we are working day and night to solve the innumerable problems and to catch up.

We are ahead of schedule in building warships but we are working to get even further ahead of that schedule.

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To change a whole nation from a basis of peacetime production of implements of peace to a basis of wartime production of implements of war is no small task. And the greatest difficulty comes at the beginning of the program, when new tools, new plant facilities, new assembly lines, and new ship ways must first be constructed before the actual materiel begins to flow steadily and speedily from them.

The Congress, of course, must rightly keep itself informed at all times of the progress of the program. However, there is certain information, as the Congress itself will readily recognize, which, in the interests of our own security and those of the nations that we are supporting, must of needs be kept in confidence. New circumstances are constantly begetting new needs for our safety. I shall ask this Congress for greatly increased new appropriations and authorizations to carry on what we have begun.

I also ask this Congress for authority and for funds sufficient to manufacture additional munitions and war supplies of many kinds, to be turned over to those nations which are now in actual war with aggressor nations.

Our most useful and immediate role is to act as an arsenal for them as well as for ourselves. They do not need man power, but they do need billions of dollars worth of the weapons of defense.

The time is near when they will not be able to pay for them all in ready cash. We cannot, and we will not, tell them that they must surrender, merely because of present inability to pay for the weapons which we know they must have.

I do not recommend that we make them a loan of dollars with which to pay for these weapons--a loan to be repaid in dollars.

I recommend that we make it possible for those nations to continue to obtain war materials in the United States, fitting their orders into our own program. Nearly all their materiel would, if the time ever came, be useful for our own defense.

Taking counsel of expert military and naval authorities, considering what is best for our own security, we are free to decide how much should be kept here and how much should be sent abroad to our friends who by their determined and heroic resistance are giving us time in which to make ready our own defense.

For what we send abroad, we shall be repaid within a reasonable time following the close of hostilities, in similar materials, or, at our option, in other goods of many kinds, which they can produce and which we need.

Let us say to the democracies: "We Americans are vitally concerned in your defense of freedom. We are putting forth our energies, our resources and our organizing powers to give you the strength to regain and maintain a free world.

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We shall send you, in ever-increasing numbers, ships, planes, tanks, guns. This is our purpose and our pledge."

In fulfillment of this purpose we will not be intimidated by the threats of dictators that they will regard as a breach of international law or as an act of war our aid to the democracies which dare to resist their aggression. Such aid is not an act of war, even if a dictator should unilaterally proclaim it so to be.

When the dictators, if the dictators, are ready to make war upon us, they will not wait for an act of war on our part. They did not wait for Norway or Belgium or the Netherlands to commit an act of war.

Their only interest is in a new one-way international law, which lacks mutuality in its observance, and, therefore, becomes an instrument of oppression.

The happiness of future generations of Americans may well depend upon how effective and how immediate we can make our aid felt. No one can tell the exact character of the emergency situations that we may be called upon to meet. The Nation's hands must not be tied when the Nation's life is in danger.

We must all prepare to make the sacrifices that the emergency-almost as serious as war itself--demands. Whatever stands in the way of speed and efficiency in defense preparations must give way to the national need.

A free nation has the right to expect full cooperation from all groups. A free nation has the right to look to the leaders of business, of labor, and of agriculture to take the lead in stimulating effort, not among other groups but within their own groups. The best way of dealing with the few slackers or trouble makers in our midst is, first, to shame them by patriotic example, and, if that fails, to use the sovereignty of Government to save Government.

As men do not live by bread alone, they do not fight by armaments alone. Those who man our defenses, and those behind them who build our defenses, must have the stamina and the courage which come from unshakable belief in the manner of life which they are defending. The mighty action that we are calling for cannot be based on a disregard of all things worth fighting for.

The Nation takes great satisfaction and much strength from the things which have been done to make its people conscious of their individual stake in the preservation of democratic life in America. Those things have toughened the fiber of our people, have renewed their faith and strengthened their devotion to the institutions we make ready to protect.

Certainly this is no time for any of us to stop thinking about the social and economic problems which are the root cause of the social revolution which is today a supreme factor in the world.

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For there is nothing mysterious about the foundations of a healthy and strong democracy. The basic things expected by our people of their political and economic systems are simple. They are:

Equality of opportunity for youth and for others.

Jobs for those who can work.

Security for those who need it.

The ending of special privilege for the few.

The preservation of civil liberties for all.

The enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living.

These are the simple, basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world. The inner and abiding strength of our economic and political systems is dependent upon the degree to which they fulfill these expectations.

Many subjects connected with our social economy call for immediate improvement.

As examples:

We should bring more citizens under the coverage of old-age pensions and unemployment insurance.

We should widen the opportunities for adequate medical care.

We should plan a better system by which persons deserving or needing gainful employment may obtain it.

I have called for personal sacrifice. I am assured of the willingness of almost all Americans to respond to that call.

A part of the sacrifice means the payment of more money in taxes. In my Budget Message I shall recommend that a greater portion of this great defense program be paid for from taxation than we are paying today. No person should try, or be allowed, to get rich out of this program; and the principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation.

If the Congress maintains these principles, the voters, putting patriotism ahead of pocketbooks, will give you their applause.

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.

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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.

Since the beginning of our American history, we have been engaged in change -- in a perpetual peaceful revolution -- a revolution which goes on steadily, quietly adjusting itself to changing conditions--without the concentration camp or the quick-lime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women; and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights or keep them. Our strength is our unity of purpose. To that high concept there can be no end save victory.

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Name _____

Questions The Four Freedoms Speech-Franklin Roosevelt

1. To whom was this speech delivered?

2. What was the occasion for the speech?

3. Where did the United States stand on involvement in World War II prior to the delivery of the "Four Freedoms Speech"?

3. What call to action did the "Four Freedoms Speech" issue?

4. The Four Freedoms Speech coincided with the introduction of the Lend-Lease Act of 1941, which promoted Roosevelt's plan to become the "arsenal of democracy" and support the Allies (mainly the British) with much-needed supplies. The Lend-Lease Act of 1941 allowed the United States to lend or lease war supplies to countries that were considered vital to the defense of the United States. The act was passed by Congress in March 1941 and signed into law by President Franklin D. Roosevelt on March 11, 1941. Roosevelt advocates for the Lend-Lease Act in the Four Freedoms Speech, what does he ask the 77th Congress to do? Cite evidence from the text.

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5. What does Roosevelt ask the American people to do?

6. Describe an event or incident currently, or from history that violates one (or more) of the freedoms. What were (are) the conditions that have allowed this to happen? How can these conditions be corrected or prevented so that the violation will not continue in the future?

7. Who is FDR trying to persuade in the Four Freedoms speech?

8. What is the first of the four freedoms Roosevelt listed in his speech?

9. What is the second of the four freedoms Roosevelt listed in his speech?

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10. What is the third of the four freedoms Roosevelt listed in his speech?

11. What is the first of the four freedoms Roosevelt list in his speech?

12. The First Amendment to the Constitution reads: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances". What are the similarities and differences between Roosevelt's four freedoms and the First Amendment.

	First Amendment	Four Freedoms
Similarities		
Differences		

13. Who was Norman Rockwell?

14. What contribution did Rockwell make to the Four Freedoms Speech?

15. How did the paintings help the war effort?

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Answer Key

Name _____

Questions The Four Freedoms Speech-Franklin Roosevelt

1. To whom was this speech delivered? **This speech was delivered to the 77th Congress of the United States.**

2. What was the occasion for the speech? **This speech was delivered as the State of the Union Address to the US Congress.**

3. Where did the United States stand on involvement in World War II prior to the delivery of the "Four Freedoms Speech"? **The United States went back to a policy of isolationism following World War I. The isolationist were opposed to entering the war, preferring to build up the arsenals of the United States**

3. What call to action did the "Four Freedoms Speech" issue? **Roosevelt issued a call to action to defend global democracy, stating that the United States had a responsibility to fight for four universal freedoms people the world over ought to enjoy. As captured by this speech, World War II was not simply a war to defeat dictators, but it was a war to preserve the fundamental freedoms that defined life in a free, democratic society.**

4. The Four Freedoms Speech coincided with the introduction of the Lend-Lease Act of 1941, which promoted Roosevelt's plan to become the "arsenal of democracy" and support the Allies (mainly the British) with much-needed supplies. The Lend-Lease Act of 1941 allowed the United States to lend or lease war supplies to countries that were considered vital to the defense of the United States. The act was passed by Congress in March 1941 and signed into law by President Franklin D. Roosevelt on March 11, 1941. Roosevelt advocates for the Lend-Lease Act in the Four Freedoms Speech, what does he ask the 77th Congress to do? Cite evidence from the text.

"I shall ask this Congress for greatly increased new appropriations and authorizations to carry on what we have begun.

I also ask this Congress for authority and for funds sufficient to manufacture additional munitions and war supplies of many kinds, to be turned over to those nations which are now in actual war with aggressor nations.

Our most useful and immediate role is to act as an arsenal for them as well as for ourselves. They do not need manpower, but they do need billions of dollar's worth of the weapons of defense.

The time is near when they will not be able to pay for them all in ready cash. We cannot, and we will not, tell them that they must surrender, merely because of present inability to pay for the weapons which we know they must have."

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5. What does Roosevelt ask the American people to do? **I have called for personal sacrifice. I am assured of the willingness of almost all Americans to respond to that call. A part of the sacrifice means the payment of more money in taxes. In my Budget Message I shall recommend that a greater portion of this great defense program be paid for from taxation than we are paying today. No person should try, or be allowed, to get rich out of this program; and the principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation.**

6. Describe an event or incident currently, or from history that violates one (or more) of the freedoms. What were (are) the conditions that have allowed this to happen? How can these conditions be corrected or prevented so that the violation will not continue in the future? **Answers will vary.**

7. Who is FDR trying to persuade in the Four Freedoms speech?

A great number of Americans remained committed to isolationism and the belief that the United States should continue to stay out of the war, but President Roosevelt understood Britain's need for American support and attempted to convince the American people of the gravity of the situation.

8. What is the first of the four freedoms Roosevelt list in his speech?

The first of the four freedoms was the **freedom of speech.**

9. What is the second of the four freedoms Roosevelt list in his speech?

The second was the **freedom to worship in one's own way.**

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10. What is the third of the four freedoms Roosevelt list in his speech?

The third was **freedom from want**.

11. What is the first of the four freedoms Roosevelt list in his speech?

The fourth freedom was **freedom from fear**.

12. The First Amendment to the Constitution reads: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances". What are the similarities and differences between Roosevelt's four freedoms and the First Amendment.

	First Amendment	Four Freedoms
Similarities		
Differences		

13. Who was Norman Rockwell? **Norman Rockwell was an American painter and illustrator. Rockwell is most famous for the cover illustrations of everyday life he created for The Saturday Evening Post.**

14. What contribution did Rockwell make to the Four Freedoms Speech? **Norman Rockwell created a series of paintings illustrating the four freedoms as international war goals that went beyond just defeating the Axis powers. In the series, he translated abstract concepts of freedom into four scenes of everyday American life.**

15. How did the paintings help the war effort? **The paintings served as the centerpiece of a massive U.S. war bond drive and went on a national tour to raise money for the war effort.**

Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 9-12	Lesson: Live with Purpose-Concern for the Future

Name _____

Re-Creation of the Four Freedoms of Roosevelt and Rockwell

TEACHER DIRECTIONS:

Directions: Students will click the QR Code or go to the following website

<https://time.com/longform/four-freedoms/>

Read the *Time Magazine* Article: "Norman Rockwell's Vision Four Freedoms Left Some People Out. These Artists Are Trying to Fill Those Gaps"



Examine each of the Rockwell paintings and the recreation of those paintings by artists Hank Willis Thomas and Emily Shur.

GROUP ACTIVITY:

1. Assign students into one group of four-Freedom from Fear Group and three groups of eight-Freedom of Speech, Freedom from Want, Freedom of Religion Groups. Numbers in groups of eight may vary depending on class size.
2. As a group, students will decide if they will need props, if so, what kind and who will bring what? Is there a space in your school that is conducive to recreating some of the paintings of their assigned freedom? For example, would they be able to set up their photo shoot in the cafeteria if their group is assigned the Freedom of Want painting?
3. Students will decide who will assume each "role" in the re-creation.
4. Students will fill in the Rockwell Re-creation Proposal and discuss their plan with you (the teacher) for approval before starting.
5. Students should be creative!

Wreaths Across America Lesson Plan

Teacher:	Date:
Grade: 9-12	Lesson: Live with Purpose-Concern for the Future

Name _____

Re-Creation of the Four Freedoms of Roosevelt and Rockwell

Directions: Click the QR Code or go to the following website

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Examine each of the Rockwell paintings and the recreation of those paintings by artists Hank Willis Thomas and Emily Shur.

GROUP ACTIVITY:

1. Your group will re-create the Rockwell Four Freedoms painting you have been assigned. You will recreate it digitally.
2. As a group, decide if you will need props, if so, what kind and who will bring what? Is there a space in your school that is conducive to recreating the painting of your assigned freedom? For example, would you be able to set up your photo shoot in the cafeteria if your group is assigned the Freedom of Want painting?
3. Decide who will assume each "role" in the re-creation.
4. Fill in the Rockwell Re-creation Proposal. Discuss your plan with your teacher for approval before starting.
5. Be creative!

**Wreaths Across America
Lesson Plan**

Teacher:	Date:
Grade: 9-12	Lesson: Live with Purpose-Concern for the Future

Rockwell Re-creation Proposal

Rockwell Painting to be re-created _____

Group Members _____

Special Setting Needed? YES NO If you answered yes, who will obtain permission for a date and time with the people in charge of that area?

Special Props Needed? YES NO If you answered yes, what is needed?

Special Costumes Needed? YES NO If you answered yes, what is needed?

Description of how you plan to re-create your assigned painting. _____
