

ACTIVITY 1.9 continued

3 As students are reading, monitor their progress. Be sure they are engaged with the text and annotating examples of rhetorical devices that help to express Roosevelt's ideas about freedom. Evaluate whether the selected reading mode is effective.

TEACHER TO TEACHER

Listening to parts of Roosevelt's original delivery of the speech at <http://www.fdrlibrary.marist.edu/fourfreedoms> might deepen students' appreciation of the text.

ACTIVITY 1.9 continued

What Is Freedom?

factor: an influence that contributes to a result

My Notes

pension: money paid to a person who no longer works

accordance: agreement, conforming to

3 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. For there is nothing mysterious about the foundations of a healthy and strong democracy.

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

5 These are the simple, the 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.

6 Many subjects connected with our social economy call for immediate improvement. As examples:

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

8 We should widen the opportunities for adequate medical care.

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

10 I have called for personal sacrifice, and 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 will recommend that a greater portion of this great defense program be paid for from taxation than we are paying for today. No person should try, or be allowed to get rich out of the program, and the principle of tax payments in **accordance** with ability to pay should be constantly before our eyes to guide our legislation.

Chunk 2

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

12 In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

13 The first is freedom of speech and expression—everywhere in the world.

14 The second is freedom of every person to worship God in his own way—everywhere in the world.

15 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.

16 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.

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

1. **Key Idea and Details (RI.11–12.2) Summarize** the “basic things” that Roosevelt says Americans expect from their political and economic systems. Reread paragraph 4. What are the things in this list? Paraphrase them.

2. **Knowledge and Ideas (RI.11–12.8) What is a fundamental belief that Roosevelt has about the need for freedom in the world?** Reread paragraph 5. According to Roosevelt, what

is dependent on our having basic freedoms? Reread paragraph 17. When does Roosevelt think that this vision will come to be?

3. **Craft and Structure (RI.11–12.4) What do you think the word *antithesis* means, based on how Roosevelt uses it in his speech?** Find the word *antithesis* in paragraph 17 and identify context clues that suggest its meaning.

ACTIVITY 1.9 continued

7 After students have finished reading the text, discuss the four freedoms outlined in the speech with the class. It will be important as they move to the more difficult texts that they begin with a solid understanding of the four freedoms Roosevelt felt all humans deserved. The first two freedoms are fairly straightforward and should be easy for students to recognize and understand. The third and fourth freedoms are a little more ambiguous as you trace them through the next two documents.

8 Instruct students to add the four freedoms from Roosevelt’s speech to the table on this page. This table will serve as a tracking sheet for notes on the four freedoms in the Bill of Rights.

9 Read the Setting a Purpose for Reading sections with your students. Ask them what they already know about the Constitution.

10 FIRST READ: Based on the complexity of the passage and your knowledge of your students, you may choose to conduct the first reading in a variety of ways:

- independent reading
- paired reading
- small-group reading
- choral reading
- read aloud

TEACHER TO TEACHER

It is important that students understand their purpose for reading the Preamble and the Bill of Rights. If the students are clear that they are reading the documents for the key concept of freedom, they will be more likely to make the connections between the texts. Encourage interested students to make audio recordings of the Preamble and Bill of Rights, using their voices to express the gravitas of the key concept.

ACTIVITY 1.9 continued

What Is Freedom?

My Notes

Working from the Text

5. Use the graphic organizer to track the four freedoms outlined in Roosevelt’s speech, then read the Bill of Rights and make connections between the two sets of freedoms. Add your notes about those amendments. Once you have completed this graphic organizer, revisit your vocabulary tree and add details to your working definition of what it means to be an American.

Four Freedoms	Notes from the Bill of Rights
The first is freedom of speech and expression everywhere in the world.	Amendment I: make no law ... abridging the freedom of speech, or of the press;
The second is freedom of every person to worship God in his own way—everywhere in the world.	Amendment I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;
The third is freedom from want, everywhere in the world.	
The fourth is freedom from fear, everywhere in the world.	Amendments having to do with right to bear arms, not to fear unreasonable search and seizure; right to trial, etc. Many amendments address the freedom from fear.

Setting a Purpose for Reading

- Use the margin to summarize in a few words the right outlined in each amendment.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE DOCUMENT

The Constitution of the United States of America forms the basis of the U.S. government and outlines the rights of American citizens. Since its ratification, it has been amended 27 times. The first 10 amendments, written in 1791, are known as the Bill of Rights. The Preamble explains the purpose of the document.

ACTIVITY 1.9 continued

12 Based on the observations you made during the first reading, you may want to adjust your reading mode. You may want to find an authoritative audio version to play with the class.

13 SECOND READ: During the second reading students will be returning to the text to answer the text-dependent comprehension questions. You may choose to have students reread and work on the questions in a variety of ways:

- independently
- in pairs
- in small groups
- together as a class

14 Have students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

ACTIVITY 1.9 continued

What Is Freedom?

compulsory: required by law

My Notes

enumeration: complete and ordered listing

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have **compulsory** process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The **enumeration** in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Second Read

- Reread the historical document to answer these text-dependent questions.
 - Write any additional questions you have about the text in your Reader/Writer Notebook.
6. **Craft and Structure:** Based on the language of the Preamble and the Bill of Rights, what issue was important to the framers of the Constitution?
They were concerned with the rights of U.S. citizens. They wanted a document that outlined citizens' rights in a logical and clear fashion. RI.11–12.6
7. **Craft and Structure:** What is the meaning of the word *enjoy* as it is used in Amendment VI?
In this context, the word enjoy means “to possess” or “to benefit from.” RI.11–12.4
8. **Key Idea and Details:** Why do you think the framers of the Constitution felt they had to include Amendment VIII in the Bill of Rights?
They wanted to make absolutely sure that people who were arrested did not suffer from excessive fines or unfair punishment. RI.11–12.1
9. **Knowledge and Ideas:** Explain the purpose of the Constitution.
The purpose is to outline the rights and freedoms of American citizens, establish limits on the government, and explain how the government works. RI.11–12.9

SCAFFOLDING THE TEXT-DEPENDENT QUESTIONS

8. **Key Idea and Details (RI.11–12.1)** Why do you think the framers of the Constitution felt they had to include Amendment VIII in the Bill of Rights? Whose rights are protected by this amendment? What is the amendment trying to avoid?

9. **Knowledge and Ideas (RI.11–12.9)** Explain the purpose of the Constitution. Look back at the Preamble. What reasons are giving for establishing the Constitution?

