What Is Freedom?

Learning Targets

- Analyze the use of rhetorical features in an argumentative text.
- Compare how a common theme is expressed in different texts.
- Present, clarify, and challenge ideas in order to propel conversations.

Preview

In this activity, you will read a speech delivered by President Franklin D. Roosevelt and two parts of the Constitution of the United States to root your thinking in the foundational documents of the nation.

Setting a Purpose for Reading

- Underline words and phrases that define freedom.
- Highlight words and phrases that describe the concepts of America and American.
- Put a star next to particularly moving rhetoric.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

ABOUT THE AUTHOR

President Franklin Delano Roosevelt delivered this State of the Union speech on January 6, 1941. The speech outlines four key human rights. It acted as a reminder to the nation of the reasons for supporting Great Britain in its fight against Germany. Ultimately, the United States declared war on Germany in December 1941.

Speech

From

The Four Freedoms

by Franklin D. Roosevelt

Chunk 1

1. 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 the things worth fighting for.

2. 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.

disregard: lack of concern

fiber: essential character

COLLEGE AND CAREER READINESS STANDARDS

Focus Standards:

RI.11–12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11–12.1a: Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11–12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Additional Standards Addressed:

RI.11–12.1; RI.11–12.6; RI.11–12.10; SL.11–12.1c

ACTIVITY 1.9

PLAN

Suggested Pacing: 2 50-minute class periods

TEACH

1. Read the Preview and the Setting a Purpose for Reading sections with your students. Help them understand that they will be reading seminal texts of the United States to compare definitions of freedom. These texts are primary sources. Remind students that primary sources are valuable, and context is important in understanding them.

2. 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

Text Complexity

Overall: Very Complex
Lexile: 1180L
Qualitative: High Difficulty
Task: Moderate (Analyze)
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?

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:

- 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, 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.
17 “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.

18 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.

19 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 quicklime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

20 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 and keep them. Our strength is our unity of purpose.

21 To that high concept there can be no end save victory.

Second Read

1. Key Idea and Details: Summarize the “basic things” that Roosevelt says Americans expect from their political and economic systems.

2. Knowledge and Ideas: What is a fundamental belief that Roosevelt has about the need for freedom in the world?

3. Craft and Structure: What do you think the word antithesis means, based on how Roosevelt uses it in his speech?

4. Craft and Structure: Based on the conclusion of the speech, what is Roosevelt’s point of view about the role of American democracy in the world?

Scaffolding the Text-Dependent Questions

4. Craft and Structure (RI.11–12) Based on the conclusion of the speech, what is Roosevelt’s point of view about the role of American democracy in the world? Reread the final three paragraphs of the speech. How has the United States acted toward other nations struggling for freedom, from Roosevelt’s point of view?
### 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.

<table>
<thead>
<tr>
<th>Four Freedoms</th>
<th>Notes from the Bill of Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first is freedom of speech and expression everywhere in the world.</td>
<td>Amendment I: make no law ... abridging the freedom of speech, or of the press;</td>
</tr>
<tr>
<td>The second is freedom of every person to worship God in his own way—everywhere in the world.</td>
<td>Amendment I: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof;</td>
</tr>
<tr>
<td>The third is freedom from want, everywhere in the world.</td>
<td></td>
</tr>
<tr>
<td>The fourth is freedom from fear, everywhere in the world.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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.
The text of the Preamble has a high Lexile, but the concepts it outlines are ones that students should be able to grasp. As needed, help students understand meaning by reading and discussing phrases separately to construct an overall understanding. Consider starting a shared Google Form in which students list unfamiliar and difficult words and supply their own definitions based on context and experience.

Text Complexity
Overall: Complex
Lexile: 1930L
Qualitative: Moderate Difficulty
Task: Moderate (Analyze)

As students are reading, monitor their progress. Be sure they are engaged with the text and summarizing the freedom outlined in each amendment. Evaluate whether the selected reading mode is effective.

6. Craft and Structure (RI.11–12.6) Based on the language of the Preamble and the Bill of Rights, what issue was important to the framers of the Constitution?

List the nouns in the Preamble that express important values (like justice). Now categorize each amendment under one or more of these nouns.

7. Craft and Structure (RI.11–12.6) What is the meaning of the word enjoy, as it is used in Amendment VI? Reread the First Amendment. Would a person prosecuted for a crime enjoy the trial, as in “take pleasure in”? What else could enjoy mean then?
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?

7. Craft and Structure: What is the meaning of the word enjoy as it is used in Amendment VI?

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? Whose rights are protected by this amendment? What is the amendment trying to avoid?

9. Knowledge and Ideas: Explain the purpose of the Constitution. Look back at the Preamble. What reasons are giving for establishing the Constitution?
WORKING FROM THE TEXT

10. How are rights also freedoms?

11. Work in a group to complete the graphic organizer from Step 5 to compare the freedoms defined by Roosevelt and those in the Bill of Rights. What is the common theme between these documents? Compare how this theme is treated in the two texts. Synthesize the comments made by everyone, and use relevant details from each text to support your comparison.

SOCRATIC SEMINAR

To prepare for the Socratic Seminar, review the readings in this activity and write a response to the following pre-seminar questions. Use details from each text to support your thinking.

Pre-seminar questions:

- Why is freedom so important to Americans?
- Which of the freedoms mentioned in the text is the most important? Explain.
- To what extent are we as individuals responsible to ensure that all Americans have their rights and freedoms?

A successful seminar depends on the participants and their willingness to engage in the conversation. The following are things to keep in mind as you participate in a Socratic Seminar:

- Come prepared with your notes, and use them.
- Talk to the participants and not the teacher or seminar leader. Use appropriate eye contact, and speak clearly and audibly.
- Refer to the texts to support your thinking or to challenge an idea.
- Paraphrase what another student has said to make sure that you understand the point before challenging the opinion.

15. Conduct a brief discussion on the nuances of meaning of these two essential concepts: freedom and rights. You might use this opportunity to discuss how rights and freedoms are of paramount importance to our understanding of our identity as Americans. Finally, have students complete the graphic organizer on page 52 to show that they understand the link between the two texts.

16. Have students prepare for a Socratic Seminar by reviewing the texts in this activity and responding to the pre-seminar questions. This seminar should take about 20–25 minutes.

17. Facilitate the Socratic Seminar with the class, using the texts from this activity. Any of the three pre-seminar questions will work as your initial guiding question. Or begin with your own question that focuses students on the concept of freedom in America.

ASSESS

Observe and evaluate the points of comparison between the two documents that students have listed on the graphic organizer and whether they support the students’ theme statements and syntheses.

ADAPT

If students need additional help comparing and contrasting Roosevelt’s freedoms with those in the Bill of Rights, remind them they are looking for similarities and differences.

If students are uncomfortable with public speaking, give them time to rehearse what they plan to say.