

## Classroom Activities

### 1) The Peaceful Transfer of Power

Every four years the United States conducts a Presidential Inaugural. The pomp and ceremony of the event often overshadows the important and uniquely American tradition of the peaceful transfer of power from one Administration to the next. Discuss with your students why this peaceful transition is so important. Contrast the way that we transfer power to the way other nations do.

### 2) An Administration's Plans, Themes and Goals

Inaugural addresses are important because Presidents use them to introduce plans, themes and goals for the incoming administration. Divide the class into three groups and task the first with identifying the plans FDR shares for the new administration; the second with the themes and the third with the goals. How do each of these support each other? In what ways do they seem at cross purposes? (See worksheet below)

### 3) The Meaning of Fear Itself

Ask your students to write an essay that describes what FDR meant when he said, "*the only thing we have to fear is fear itself*?"

### 4) Testing for "Fake News" and "Alternative Facts"

One of the key challenges before us today is to determine the credibility of the information that is made available to us. What is "fake news" or "alternative facts" and what is legitimate news and real facts? Some years ago a Librarian named Molly Beestrum developed what is known as the CRAP test. **CRAP** is an acronym for **Currency/Clarity**, **Reliability/Relevance**, **Authority/Accuracy** and **Purpose /Point of View**. A brief description of what each of these means is provided below. More detailed information can be found on line.

#### **Currency/Clarity**

-When was the information created? \_\_\_\_\_

-How well does it reflect the events of the times? \_\_\_\_\_

#### **Reliability/Relevance**

-How well would the information stand up to peer review? \_\_\_\_\_

-Is it a primary or secondary source? \_\_\_\_\_

-Is the information general or detailed? \_\_\_\_\_

**Authority/Accuracy**

-Who is the author/source of the information? \_\_\_\_\_

-Where does the information come from? \_\_\_\_\_

-Is the information supported with evidence? \_\_\_\_\_

-Can the evidence be verified from other sources? \_\_\_\_\_

**Purpose /Point of View**

-Who is the intended audience? \_\_\_\_\_

-Is the information being provided to inform, teach, sell, entertain, motivate or persuade? \_\_\_\_\_

-Does the point of view appear objective and impartial? Why? \_\_\_\_\_

\_\_\_\_\_

Ask your students to apply this test to FDR's 1<sup>st</sup> Inaugural Address. Is the president's message real news or fake news? Is he presenting real facts or alternative facts? \_\_\_\_\_

**5) How Well Did He Do?**

When you have completed your unit on the Roosevelt era, ask your students to examine FDR's First Inaugural Address and ask them to assign a grade to FDR's accomplishments based on the plans and goals he set forth in the address. How well did he do? What factors might account for his successes and failures? Ask students who gave the administration vastly different grades to debate and defend the grades they assigned.

**6) Comparing Presidential Styles**

Compare and contrast out-going President Hoover's quote to in-coming President Roosevelt's quote. Why do you suppose Hoover's was so negative and Roosevelt's so positive? What facts, views, values or circumstances can account for such a stark difference? (See worksheet below)

**7) Web Quest the 1<sup>st</sup> Inaugural Address**

Ask students to visit the Pare Lorentz *Day by Day* website and review the timeline and calendar entries for March 4, 1933. Then ask them to answer the following questions:

- a) Nance Garner was FDR's first Vice President; what role had he played at the Democratic Convention that helped assure FDR got the nomination?
- b) What was First Lady Eleanor Roosevelt's assessment of the crowd's reaction to her husband's speech?
- c) Ask students to view the photograph of the out-going and in-coming presidents seated together in the car on the way to the Capitol. If each of them had a thought bubble over their heads, what do your students imagine the two men were thinking?
- d) Senator Joseph T. Robinson was very influential to getting the early New Deal programs enacted, for this he was given what nickname?

### **8) Inspirer-in-Chief**

President Roosevelt's Inaugural address is full of upbeat and inspirational phrases. Ask your students to select two such phrases and describe who, and how, these phrases were intended to inspire.

**How do each of the Administration's plans, themes and goals each other? In what ways do they seem at cross purposes?**

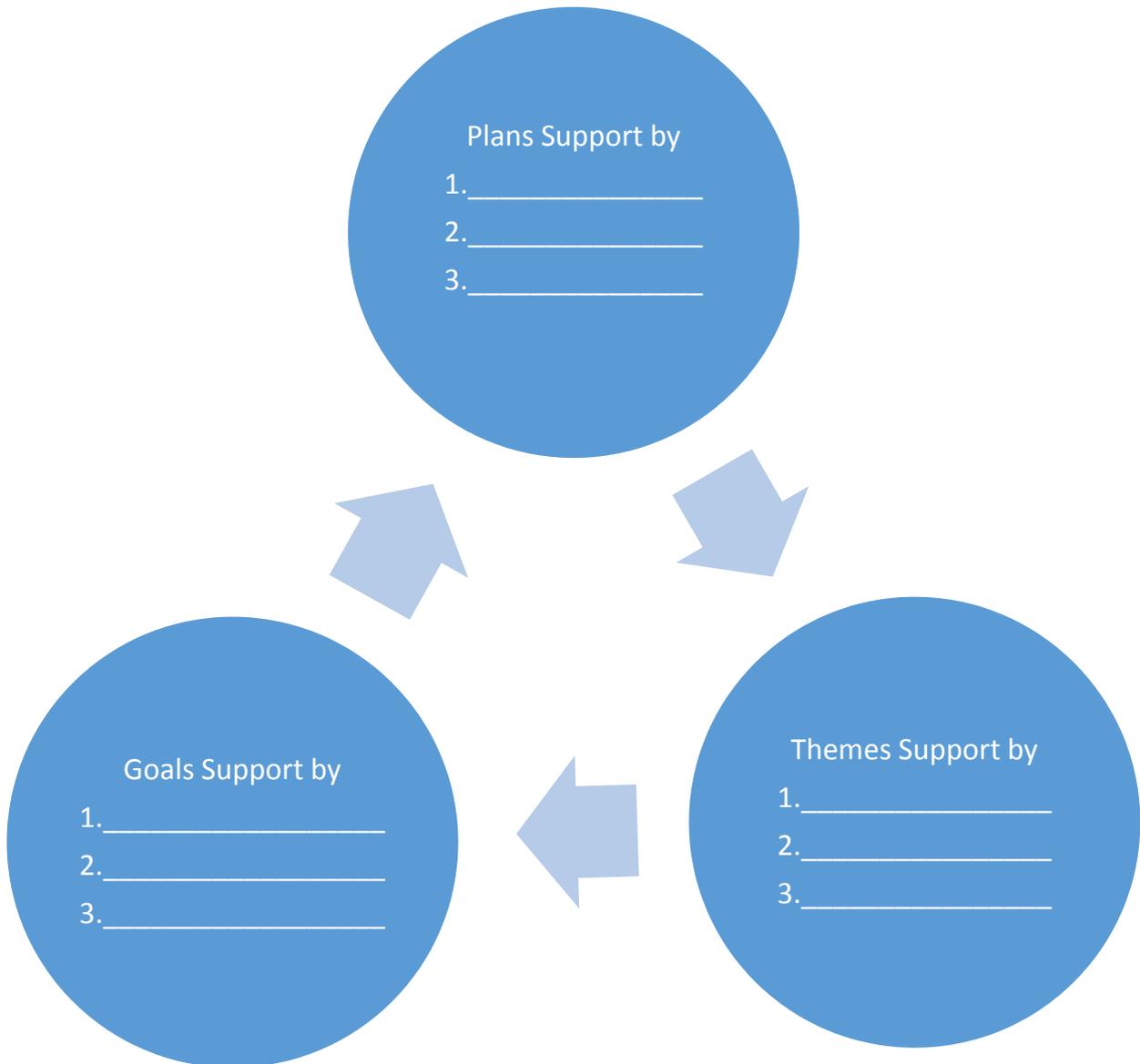
**An Administration's Plans, Themes and Goals** (Question # 6 Worksheet #1)

<b>Name Three Roosevelt Administration Plans:</b>	<b>Group #1</b>
1. _____	
2. _____	
3. _____	

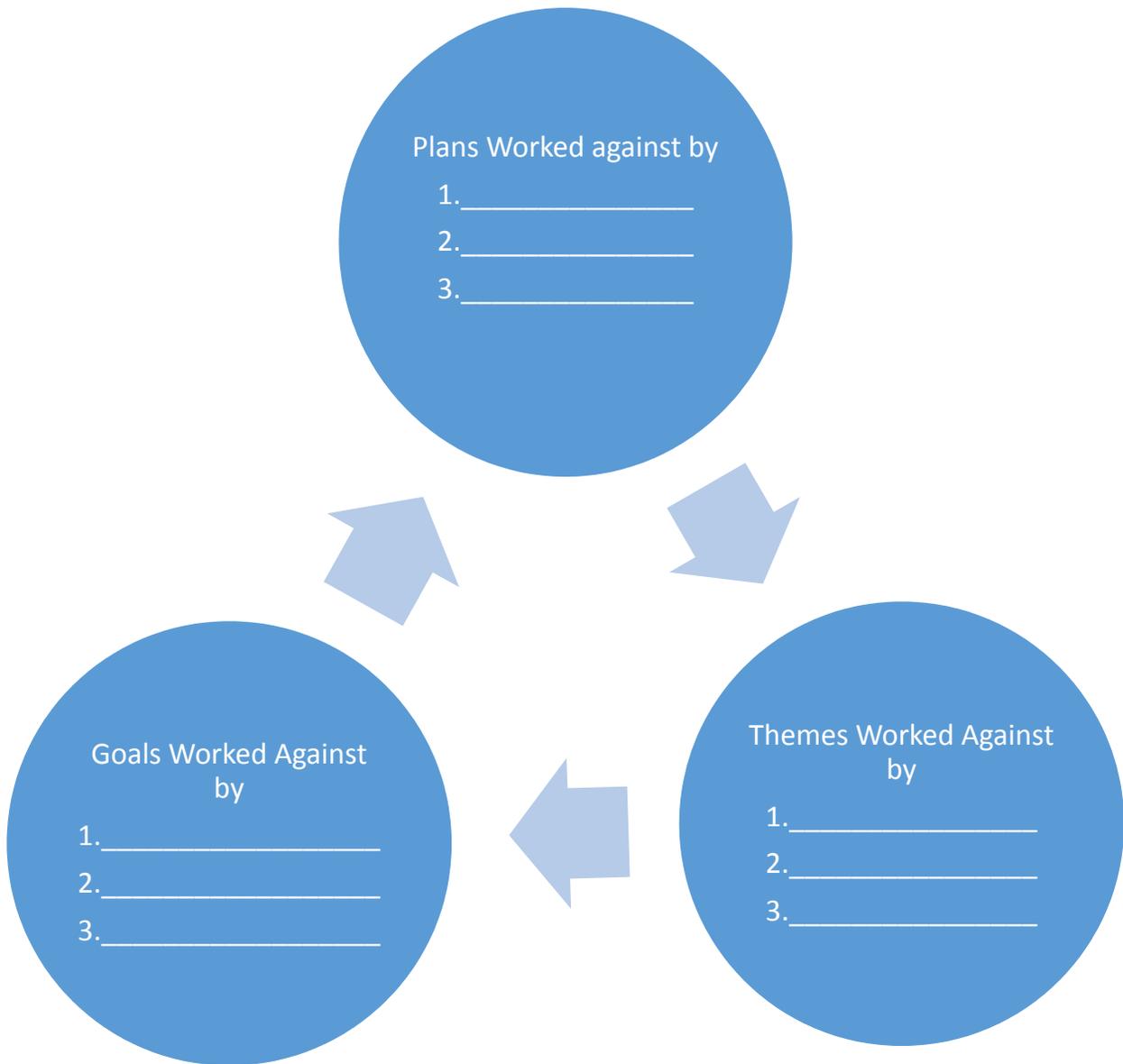
<b>Name Three Roosevelt Administration Themes:</b>	<b>Group #2</b>
1. _____	
2. _____	
3. _____	

<b>Name Three Roosevelt Administration Goals:</b>	<b>Group #3</b>
1. _____	
2. _____	
3. _____	

**How did the Roosevelt Administration’s plans, themes and goals support each other?** (Question # 6 Worksheet #2)



**How did the Roosevelt Administration's plans, themes and goals work against each other?** (Question # 6 Worksheet #3)



**Comparing Presidential Styles - Hoover and Roosevelt** (Question # 6 Worksheet)

<h2>Herbert Hoover</h2>	
<b>Facts:</b> 1. _____ 2. _____ 3. _____	<b>Views:</b> 1. _____ 2. _____ 3. _____
<b>Circumstances:</b> 1. _____ 2. _____ 3. _____	<b>Values:</b> 1. _____ 2. _____ 3. _____

<h2>Franklin Roosevelt</h2>	
<b>Facts:</b> 1. _____ 2. _____ 3. _____	<b>Views:</b> 1. _____ 2. _____ 3. _____
<b>Circumstances:</b> 1. _____ 2. _____ 3. _____	<b>Values:</b> 1. _____ 2. _____ 3. _____