



Curriculum Guide

Franklin D. Roosevelt and WWII

Teaching Activities and Assignments

History

The Importance of Primary Sources Describe the importance of keeping and maintaining historic records. Remind students that historic evidence can come in the form of photographic images, written and printed documents, three dimensional objects and artifacts, sound recordings, and oral histories. Have students read letters and diaries, and examine period objects and artifacts from the Great Depression and discuss how they contribute to our understanding of the era.

History Speaks Provide students with excerpts from the diaries kept by people during the Second World War. Then have them prepare a list of interview questions they can use to prepare their own 'oral history' of someone in their community who experienced WWII firsthand. Encourage students to seek out not just soldiers from the war, but others such as nurses, trainers, civil defense administrators, and factory workers. All of these people made a contribution to the war effort, and have a story to tell.

Having completed the above, ask students to locate veterans from subsequent wars and repeat the interview process. Are there any themes that can be seen in the experiences of the veterans from the various wars?

The Four Freedoms: Violations in the Past and Present Share with your students the excerpt from President Roosevelt's 1941 State of the Union Address in which he outlines his Four Freedoms. Ask the students to consider what each one means. Then have them 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?

Prelude to War Have students review a series of documents that were circulated in the government in the years and months prior to our involvement in WWII. What do these documents tell us about America's mood and intentions prior to December of 1941? Who was creating these documents and for whom were they intended? Compare the conditions and situations described in the documents prior to the war with the reality that we now understand actually existed. What lessons can we learn from these documents of the past that we can apply to today?

Fine Arts

The Four Freedoms: In Tone and Texture Share with your students the excerpt from President Roosevelt's 1941 State of the Union Address in which he outlines his Four Freedoms. Then share with them the classic paintings they inspired Norman Rockwell to produce. Ask the students to analyze the paintings considering the: composition, texture, tone, mood, subject, scale, color, and the artist's point of view. Given the media saturation we now experience, how might Rockwell have altered these works to appeal to an audience today?

Civics, Citizenship and Government

The Four Freedoms: Core of the Charters of Freedom Share with your students the excerpt from President Roosevelt's 1941 State of the Union Address in which he outlines his Four



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Freedoms. Ask the students to consider what each one means, then have them identify the sections of the Constitution and the Bill of Rights that protects each of these freedoms. Have them trace how the meanings of these freedoms, and the ways they have been violated and protected have changed overtime. It what ways are they threatened today?

The President Speaks to the Nation: The War at Home

Play the recording of President Roosevelt's December 9, 1941 fireside chat. Ask students to itemize the list of products the President is calling for to be rationed. What justification did he use for implementing the rationing? What additional actions did the President call for? Ask students to consider the broader economic and social changes that the President's calls for sacrifice brought about.

Take Me Out to the Ball Game: Share with your students the letter President Roosevelt sent to Kenesaw Landis in January of 1942. What advice does FDR offer? How does FDR characterize the importance of baseball? What special considerations does he suggest in terms of the players and the times of the games? How could a game be so important that the President of the United States takes time out during a war to write a personal letter? Ask students to speculate as to why the President wrote a personal letter as opposed to an official letter? (Letters appear at the end of this section)

Writing and Journalism

V-Mail Censorship: News You Can Use Share with your students the guidelines for wartime letter writing. Explain to your students what V-mail was and how it was used during World War II. Then give them a copy of a letter and ask them to pretend they are a wartime censor. Have them identify which portions of the letters they would they eliminate for wartime security purposes. How might the enemy have used this information to their advantage? What kind of information do we need to be careful about splashing around today?

(Documents appear at the end of this section)

The Four Freedoms: Exercised In Your Life Today Share with your students the excerpt from President Roosevelt's 1941 State of the Union Address in which he outlines his Four Freedoms. Ask the students to consider what each one means then have them keep a journal that describes how they exercise each of those freedoms in their own lives over the course of a week or two. Ask them to consider how their lives would be different if that freedom were to be taken away. Ask the students to imagine that FDR had included a fifth freedom. What would it have been?

Geography

A President Speaks to the Nation: The Global War

Play the recording of President Roosevelt's February 23, 1942 fireside chat in which he takes the nation on a virtual tour of the progress being made in the war in the Pacific. Provide them with a map so they can follow along with the President. Have students locate the United States and ask them to calculate the distances to the various places. Ask the students to select one of the places mentioned, and research the importance of that place during the war and conditions in that country today.



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Hands-On Learning

Grow a Victory Garden: Ask students to plan a victory garden like the ones grown during WWII. How much space would they need for their garden? When would they expect to plant and harvest their produce? How much time would they need to spend each week to tend to the garden? What crops would they include in their garden? Why? How would they use the crops grown in the garden.

Code Breakers: Have students review the code material and then ask them to develop a system of code of their own. Next ask them to consider how history might have been different if a bit of information had been available to our side or their side in the war.

A Picture is Worth a Thousand Words: Present students with a series of propaganda posters that were produced during World War II. What themes and symbols are being used? What emotions and reactions are the posters trying to elicit? Where were these posters likely to have been displayed? Now ask the students to prepare their own propaganda posters using similar themes, symbols, and emotions. Display them at some public event, or present the assignment in the form of a contest. Is the public reaction what the student intended it to be?

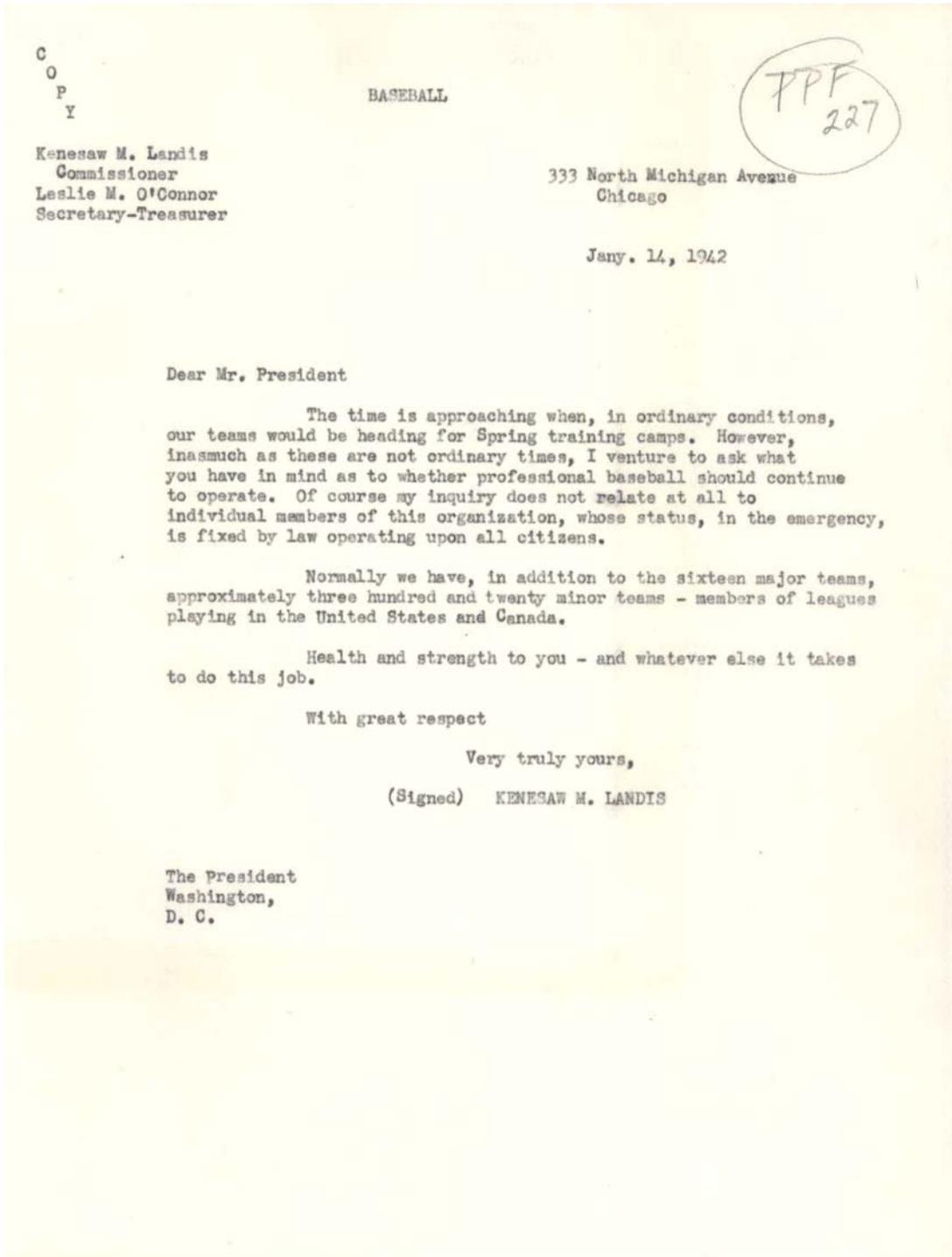
The Home Front: Provide students with a copy of a ration book from World War II. Have them imagine they are planning a birthday party for their sibling, and they must figure out how to buy the items necessary for the party using their ration coupons. Ask students to prepare a "care Package" for a soldier far from home. What types of things would they include?



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Take me out to the Ballgame document



C
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BASEBALL

PPF
227

Kenesaw M. Landis
Commissioner
Leslie M. O'Connor
Secretary-Treasurer

333 North Michigan Avenue
Chicago

Jan. 14, 1942

Dear Mr. President

The time is approaching when, in ordinary conditions, our teams would be heading for Spring training camps. However, inasmuch as these are not ordinary times, I venture to ask what you have in mind as to whether professional baseball should continue to operate. Of course my inquiry does not relate at all to individual members of this organization, whose status, in the emergency, is fixed by law operating upon all citizens.

Normally we have, in addition to the sixteen major teams, approximately three hundred and twenty minor teams - members of leagues playing in the United States and Canada.

Health and strength to you - and whatever else it takes to do this job.

With great respect

Very truly yours,

(Signed) KENESAW M. LANDIS

The President
Washington,
D. C.



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NPkOS-

P.P.F.
227

January 15, 1942.

My dear Judge:-

Thank you for yours of January fourteenth. As you will, of course, realize the final decision about the baseball season must rest with you and the Baseball Club owners -- so what I am going to say is solely a personal and not an official point of view.

I honestly feel that it would be best for the country to keep baseball going. There will be fewer people unemployed and everybody will work longer hours and harder than ever before. x170

And that means that they ought to have a chance for recreation and for taking their minds off their work even more than before. xPP2468

Baseball provides a recreation which does not last over two hours or two hours and a half, and which can be got for very little cost. And, incidentally, I hope that night games can be extended because it gives an opportunity to the day shift to see a game occasionally.

As to the players themselves, I know you agree with me that individual players who are of active military or naval age should go, without question, into the services. Even if the actual quality of the teams is lowered by the greater use of older players, this will not dampen the popularity of the sport. Of course, if any individual has some particular aptitude in a trade or profession, he ought to serve the Government. That, however, is a matter which I know you can handle with complete justice.

Here is another way of looking at it -- if 300 teams use 5,000 or 6,000 players, these players are a definite recreational asset to at least 20,000,000 of their fellow citizens -- and that in my judgment is thoroughly worthwhile. x189

With every best wish,

Very sincerely yours,

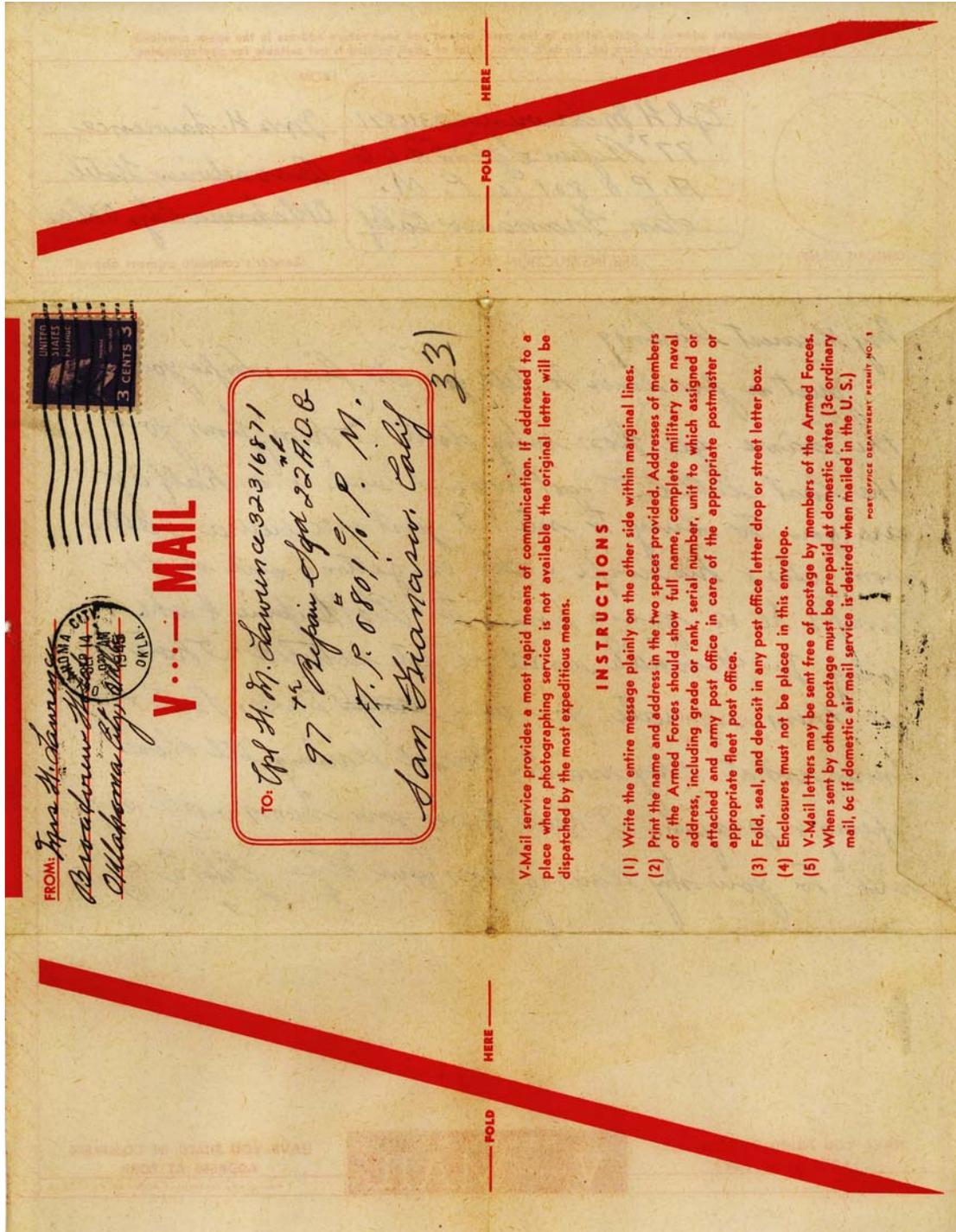
Hon. Kenesaw M. Landis, ^{x4}
233 North Michigan Avenue,
Chicago,
Illinois.

Take me out to the Ballgame document



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V-mail document



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Print the complete address in plain letters in the panel below, and your return address in the space provided on the right. Use typewriter, dark ink, or dark pencil. Faint or small writing is not suitable for photographing.

TO: *Cpl H. M. Lawrence 32316871*
97th Repair Sgd 22nd A.D.C.
A.P.O 801st P.M.
San. Francisco Calif

FROM: *Mrs H. Lawrence*
Broadview Hotel
Oklahoma City, Okla

(CENSOR'S STAMP) SEE INSTRUCTION NO. 2 (Sender's complete address above)

My dearest Darling
 just a few lines to tell you ~~do~~ fine hope you are
 the same. gee hon why dont I hear from you
 the last letter I got was 1 week & a half ago?
 are you too busy to write? I just recieved a letter
 from Les & his wife & Les is getting out of the
 Army & he is going home to Polkypsi & she is
 going to Florida until he gets settled. I hate to
 see them seperate for any ~~long~~ time. But they
 know what they want. Well Darling I'll close
 hoping & praying I hear from you soon. all my
 love to you my Darling from your wife Edna

HAVE YOU FILLED IN COMPLETE ADDRESS AT TOP? **REPLY BY V...-MAIL** HAVE YOU FILLED IN COMPLETE ADDRESS AT TOP?
POST OFFICE DEPARTMENT PERMIT NO. 1

V-mail document



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Written Document Analysis Worksheet

1. **Type of Document** (check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional Report |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press Release | <input type="checkbox"/> Census Report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. **Unique Physical Qualities of the Document** (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. **Dates of Document:** _____

4. **Author (or creator) of the Document:** _____
Position (title): _____

5. **For what audience was the document written?**

6. **How credible (or reliable) is this source?** (check one)

- Very Reasonably Questionable Not at all

7. **Document Information:**

A. List three things the author said that you think are important:

1. _____
2. _____
3. _____

B. Why do you think this document was written? What purpose does it serve?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

1. _____
2. _____

