

Critically Analyze and Understand Primary/ Secondary Resources using FDR's 1933 Inauguration

Goal

Using the first inauguration of Franklin D. Roosevelt as context, learn to critically analyze primary and secondary sources.

High School Language Arts Standards

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

claim.

11.2 - Analyze and critique the reasoning in historical, scientific, technical, cultural, and

11.1 - Evaluate the effectiveness of the author's use of text features and structures to support an influential argument in writing.

High School Social Studies Standards

Standard USHC-6: The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s.

USHC-6.4 - Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including the effectiveness of New Deal programs in relieving suffering and achieving economic recovery, in protecting the rights of women and minorities, and in making significant reforms to protect the economy, such as Social Security and labor laws.

Objectives

1. Distinguish between primary and secondary sources
2. Be able to critically analyze sources for bias and objectivity
3. Understand the strengths and weaknesses of primary and secondary sources

Background Sources

Between the Waters:

<http://betweenthewaters.gomadmonkey.com/hobcaw-house/sons-room/the-president-slept-here/>

Franklin D. Roosevelt Presidential Library and Museum -

<http://www.fdrlibrary.marist.edu/archives/pdfs/hundreddays.pdf>

Reference for teacher to help define and distinguish terms -

<http://www.scholastic.com/teachers/lesson-plan/chasing-lincolns-killer-storia-teaching-guide>

Materials

The Inauguration of Franklin D. Roosevelt, 1933: Between the Waters Political Cartoon - Son's Room <http://betweenthewaters.gomadmonkey.com/hobcaw-house/sons-room/>

News Clip of the inauguration of Franklin D. Roosevelt, 1933 - Between the Waters:
<http://betweenthewaters.gomadmonkey.com/hobcaw-house/sons-room/the-president-slept-here/>

Full video at archive.org:

https://archive.org/details/1933-03-05_Extra_Special_Roosevelt_Inaugurated

Pages from FDR's First Inaugural Address - National Archives - Teaching with Documents: FDR's First Inaugural Address <https://www.archives.gov/education/lessons/fdr-inaugural/>

Franklin D. Roosevelt and the New Deal, 1932-1940 by Otis Graham (excerpt)

Activity:

1. Divide the class into three groups and give each group a separate source (one: book excerpt; two: news clip; three: political cartoon).
2. Explain the difference between primary and secondary sources and ask the class to identify which source they have.
3. Each group will read through their source and identify key issues and main points from the information they find. They should determine which information is fact and which is opinion. They will identify whether their source is a primary or secondary source, giving specific reasons for their choice.
4. Each group should relate their information to the specific historical context from which it is taken. In other words, students should be able to relay the background that made this historical document important.
5. Discuss the pros and cons of each source; explain how students must analyze each source for objectivity and accuracy
6. Students should be able to properly cite sources

Possible student choices to complete the activity

1. Create a chart that visually shows steps 3, 4, and 5 of the activity.
2. Create a presentation that visually shows steps 3, 4, and 5 of the activity.
3. Create an audio narrative, (possibly a radio show analysis), similar to "Roosevelt's Fireside Chats" which creatively highlights steps 3, 4, and 5 of the activity.

Lesson Expansion: Knowing how to analyze sources

- Give each group all of the sources and ask them to write a brief summary of the inauguration or provide a short presentation on the inauguration.
- Ask each group to explain what they used from each source and how each source was helpful/ what they used from each source/ what they learned about the inauguration and issues with primary/secondary sources and memory.

Vocabulary to use/ look for

Primary Source, Secondary Source, Objectivity, Bias

Assessment Rubric

Analysis of Document

Exemplary - Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with view of others

Adequate - Offers accurate analysis of the document

Minimal - Demonstrates only a minimal understanding of the document

Attempted - Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document

Knowledge of Historical Context

Exemplary - Shows evidence of thorough knowledge of period in which source was written; relates primary/secondary source to specific historical context in which it was written

Adequate - Uses previous general historical knowledge to examine issues included in document

Minimal - Demonstrates limited use of previous historical knowledge without complete accuracy

Attempted - Barely indicates any previous historical knowledge

Identification of Key Issues/Main Points

Exemplary - Identifies the key issues and main points included in the primary source; shows understanding of the author's goal(s)

Adequate - Identifies most but not all of the key issues and main points in the primary source

Minimal - Describes in general terms one issue or concept included in the primary source

Attempted - Deals only briefly and vaguely with the key issues and main points in the document

Resources

Exemplary - Uses several outside resources in addition to given primary/secondary sources

Adequate - Uses 1-2 outside resources in addition to given primary/secondary sources

Minimal - Relies heavily on the material/information provided

Attempted - Relies exclusively on the material/information provided; no evidence of outside resources

Identification of Literary Devices

Exemplary - Analyzes author's use of literary devices such as repetition, irony, analogy, and sarcasm

Adequate - Mentions author's use of literary devices but does not develop fully

Minimal - Does not discuss author's use of literary devices

Attempted - Does not discuss author's use of literary devices

Understanding of Audience

Exemplary - Shows strong understanding of author's audience

Adequate - Shows some understanding of author's audience

Minimal - Shows little understanding of author's audience

Attempted - Shows no understanding of author's audience