

## **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](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