

Celebrate Freedom

Marsha Yoder, EA Social Studies/History
Lawton Chiles Middle Academy
Polk County Schools

Type of Lesson: Use of Art to Enhance History

Goal: To use American art to generate an understanding of the concept of freedom.

This lesson could be used when studying the Constitution, in a unit on World War II, or as part of the Celebrate Freedom Week mandate in the state of Florida.

Sunshine State Standards: SS.A.1.3.2, SS.A.3.3.1, SS.A.3.3.4, SS.C.1.3.1, SS.C.2.3.1

Materials: Reproductions of Norman Rockwell's *The Four Freedoms* prints (as posters or accessed through <http://www.best-norman-rockwell-art.com/four-freedoms.html> or <http://www.ourdocuments.gov/doc.php?flash=true&doc=70>).

Copy of Franklin Roosevelt's 1941 Speech, an excerpt

(<http://otis.rooseveltinstitute.org/publicawareness/fourfreedoms> or

<http://www.ourdocuments.gov/doc.php?flash=true&doc=70>; audio version:

http://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_freedoms.html#) or its entirety (<http://www.fdrlibrary.marist.edu/4free.html>, audio version:

<http://www.americanrhetoric.com/speeches/fdrthefourfreedoms.htm>). Art supplies: drawing or poster paper, markers, crayons, colored pencils, etc.

Day One:

1. Define freedom. Brainstorm a list of freedoms we enjoy in the United States. Where are most of our basic freedoms guaranteed? (Bill of Rights – may refer to in textbook.)
2. Which freedoms are most treasured? Does our appreciation remain consistent or does our emphasis change during different periods of history? Share Franklin Roosevelt's *The Four Freedoms*. What was happening in America in 1941? Listen to or read his speech.
3. Who was Norman Rockwell? Can students name any of his famous images? Tell how Rockwell was inspired by Roosevelt's speech and came up with paintings that represented his interpretation of *The Four Freedoms* (Freedom from Want, Freedom from Fear, Freedom of Speech, Freedom of Worship). These images became covers for *The Saturday Evening Post* magazine in 1943. Are all of these freedoms guaranteed in the Bill of Rights? Share each painting with the students. Analyze why these images were chosen. How do they reflect what was happening in the United States in the 1940s? How would you guess they were received by the American people?

Day Two

1. Review *The Four Freedoms* that were identified by Roosevelt in 1941.
2. Students will work in small groups today. As a group, they are to choose a freedom they hold precious. It could be one of *The Four Freedoms*, one from the Bill of Rights, or they could identify yet a different freedom.
3. Show Rockwell's interpretations of *The Four Freedoms*. Students now will create their own poster illustrating and interpreting their freedom as befitting our lives in the 21st Century.
4. Students present their freedom posters to the class.