

Teaching Persuasive Speaking and History with Documents: *Declaration of War on Japan and Justice Will Be Done*

Grade Level or Special Area: 7th Grade Language Arts/History

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Length of Unit: Eleven fifty-five minute lessons

I. ABSTRACT

This unit gives a brief background to Roosevelt’s speech *Declaration of War on Japan* and a brief background to George W. Bush’s speech *Justice Will Be Done*. Students are introduced to a few literary terms and are guided through an analysis and comparison of the characteristics of the two pieces. Finally, students develop strategies for persuasive speaking in order to articulate one excerpt from either speech.

II. OVERVIEW

A. Concept Objectives

1. [Develop an awareness] of the international background of World War II [and of the War on Terrorism]. (*National History Standards, ERA 8, Standard 3A*)
2. [Understand] positions about how United States foreign policy is made and the means by which it is carried out. (*National Standards for Civics and Government, Standard IV.B.2*)
3. Determine and understand how literary techniques, voice, expression, and gestures are employed to move a speech.
4. Develop strategies for persuasive speaking in order to articulate a persuasive speech.

B. Content from the *Core Knowledge Sequence*

1. Pearl Harbor, December 7, 1941: “A day that will live in infamy.” (7th Grade History, p. 166)
2. *Declaration of War on Japan* by Franklin D. Roosevelt (7th Grade Language Arts, p. 161)
3. The Middle East... (8th Grade History and Geography, p. 189)

C. Skill Objectives

1. Examine historical writings for point of view, historical context... (*Colorado Benchmark for 7th Grade History*)
2. Recognize an author’s point of view and purpose. (*Colorado Benchmark for 7th Grade Reading and Writing*)
3. Demonstrate knowledge of geography of ... the world in relation to the major events of World War II [and the War on Terrorism]. (*Colorado Benchmark for 7th Grade Geography*)
4. Evaluate strengths and identify areas for improvement in peer performance. (*Colorado Benchmark for 7th and 8th Grade Theatre*)
5. Compare and contrast texts with similar characters, plots, and/or themes. (*Colorado Benchmark for 7th Grade Reading and Writing*)
6. Determine the main idea or essential message in a text. (*Colorado Benchmark for 7th Grade Reading and Writing*)
7. [Students] ... analyze what they read, hear, and view. (*Colorado Benchmark for 7th Grade Reading and Writing*)
8. Students... speak for a variety of purposes and audiences. (*Colorado Standard 2 for Reading and Writing*)

9. Students know how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments. (*Colorado Standard 1 for Geography*)
10. Students read and understand a variety of materials. (*Colorado Standard 1 for Reading and Writing*)
11. Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (*Colorado Standard 4 for Reading and Writing*)
12. Students...speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Some understanding of events that led to the bombing of Pearl Harbor. *War, Peace and All That Jazz, Book 9* gives a thorough background. Refer to Appendix A: Background of *Declaration of War on Japan* for highlights.
 2. Some understanding of events that led to the attacks on 9-11. *Taliban: Militant Islam; Oil and Fundamentalism in Central Asia* gives a thorough background. Refer to Appendix F: Background to *Justice Will Be Done* for highlights.
- B. For Students
 1. Students will have acquired the skills necessary for competent spelling, and usage of a dictionary to check and correct words that present difficulty. (Grade 5)
 2. Students will have the understanding of how to use a topic sentence, how to develop a paragraph with examples and details, as well as the mechanics of the writing process. (Grade 4)
 3. Ideally, this unit should be taught after students have studied World War II (7th Grade, pages 165-166 from *Core Knowledge Sequence*.)

IV. RESOURCES

- A. Audio recording of Roosevelt's *Declaration of War on Japan*. (On line: www.wwnorton.com/eamerica/site_av.htm) (**Lesson Three**)
- B. *The Declaration of George W. Bush – September 20, 2001*. [VHS Tape] (Available at most major video outlets.) (**Lesson Six**)

V. LESSONS

Lesson One: Analyzing *Declaration of War on Japan* (two fifty-five minute sessions)

(This lesson is adapted from *Teaching With Documents Lesson Plan: "A Date Which Will Live in Infamy" – The First Typed Draft of Franklin D. Roosevelt's War Address.*)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. [Develop an awareness] of the international background of World War II [and of the War on Terrorism].
 - b. [Understand] positions about how United States foreign policy is made and the means by which it is carried out.
 - c. Determine and understand how literary techniques, voice, expression and gestures are employed to move a speech.
 - d. Develop strategies for persuasive speaking in order to articulate a persuasive speech.
 2. Lesson Content
 - a. Pearl Harbor, December 7, 1941: "A day that will live in infamy."
 - b. *Declaration of War on Japan* by Franklin D. Roosevelt

3. Skill Objective(s)
 - a. Examine historical writings for point of view, historical context...
 - b. Recognize an author's point of view and purpose.
 - c. Demonstrate knowledge of geography of ... the world in relation to the major events of World War II [and the War on Terrorism].
 - d. Recognize an author's point of view and purpose.
 - e. [Students] ... analyze what they read, hear, and view.
 - f. Students know how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.
 - g. Students read and understand a variety of materials.
 - h. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- B. *Materials*
1. Appendix A: Background of *Declaration of War on Japan* (one per student)
 2. Appendix B: *Declaration of War on Japan* Word Account (one per student)
 3. Appendix C: Analyzing *Declaration of War on Japan* Worksheet (one per student)
 4. Appendix D: Mapping Japan's Attacks (one per student)
 5. Appendix N: Answer Keys
 6. Draft of *Declaration of War on Japan*-can be found in various text books e.g. *Realms of Gold Volume Two*, or a photocopy of the original speech read by Roosevelt on-line at: www.archives.gov/exhibit_hall/american_originals/fdr.html (one per student)
 7. Map of Southeast Asia and Oceania-this can be found in any atlas (one per student)
 8. Colored pencils
- C. *Key Vocabulary*
1. Perfidies – violations of loyalty
 2. Infamy – an act with a grossly shocking reputation
 3. Solicitation – urgent request
 4. Diplomatic – relating to the practice of dealing with people or with international relations
 5. Repetition – a technique used in speech in which the speaker repeats himself
 6. Emotionally Charged Words – words that express intense feelings (e.g. love, hate, or despair)
 7. Self-preservation – protecting one self
 8. Moral superiority – the viewpoint that one is right or noble
- D. *Procedures/Activities*
1. Give students each a copy of Appendix B: *Declaration of War on Japan* Word Account. As a class, define each of the eight vocabulary words and literary terms from *Key Vocabulary* above. On Appendix B: *Declaration of War on Japan* Word Account, instruct students to write each syllable of these eight words in a different color e.g. black, purple, green, orange, and brown. To the left of each word, have students draw a representation of their word. For example, a picture of a stick dog running away from a stick figure could be a representation of the word perfidies. Artistic ability is not necessary here – *any* picture representation will do!
 2. Read over Appendix A: Background of *Declaration of War on Japan* together.
 3. Read *Declaration of War on Japan* aloud as a class.

4. Place students in groups of three. Have students complete Appendix C: Analyzing *Declaration of War on Japan* Worksheet. Also, provide students with a map of Southeast Asia and Oceania so they can complete Appendix D: Mapping Japan's Attacks.
 5. Using the questions from Appendix C: Analyzing *Declaration of War on Japan* Worksheet lead a class discussion.
- E. *Assessment/Evaluation*
1. Appendix C: Analyzing *Declaration of War on Japan* Worksheet. This worksheet is weighed at twenty points. (See Appendix N: Answer Keys for answers to this worksheet.) In all, two hundred and sixty-two points can be earned in this unit. Two-thirds of these points can be earned on the various worksheets and activities that are worth from five to twenty-four points each. One-third of the points can be earned on the end of unit test. Simply convert the points earned divided by the total points – two hundred and sixty-two – to a percentage to figure individual grades.
 2. Appendix D: Mapping Japan's Attacks. This assignment is weighed at 20 points.

Lesson Two: Analyzing Changes made to *Declaration of War on Japan* (one fifty-five minute sessions)

(This lesson is adapted from *Teaching With Documents Lesson Plan: "A Date Which Will Live in Infamy" – The First Typed Draft of Franklin D. Roosevelt's War Address.*)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. [Develop an awareness] of the international background of World War II [and of the War on Terrorism].
 - b. [Understand] positions about how United States foreign policy is made and the means by which it is carried out.
 - c. Determine and understand how literary techniques, voice, expression and gestures are employed to move a speech.
 - d. Develop strategies for persuasive speaking in order to articulate a persuasive speech.
2. Lesson Content
 - a. *Declaration of War on Japan* by Franklin D. Roosevelt
3. Skill Objective(s)
 - a. Examine historical writings for point of view, historical context...
 - b. Recognize an author's point of view and purpose.
 - c. Recognize an author's point of view and purpose.
 - d. [Students] ... analyze what they read, hear, and view.
 - e. Students read and understand a variety of materials.
 - f. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

B. *Materials*

1. Appendix B: *Declaration of War on Japan* Word Account (one per student)
2. Draft of *Declaration of War on Japan* can be found in various text books e.g. *Realms of Gold Volume Two*, or a photocopy of the original speech read by Roosevelt on-line at: www.archives.gov/exhibit_hall/american_originals/fdr.html (one per student)
3. Annotated version of the original draft of *Declaration of War on Japan* can be found on-line at: http://www.archives.gov/digital_classroom/lessons/day_of_infamy/images/infamy_address_1.gif (one per student)

- C. *Key Vocabulary*
1. Commenced – began
 2. Intervening – coming between two points
 3. Premeditated – to plan beforehand
 4. Treachery – violation of trust
 5. Hostilities – war
 6. Implications – involvements
 7. Dastardly – cowardly
 8. Unbounding - unlimited
- D. *Procedures/Activities*
1. Have students refer to their copy of Appendix B: *Declaration of War on Japan* Word Account. As a class, define each of the eight vocabulary words from *Key Vocabulary* above. On Appendix B: *Declaration of War on Japan* Word Account, instruct students to write each syllable of these eight words in a different color e.g. black, purple, green, orange, and brown. To the left of each word, have students draw a representation of their word. For example, a picture of a stick dog running away from a stick figure could be a representation of the word perfidies. Artistic ability is not necessary here – *any* picture representation will do!
 2. Give each student an annotated version of the original draft of *Declaration of War on Japan*. (This can be found at: http://www.archives.gov/digital_classroom/lessons/day_of_infamy/images/infamy_address_1.gif.) Considering the audiences that students have identified from question eight on Appendix C: *Declaration of War on Japan* Worksheet, ask students to select three handwritten changes to the original draft of the speech. Have students explain how these changes either strengthened or weakened the message to the audiences that they have identified. One key change that Roosevelt made was in his opening line. Originally, it read, "...a date which will live in world history." By changing world history to infamy the speech is strengthened because the word infamy expresses the shock and outrage towards Japan's attack whereas world history is a neutral term.
 3. Lead a class discussion on what students thought about the handwritten changes made to Roosevelt's speech.
- E. *Assessment/Evaluation*
1. Check to see that students did choose three changes made to Roosevelt's original draft and that students commented on these changes. Assign five points to this check.

Lesson Three: Analyzing a Sound Recording of *Declaration of War on Japan* (one fifty-five minute session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. [Understand] positions about how United States foreign policy is made and the means by which it is carried out.
 - b. Determine and understand how literary techniques, voice, expression, and gestures are employed to move a speech.
 - c. Develop strategies for persuasive speaking in order to articulate a persuasive speech
 2. Lesson Content
 - a. *Declaration of War on Japan* by Franklin D. Roosevelt

3. Skill Objective(s)
 - a. Examine historical writings for point of view, historical context...
 - b. Recognize an author's point of view and purpose.
 - c. Recognize an author's point of view and purpose.
 - d. [Students] ... analyze what they read, hear, and view.
 - e. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- B. *Materials*
 1. Appendix B: *Declaration of War on Japan* Word Account (one per student)
 2. Audio recording of Roosevelt's *Declaration of War on Japan*. (On line: www.wwnorton.com/eamerica/site_av.htm)
 3. Appendix E: Sound Recording of *Declaration of War on Japan* Worksheet (one per student)
 4. Appendix N: Answer Keys
- C. *Key Vocabulary*
 1. Tone – style or manner which expresses an emotion
 2. Mood – feeling
 3. Delivery – way of speaking
 4. Pitch – highness or lowness of sound
 5. Pace – rate or speed
 6. Uttermost – extreme; of the greatest amount
 7. Mincing – to cut into small pieces
 8. Inevitable - unavoidable
- D. *Procedures/Activities*
 1. Have students refer to their copy of Appendix B: *Declaration of War on Japan* Word Bank. As a class, define each of the eight vocabulary words and literary terms from *Key Vocabulary* above. On Appendix B: *Declaration of War on Japan* Word Account, instruct students to write each syllable of these eight words in a different color e.g. black, purple, green, orange, and brown. To the left of each word, have students draw a representation of their word. For example, a picture of a stick dog running away from a stick figure could be a representation of the word perfidies. Artistic ability is not necessary here – *any* picture representation will do!
 2. Give students a copy of Appendix E: Analyzing a Sound Recording of *Declaration of War on Japan* Worksheet. Read over the worksheet together. As a class, define *Key Vocabulary* along with any unfamiliar vocabulary on the handout. Have students complete the Pre-listening questions before listening to the speech.
 3. Listen to the recording.
 4. Have students complete Appendix E: Sound Recording of *Declaration of War on Japan* Worksheet.
 5. Using the questions from Appendix E: Sound Recording of *Declaration of War on Japan* Worksheet lead a class discussion.
- E. *Assessment/Evaluation*
 1. Appendix E: Sound Recording of *Declaration of War on Japan* Worksheet. This assignment is weighed at 20 points. (See Appendix N: Answer Keys for answers to this worksheet.)

Lesson Four: Background to *Justice Will Be Done* (one fifty-five minute session)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. [Develop an awareness] of the international background of World War II [and of the War on Terrorism].
 - b. [Understand] positions about how United States foreign policy is made and the means by which it is carried out.
2. Lesson Content
 - a. The Middle East...
3. Skill Objective(s)
 - a. Demonstrate knowledge of geography of ... the world in relation to the major events of World War II [and the War on Terrorism].
 - b. [Students] ... analyze what they read, hear, and view.
 - c. Demonstrate knowledge of geography of ... the world in relation to the major events of World War II [and the War on Terrorism].
 - d. Students know how to use and construct maps, globes and other geographic tools to locate and derive information about people, places, and environments.
 - e. Students read and understand a variety of materials.
 - f. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

B. *Materials*

1. Appendix F: Background to *Justice Will Be Done* (one copy per student)
2. Appendix G: Mapping Activities (one copy per student)
3. Appendix H: *Justice Will Be Done* Word Account (one per student)
4. Political map(s) or maps of Africa, Asia, and Europe-this can be found in any atlas (one per student)
5. Colored pencils (one set per student)

C. *Key Vocabulary*

1. Terrorism – acts of violence and intimidation carried out in order to achieve political goals (*The origin of the word traces back to the Reign of Terror in France in the 1790's. The newly established republican state used violence to destroy anyone who opposed its rule.*)
2. Mosque – place of worship for followers of Islam
3. Affiliated - connected
4. Extremism – excessiveness
5. Tactics – military methods
6. Muslim –one who follows the religious practices of Islam
7. Islam – a religion based upon the teachings of the prophet Mohammed and believing in one God (Allah)
8. Ideologies – sets of opinions

D. *Procedures/Activities*

1. Give students each a copy of Appendix H: *Justice Will Be Done* Word Account. As a class, define each of the eight vocabulary words from *Key Vocabulary* above. On Appendix H: *Justice Will Be Done* Word Account, instruct students to write each syllable of these eight words in a different color e.g. black, purple, green, orange, and brown. To the left of each word, have students draw a representation of their word. For example, a picture of judge's gavel could be a representation of the word resolution. Artistic ability is not necessary here – *any* picture representation will do!

2. Give each student a copy of Appendix F: Background to *Justice Will Be Done* and political map(s) of Africa, Asia, and Europe. As you read through the timeline together, point out these places to the students: Pakistan, Soviet Union, Saudi Arabia, Indian border to Pakistan and Calcutta, Sudan, Kenya, Tanzania, Bangladesh, Mauritania, and Yemen.
 3. Have students complete Appendix H: Mapping Activities.
- E. *Assessment/Evaluation*
1. Check to see that students did complete their mapping activities. Assign five points to this check.

Lesson Five: Analyzing *Justice Will Be Done* (two fifty-five minute sessions)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. [Understand] positions about how United States foreign policy is made and the means by which it is carried out.
 - b. [Determine and understand how literary techniques, voice, expression, and gestures are employed to move a speech.
 - c. Develop strategies for persuasive speaking in order to articulate a persuasive speech.
2. Lesson Content
 - a. The Middle East...
3. Skill Objective(s)
 - a. Examine historical writings for point of view, historical context...
 - b. Recognize an author's point of view and purpose.
 - c. [Students] ... analyze what they read, hear, and view w.
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

B. *Materials*

1. Appendix H: *Justice Will Be Done* Word Account (one per student)
2. Appendix I: Analyzing *Justice Will Be Done* Worksheet (one per student)
3. Appendix N: Answer Keys
4. Transcript of President Bush's speech *Justice Will Be Done*-can be found on-line at: http://www.school-for-champions.com/speeches/gwbush_21sep01.htm, (one per student)
5. Colored pencils

C. *Key Vocabulary*

1. Resolution – thing decided on
2. Indicted - accused
3. Imposing – forcing one's influence on others
4. Fringe – apart from the main purpose; outside
5. Clerics – clergymen, e.g., ministers, priests, pastors
6. Directive – order or instruction
7. Regime – system of government or rule
8. Imagery – speech conveying mental pictures

D. *Procedures/Activities*

1. Have students refer to their copy of Appendix H: *Declaration of War on Japan* Word Account. As a class, define each of the eight vocabulary words and literary terms from *Key Vocabulary* above. On Appendix H: *Justice Will Be Done* Word Account, instruct students to write each syllable of these eight words in a different color e.g. black, purple, green, orange, and brown. To the left of each word, have students draw a representation of their word. For example, a

picture of judge's gavel could be a representation of the word resolution. Artistic ability is not necessary here – *any* picture representation will do!

2. Read President Bush's speech, *Justice Will Be Done* aloud as a class, pointing out the logical progression of the speech as you read.
3. Place students in groups of three. Have students complete Appendix I: Analyzing *Justice Will Be Done* Worksheet.
4. Using the questions from Appendix I: Analyzing *Justice Will Be Done* Worksheet lead a class discussion.

E. Assessment/Evaluation

1. Appendix I: Analyzing *Justice Will Be Done* Worksheet. This worksheet is weighed at twenty-four points. (See Appendix N: Answer Keys for answers to this worksheet.)

Lesson Six: Analyzing a Video Recording of *Justice Will Be Done* (one fifty-five minute session)

A. Daily Objectives

1. Concept Objective(s)
 - a. Develop an awareness] of the international background of World War II [and of the War on Terrorism].
 - b. Understand] positions about how United States foreign policy is made and the means by which it is carried out.
 - c. Determine and understand how literary techniques, voice, expression, and gestures are employed to move a speech.
 - d. Develop strategies for persuasive speaking in order to articulate a persuasive speech.
2. Lesson Content
 - a. The Middle East...
3. Skill Objective(s)
 - a. Examine historical writings for point of view, historical context...
 - b. Recognize an author's point of view and purpose.
 - c. [Students] ... analyze what they read, hear, and view.
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

B. Materials

1. Appendix H: *Justice Will Be Done* Word Account (one per student)
2. Appendix J: Video Recording of *Justice Will Be Done* Worksheet (one per student)
3. Appendix N: Answer Keys

C. Key Vocabulary

1. Repressing – keeping down
2. Abetting – encouraging or helping
4. Blaspheme – abuse of God or sacred things
5. Atrocity – cruel act
6. Forsaking – giving up; leaving
7. Fascism – system of government in which all industry and labor is controlled by a central government and in which all opposition is kept down

D. Procedures/Activities

1. Have students refer to their copy of Appendix H: *Declaration of War on Japan* Word Account. As a class, define each of the six vocabulary words from *Key Vocabulary* above. On Appendix H: *Justice Will Be Done* Word Account, instruct students to write each syllable of these eight words in a different color

- e.g. black, purple, green, orange, and brown. To the left of each word, have students draw a representation of their word. For example, a picture of judge's gavel could be a representation of the word resolution. Artistic ability is not necessary here – *any* picture representation will do!
2. Give students a copy of Appendix J: Video Recording of *Justice Will Be Done* Worksheet. Read over the worksheet together. Have students complete the Pre-viewing questions before watching the video.
 3. View *The Declaration of George W. Bush – September 20, 2001*. [VHS Tape] (*This is available at most major video outlets.*)
 4. Have students complete Appendix J: Video Recording of *Justice Will Be Done* Worksheet.
 5. Using the questions from Appendix J: Video Recording of *Justice Will Be Done* Worksheet lead a class discussion.
- E. *Assessment/Evaluation*
1. Appendix J: Video Recording of *Justice Will Be Done* Worksheet weighed at twenty points. (See Appendix N: Answer Keys for answers to this worksheet.)

Lesson Seven: Comparing and Contrasting *Declaration of War on Japan* to *Justice Will Be done* (one fifty-five minute session)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Determine and understand how literary techniques, voice, expression, and gestures are employed to move a speech.
 - b. Develop strategies for persuasive speaking in order to articulate a persuasive speech.
 2. Lesson Content
 - a. *Declaration of War on Japan* by Franklin D. Roosevelt
 3. Skill Objective(s)
 - a. Examine historical writings for point of view, historical context...
 - b. Compare and contrast texts with similar characters, plots, and/or themes.
 - c. [Students] ... analyze what they read, hear, and view.
 - d. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- B. *Materials*
1. Appendix H: *Justice Will Be Done* Word Account (one per student)
 2. Appendix K: Compare and Contrast *Declaration of War on Japan* to *Justice Will Be Done*
- C. *Key Vocabulary*
1. Totalitarianism – system of government in which there is only one controlling political party and in which no other political groups are allowed
 2. Diplomacy – management of relations between nations
 3. Pluralism – “a condition of society in which numerous distinct ethnic, religious, or cultural groups coexist within one nation” (*American Heritage Dictionary*)
- D. *Procedures/Activities*
1. Have students refer to their copy of Appendix H: *Declaration of War on Japan* Word Account. As a class, define each of the three vocabulary words from *Key Vocabulary* above. On Appendix H: *Justice Will Be Done* Word Account, instruct students to write each syllable of these eight words in a different color e.g. black, purple, green, orange, and brown. To the left of each word, have students draw a representation of their word. For example, a picture of judge's

- gavel could be a representation of the word resolution. Artistic ability is not necessary here – any picture representation will do!
2. Give each student a copy of Appendix K: Compare and Contrast *Declaration of War on Japan to Justice Will Be Done*. Read through instructions with students asking them to compare and contrast Roosevelt’s speech to Bush’s speech. Also, have students choose which speech they thought was most effective and why. Finally, have them make a list of 10 characteristics that make an effective speech. Give students time to work on assignment in class and/or assign as homework.
- E. *Assessment/Evaluation*
1. Use Appendix K: Compare and Contrast *Declaration of War on Japan to Justice Will Be Done*.

Lesson Eight: Stand Up And Deliver (one to two fifty-five minute sessions)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Determine and understand how literary techniques, voice, expression, and gestures are employed to move a speech.
 - b. Develop strategies for persuasive speaking in order to articulate a persuasive speech.
 2. Lesson Content
 - a. *Declaration of War on Japan* by Franklin D. Roosevelt
 3. Skill Objective(s)
 - a. Evaluate strengths and identify areas for improvement in peer performance.
 - b. Students ... speak for a variety of purposes and audiences.
 - c. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
 - d. Students...speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- B. *Materials*
1. Appendix L: Sample Peer Evaluation
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Begin session by discussing the ten characteristics that students identified as making an effective persuasive speech. List their top choices on the board or overhead.
 2. Have students randomly pick Roosevelt or Bush’s speech so that there is a balance of students presenting on both documents.
 3. Have students pick one excerpt from the speech they picked to present as though they are the actual speakers. Students do not need to memorize the entire excerpt, but they should memorize their opening and closing line so that they are beginning and ending their speech by looking at their audience. Their speech should be no shorter than one minute and no longer than two minutes. Their peers will evaluate them on their performance. An average score of the evaluations completed by their peers will be calculated for their grade on this assignment. Remind students that practice makes perfect, and that a key ingredient in performing well will be based on whether or not they have adequately practiced their speech. Suggest to students that they read the speech aloud to a small audience of peers or to themselves in a mirror.

4. Create a rubric for peer evaluations based on the characteristics students identified from step one above. Some key items include: poise, confidence, eye contact, voice volume, pitch, rate, and appropriate emotional level. See Appendix L: Sample Peer Evaluation.
- E. *Assessment/Evaluation*
1. Students deliver an excerpt, one to two minutes long, from *Declaration of War on Japan* or *Justice Will Be Done*. Students will be evaluated by their peers. See Appendix L: Sample Peer Evaluation.

VI. CULMINATING ACTIVITY

- A. Appendix M: End of Unit Test (see Appendix N: Answer Keys for answers to this test)

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background of Declaration of War on Japan
 B. Appendix B: Declaration of War on Japan Word Account
 C. Appendix C: Analyzing *Declaration of War on Japan* Worksheet
 D. Appendix D: Mapping Japan's Attacks
 E. Appendix E: Sound Recording of *Declaration of War on Japan* Worksheet
 F. Appendix F: Background to *Justice Will Be Done*
 G. Appendix G: Mapping Activities
 H. Appendix H: *Justice Will Be Done* Word Account
 I. Appendix I: Analyzing *Justice Will Be Done* Worksheet
 J. Appendix J: Video Recording of *Justice Will Be Done* Worksheet
 K. Appendix K: Compare and Contrast for Declaration of War on Japan to *Justice Will Be Done*
 L. Appendix L: Sample Peer Evaluation
 M. Appendix M: End of Unit Test
 N. Appendix N: Answer Keys

VIII. BIBLIOGRAPHY

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Appendix A

Background of *Declaration of War on Japan*

- 1929 Stock market crash: Great Depression begins (some causes: overproduction – more was produced than could be bought; wages were low; bank failures – investors could not repay loans when stock market crashed)
- 1932 FDR elected (FDR grew up in a privileged family in New York, but his life wasn't easy; he contracted polio in 1921 and was crippled by the disease)
- 1933 New Deal begins (three goals: relief for unemployed, plans for recovery, reforms to prevent another depression)
- 1935 First Neutrality Act (U.S. sympathized with Poles, Finns, French, and British but did not want to be drawn into the war)

December 7, 1941

Japanese bombing of Pearl Harbor

Early in the afternoon of December 7, 1941, President Franklin D. Roosevelt and his chief foreign policy aide, Harry Hopkins, were interrupted by a telephone call from Secretary of War Henry Stimson and told that the Japanese had attacked Pearl Harbor. At about 5:00 p.m., following meetings with his military advisers, the President calmly and decisively dictated to his secretary, Grace Tully, a request to Congress for a declaration of war. He had composed the speech in his head after deciding on a brief, uncomplicated appeal to the people of the United States rather than a thorough recitation of Japanese perfidies, as Secretary of State Cordell Hull had urged.

Appendix A, page 2

President Roosevelt then revised the typed draft—marking it up, updating military information, and selecting alternative wordings that strengthened the tone of the speech. He made the most significant change in the critical first line, which originally read, "a date which will live in world history." Grace Tully then prepared the final reading copy, which Roosevelt subsequently altered in three more places.

On December 8, at 12:30 p.m., Roosevelt addressed a joint session of Congress and the Nation via radio. The Senate responded with a unanimous vote in support of war; only Montana pacifist Jeanette Rankin dissented in the House. At 4:00 p.m. that same afternoon, President Roosevelt signed the declaration of war.

Roosevelt misplaced his reading copy immediately following the speech; it remained missing for 43 years. Instead of bringing the reading copy back to the White House for Grace Tully to file, the President evidently left it in the House chamber, where he had given the address. A Senate clerk took charge of it, endorsed it "Dec 8, 1941, Read in joint session," and filed it. In March 1984 an archivist located the reading copy among the Records of the U.S. Senate, Record Group 46, located in the National Archives building, where it remains today.

Quoted from: http://www.archives.gov/digital_classroom/lessons/day_of_infamy/day_of_infamy.html

Appendix B
Declaration of War on Japan Word Account

1. Perfidies	2. Infamy
3. Solicitation	4. Intervening
5. Commenced	6. Premeditated
7. Treachery	8. Hostilities
9. Implications	10. Uttermost
11. Mincing	12. Dastardly

Appendix B, page 2

13. Inevitable	14. Unbounding
15. Diplomatic	16. Repetition
17. Self-preservation	18. Emotionally Charged Words
19. Moral superiority	20. Tone
21. Pace	22. Mood
23. Delivery	24. Pitch

Appendix C

Analyzing Declaration of War on Japan Worksheet

Name:

Score: /20

Find an example of each of the following in Roosevelt's address (two points each):

1. Repetition

2. Emotionally charged words (5 words minimum)

3. Appeal to self-preservation

4. Assurance of moral superiority



Appendix C, page 2

Answer the following questions (three points each):

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

6. List two groups to whom the speech was addressed?

7. What appeals are made to each group?

8. Write a question to the author that is left unanswered by the document.

(This worksheet is adapted from *Written Document Analysis Worksheet* from *Teaching With Documents Lesson Plan: "A Date Which Will Live in Infamy" – The First Typed Draft of Franklin D. Roosevelt's War Address.*)

Appendix D

Mapping Japan's Attacks

Draw a map of the Pacific that shows the places Roosevelt mentions in his speech Oahu Island (Hawaii), Japan, Malaya, Hong Kong, Guam, Philipines, Wake and Midway Islands. Please include a map key.

Map Checklist

<p>Content: Map clearly shows:</p> <table><tbody><tr><td>Oahu Island</td><td>1 pt.</td></tr><tr><td>Japan</td><td>1 pt.</td></tr><tr><td>Malaya</td><td>1 pt.</td></tr><tr><td>Hong Kong</td><td>1 pt.</td></tr><tr><td>Guam</td><td>1 pt.</td></tr><tr><td>Philipines</td><td>1 pt.</td></tr><tr><td>Wake Island</td><td>1 pt.</td></tr><tr><td>Midway Island</td><td>1 pt.</td></tr><tr><td>Map key</td><td>2 pts.</td></tr></tbody></table> <p>Presentation: neatness 4 pts. Spelling 2 pts.</p> <p>Classroom Behavior Appropriate and on task 4 pts.</p>	Oahu Island	1 pt.	Japan	1 pt.	Malaya	1 pt.	Hong Kong	1 pt.	Guam	1 pt.	Philipines	1 pt.	Wake Island	1 pt.	Midway Island	1 pt.	Map key	2 pts.	
Oahu Island	1 pt.																		
Japan	1 pt.																		
Malaya	1 pt.																		
Hong Kong	1 pt.																		
Guam	1 pt.																		
Philipines	1 pt.																		
Wake Island	1 pt.																		
Midway Island	1 pt.																		
Map key	2 pts.																		
<p>Total Score:</p>	<p>/20</p>																		

Appendix E

Sound Recording of *Declaration of War on Japan* Worksheet

Name:

Score: /20

Pre-listening (two points each):

1. Whose voice will be heard on the recording?

2. What is the date of the recording?

3. Where was the recording made?

Listening:

4. What is the tone or mood of the recording? (two points)

5. What can you tell about Roosevelt from his delivery? (two points)



Appendix E, page 2

6. Does this speech have a greater or lesser impact on you in its spoken or in its written form? Explain why. (two points)

7. How did President Roosevelt use his voice to add to the effect of his written words? Consider pitch, volume, pace, and pauses. (three points)

8. You are a member of Congress. Before Roosevelt's speech, you were undecided whether to vote to continue U.S. isolation or to commit the country to war. List at least three points on how listening to this speech may have affected your opinion. (five points)

(This worksheet is adapted from *Sound Recording Analysis Worksheet* from *Teaching With Documents Lesson Plan: "A Date Which Will Live in Infamy" – The First Typed Draft of Franklin D. Roosevelt's War Address.*)

Appendix F

Background of *Justice Will Be Done*

Terrorism: Generally applied to acts of violence and intimidation carried out in order to achieve political goals. *The origin of the word terrorism traces back to the Reign of Terror in France in the 1790's. The newly established republican state used violence to destroy anyone who opposed its rule.*

1986

- CIA Chief William Casey steps up war against Soviets in Afghanistan by: 1. providing weapons, 2. providing training to guerrillas in Afghanistan, and 3. supporting a Pakistani initiative to recruit radical Muslims from around the world to come to Pakistan and help the fight.

1982-1992

- 35,000 Muslim radicals go to Afghanistan to study, train, and fight, the wealthy Osama Bin Laden being one of the recruits. Most recruits were economically poorer being students, taxi drivers, and tribesmen. Osama was considered to be royalty by his colleagues and emerged as a leader as he was willing to put both his money and his physical self to the cause. Camps near the Afghanistan border become virtual universities for future Islamic radicalism. [Former U.S. National Security Advisor, Zbigniew Brzezinski commented, "What was more important in the world view of history? The Taliban or the fall of the Soviet Empire? A few stirred-up Muslims or the liberation of Central Europe and the end of the Cold War?" (Rashid, p.3)]

1993

- Afghanistan-trained Islamic militants set off explosives in the World Trade Center in New York, killing six people and injuring 1000.

Appendix F, page 2

1994

- Saudi Royal Family revokes Bin Laden's citizenship for his criticism of the Royal Family allowing non-Muslims (Americans) in the country during the Gulf War. (However, the Saudis continued to support the Taliban, and were silent on the need to bring Bin Laden to trial for crimes. Pakistan was also uncertain in its position on Bin Laden. Although the U.S. and Pakistan consider themselves to be allies, the Taliban and Bin Laden both provided sanctuary and training facilities for Kashmiri militants fighting for land against India who were backed by Pakistan.)
- Sudanese authorities ask Bin Laden to leave their country.

1996

- Bin Laden moves back to Afghanistan.
- U.S. State Department report noted Osama Bin Laden as "one of the most significant financial sponsors of Islamic extremist activities in the world."
- U.S. Anti-Terrorist Act is passed allowing U.S. to block assets of terrorist organizations. (For example, bank accounts that are found to be owned by terrorists can be made inactive. Their owners can't take any money out of their account!)

1997

- Osama Bin Laden is under the protection of the Taliban.
- CIA tries, but fails to get Bin Laden out of Afghanistan.
- Bombings of U.S. Embassies in Kenya and Tanzania. Two hundred and twenty people are killed.
- Seventy cruise missiles are fired in retaliation at camps in Afghanistan.
- United States offers \$5 million reward for Bin Laden's capture, and a U.S. global effort to arrest Islamic militants.
- Indian authorities detain Bangladeshi militants (some who trained and fought in Afghanistan and who were funded by Bin Laden) for plotting to bomb the U.S. Consulate in Calcutta.

Appendix F, page 3

- Mauritania, West Africa: several militants were arrested who had also trained under Bin Laden and were suspected of plotting bomb explosions.

October 12, 2000

- USS Cole terrorist attack in Aden, Yemen – 17 Sailors were killed and 39 were injured.

9-11, 2002

- Two hijacked airplanes crash into World Trade Center. Both towers collapse.
- The Pentagon is crashed into by a hijacked plane. A portion of the Pentagon collapses.
- A hijacked plane crashes in Pennsylvania.
- Thousands of lives are ended.

September 29, 2001

- President Bush gives his address.
- Comment by Ron Kurtis on Bush's address:
"... It was an outstanding speech, delivered with emotion and conviction. Journalists and historians have rated it as one of the greatest speeches made.

The speech was written with the help of President Bush's chief speechwriter Michael Gerson and his team of writers. Compared with Bush's earlier speeches, it is apparent that the writers finally found the President's exact sound, including the words and phrases he normally uses and the rhythm of his conversation."

Primary source for this timeline: Rashid, Ahmed, *Osama Bin Laden: How the U.S. Helped Midwife a Terrorist*. [On-line.] Available URL: http://www.public-i.org/excerpts_01_091301.htm, Date of Access: 7/10/02.

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Appendix G

Mapping Activities

1. Shade Afghanistan yellow.
2. Shade Pakistan pink.
3. Shade the Soviet Union red.
4. Shade Saudi Arabia blue.
5. Trace the Indian border to Pakistan brown.
6. Draw a small flag next to Calcutta.
7. Color Sudan purple.
8. Color Kenya green.
9. Color Tanzania green.
10. Shade Bangladesh orange.
11. Shade Mauritania orange.
12. Draw a small ship next to Aden, Yemen.

Appendix H

***Justice Will Be Done* Word Account**

1. Resolution	2. Mosque
3. Affiliated	4. Indicted
5. Imposing	6. Fringe
7. Extremism	8. Clerics
9. Directive	10. Tactics
11. Regime	12. Repressing

Appendix H, page 2

13. Muslim	14. Islam
15. Abetting	16. Blaspheme
17. Atrocity	18. Forsaking
19. Ideologies	20. Fascism
21. Totalitarianism	22. Diplomacy
23. Pluralism	24. Imagery

Appendix I

Analyzing *Justice Will Be Done* Worksheet

Name:

Score: /24

Find examples of each of the following in George W. Bush's address (two points each):

1. Repetition

2. Emotionally charged words (at minimum 5)

3. Emotional appeal

4. Imagery

5. Appeal to self-preservation

6. Assurance of moral superiority

Appendix I, page 2

7. Short phrases and the number of commas. (Short phrases make for effective delivery.)
(three points)

8. List three things the author said that you think are important. *(three points)*

9. List three groups of people who were addressed in this speech.
(three points)

10. What message is conveyed to each group? *(three points)*

(This worksheet is adapted from *Written Document Analysis Worksheet* from *Teaching With Documents Lesson Plan: "A Date Which Will Live in Infamy" – The First Typed Draft of Franklin D. Roosevelt's War Address.*)

Appendix J

Video Recording of *Justice Will Be Done* Worksheet

Name:

Score: /20

Pre-viewing (two points each):

1. Who will be viewed on the video?

2. What is the date of the recording?

3. Where was the video made?

Listening:

4. What is the tone or mood of the recording? (two points)

5. What can you tell about President George W. Bush from his delivery? (three points)



Appendix J, page 2

6. Does this speech have a greater or lesser impact on you in its spoken or in its written form? Explain why. (three points)

7. How did President Bush use his voice to add to the effect of his written words? Consider pitch, volume, pace, and pauses. (three points)

8. How did President Bush use his facial expressions and hand gestures to add to the effect of his words? (three points)

(This worksheet is adapted from *Sound Recording Analysis Worksheet* from *Teaching With Documents Lesson Plan: "A Date Which Will Live in Infamy" – The First Typed Draft of Franklin D. Roosevelt's War Address.*)

Appendix K

Compare and Contrast *Declaration of War on Japan* to *Justice Will Be Done*

On a separate piece of paper begin by listing five ways in which the speeches were alike and five ways in which the speeches were different. In your analysis, consider the following: usage of literary devices, tone or mood, personality, range of expression in each president, message i.e. assurance of moral superiority and appeal to self-preservation, how each document tells about life in the U.S. at the time it was written, and to whom the speeches were addressed. Make certain to give examples for each point.

Second, write a paragraph that explains which speech you think is most effective. This paragraph should have a topic sentence and at least three supporting details for your choice of speeches. Your paragraph should also have a concluding sentence, and should be at least eight sentences long.

Finally, make a list of 10 characteristics that make an effective persuasive speech.

Compare/Contrast Checklist

<p>List of comparisons / contrasts with examples:</p> <p>Comparison:</p> <p style="padding-left: 20px;">Point 1 2 pts.</p> <p style="padding-left: 20px;">Point 2 2 pts.</p> <p style="padding-left: 20px;">Point 3 2 pts.</p> <p style="padding-left: 20px;">Point 4 2 pts.</p> <p style="padding-left: 20px;">Point 5 2 pts.</p> <p>Contrast</p> <p style="padding-left: 20px;">Point 1 2 pts.</p> <p style="padding-left: 20px;">Point 2 2 pts.</p> <p style="padding-left: 20px;">Point 3 2 pts.</p> <p style="padding-left: 20px;">Point 4 2 pts.</p> <p style="padding-left: 20px;">Point 5 2 pts.</p>	
Total Score:	/20

Paragraph and List Checklist

<p>Paragraph Content: Clear explanation of your choice of speeches for effectiveness. - 5 points</p> <p>Typed: double-spaced, Times New Roman font, and font size 12 Handwritten: neatly written in pen on clean-edged lined paper - 4 points</p> <p>Spelling - 2 points Grammar - 2 points Complete Sentences - 2 points</p> <p>Paragraph Organization - 2 points</p> <p>Topic Sentence - 3 points Concluding Sentence - 1 point Assigned length -1 point</p> <p>List of 10 Characteristics - 5 points</p> <p>Classroom Behavior Appropriate and on task - 3 pts.</p>	
<p>Total Score:</p>	<p>/30</p>

Appendix L

Sample Peer Evaluation

Pick one excerpt from the speech that you selected to present as though you are the actual speaker. You do not need to memorize the entire excerpt, but you are required to memorize your opening and closing lines so that you are beginning and ending your speech by looking at your audience. Your speech should be no shorter than one minute and no longer than two minutes in length. An average score of the evaluations completed by your peers will be calculated for your grade on this assignment.

Name of Speaker: _____

Name of Evaluator: _____

<p>Speaker demonstrated good:</p> <p>Poise 2 pts. Eye Contact 2 pts. Voice Volume 2 pts. Variance of pitch 2 pts. Variance of rate 2 pts.</p> <p>Speaker demonstrated an appropriate emotional level 2 pts.</p> <p>Classroom Behavior 2 pts. <i>The speaker behaved in a considerate manner while others were delivering their speeches.</i></p>	
<p style="text-align: center;">Total</p>	<p style="text-align: center;">/14</p>

Appendix M

End of Unit Test

Name: _____

Score: /84

Date: _____

Please write the correct word(s) to fit the following sentences. You may use the word bank at the bottom of this test to help you; each item in the word bank will be used exactly one time. (Each space is worth two points.) Best of luck.

1. In 1929 the stock market crashed and the Great _____ began.
2. In 1921 FDR contracted _____ and was crippled by the disease.
3. In 1935 the Americans sympathized with the Poles, Finns, French, and British, but they did not want to be drawn into the war. In that year they passed the First _____ Act.
4. On December 7, _____ the Japanese bombed Pearl Harbor.
5. Who wrote *Declaration of War on Japan*? _____
6. _____ means violations of loyalty.
7. Another word for began is _____.
8. _____ means to plan beforehand.
9. Another word for cowardly is _____.
10. Another word for unavoidable is _____.
11. A good speech has a _____ flow.
12. The viewpoint that one is right or noble is also called _____.
13. The following quote from *Justice Will Be Done* is an example of _____. "*Some will carry memories of a face and a voice gone forever.*"

Appendix M, page 2

14. The origin of the word terrorism traces back to The Reign of Terror in _____ in the 1790's.
15. A thing decided on is also called a _____ .
16. Another word for connected is _____.
17. Another word for excessiveness is _____.
18. To abuse God or sacred things is called _____.
19. _____ is a system of government in which all industry and labor is controlled by a central government and in which all opposition is kept down.
20. _____ is a system of government in which there is only one controlling political party and in which no other political groups are allowed.
21. A condition in which many ethnic, religious, or cultural groups live together in one nation is called _____ .
22. The U.S. decided to recruit radical Muslims from around the world and train them in the _____ of war so that they would fight against the _____ in Afghanistan.
23. In _____ Afghanistan-trained Islamic militants blew up the World Trade Center in New York, killing six people and injuring 1000.
24. The U.S. _____ allow the U.S. to block assets (money) of terrorist organization.
25. In 1998 U.S. Embassies in _____ and in _____ were bombed killing 220 people.
26. On October 12, 2000, the _____ was attacked in Aden, Yemen killing 17 Sailors and injuring 39.

Appendix M, page 3

27. On _____ the _____ was crashed into by two hijacked planes, a hijacked plane crashed into the _____, and a hijacked plane in _____ crashed. Thousands of lives were ended.

28. *“Yesterday, December 7, 1941 – a date which will live in _____ the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan.”*

29. *“With confidence in our armed forces, with the _____ determination of our people we will gain the inevitable triumph. So help us God.”*

30. *“Yesterday, the Japanese government also launched an attack against _____. Last night Japanese forces attacked _____. Last night Japanese forces attacked _____. Last night the Japanese attacked the _____.”*

31. The above sentence is an example of _____.

31. *“My fellow citizens, for the last nine days, the entire world has seen for itself the state of our Union and it is _____.”*

32. The style or manner in which an emotion is expressed is called _____.

33. Another word for rate or speed is _____.

Word Bank

Each word in the bank will be used exactly one time.

Logical	Neutrality	Pluralism
Tactics	Kenya	France
Perfidies	Depression	1993
Pentagon	Soviets	Premeditated
Imagery	Pennsylvania	Affiliated
Tanzania	Commenced	Inevitable
Blaspheme	1941	Dastardly
Extremism	Resolution	Strong
Totalitarianism	Hong Kong	Fascism
World Trade Center	Moral Superiority	September 11, 2001
President Franklin Delano Roosevelt	Anti-Terrorist Act	Philippine Islands
Infamy	Unbounding	Tone
Malaya	Polio	Pace
Guam	Repetition	USS Cole

Appendix N

Answer Keys

Appendix C: Analyzing *Declaration of War on Japan* Worksheet

1. “*Last night Japanese forces attacked...*”
“*Our people, our territory, and our interests...*”
Repeated use of the word *deliberately*
2. hostilities, grave, danger, deliberate, lives have been lost, triumph, determination, dastardly
3. “*There is no blinking at the fact that our people, our territory and our interests are in grave danger.*”
“*The people of the United States...well understand the implications to the very life and safety of our nation.*”
4. “*...the American people in their righteous might will win through to absolute victory.*”
5. 1.) The Japanese attack was unprovoked and deliberate. Retaliation is, therefore, righteous.
2.) The people, land, military and interests of the United States are in danger.
3.) The United States will triumph!
6. 1.) Congress of the United States
2.) The American people
3.) The U.S. Armed Forces
7. 1.) Congress – know that this declaration is justified and be confident that the nation will prevail; request to declare war on Japan
2.) American people – know that this declaration is justified and be confident that the nation will prevail
3.) The U.S. Armed Forces – be ready to act; “*All measures have been taken for our defense.*”
8. Are the Japanese headed for the mainland? Should we expect more attacks from Japan?

Appendix E: Sound Recording of *Declaration of War on Japan* Worksheet

1. President Franklin Delano Roosevelt
2. December 8, 1941
3. U.S. Capitol, Washington, D.C.
4. serious; grave
5. He is outraged, yet confident and focused in his mission.
6. Spoken. Roosevelt’s outrage and feeling of righteousness is conveyed by his voice. (*Any supported answer is acceptable.*)
7. Roosevelt’s delivery of *Declaration of War on Japan* is loud and clear, making it easy to hear. Roosevelt varies his pitch – lowering it when he speaks of lives lost. He pauses frequently, and slows when speaking to Congress, asking for support.
8. 1.) The Japanese attack was deliberate and unprovoked.
2.) The U.S. is in grave danger.
3.) U.S. forces and people are strong and must triumph!

Appendix I: Analyzing *Justice Will Be Done* Worksheet

1. “*We have seen...*”
“*Whether we bring our enemies to justice, or bring justice to our enemies, justice will be done.*”
“*I will not...*”
“*We will come together...*”
2. justice, freedom, condemn, anger, enemies, brutalized, grief, wound

Appendix N, page 2

3. *“Americans have known surprise attacks, but never on thousands of civilians.”*
“Freedom and fear are at war.”
“The advance of freedom, the great achievement of our time and the great hope of every time, now depends on us.”
4. *“All of this was brought upon us in a single day, and night fell on a different world...”*
“...will lift the dark threat of violence...”
“Some will carry memories of a face and a voice gone forever.”
5. *“...[Terrorists] follow in the path of fascism, Nazism and totalitarianism.”*
“...I will not relent in waging this struggle for freedom and security for the American people.”
6. *“Freedom and fear, justice and cruelty, have always been at war, and we know God is not neutral between them.”*
“...we’ll meet violence with patient justice, assured of the rightness of our cause...”
7. There are many examples; here are two:
“...In the normal course of events, presidents come to this chamber to report on the State of the Union. Tonight, no such report is needed. It has already been delivered by the American people.”
“Women are not allowed to attend school. You can be jailed for owning a television. Religion can be practiced only as their leaders dictate. A man can be jailed in Afghanistan if his beard is not long enough.”
8.
 - 1.) Acknowledges support from other countries.
 - 2.) This war will differ from past wars in its nature.
 - 3.) America is righteous in its cause.
 - 4.) All Muslims are not radicals. To the contrary, Islam is a peaceful religion.
 - 5.) The U.S. will not negotiate with the Taliban; they simply must comply or face military force.
9.
 - 1.) American people
 - 2.) Congress
 - 3.) The world
 - 4.) The Taliban
 - 5.) Muslims
 - 6.) U.S. Military
10.
 - 1.) American people – Americans should expect a lengthy campaign; they should continue to support victims of the attack; they should cooperate with authorities; return to their normal routines.
 - 2.) Congress – Thanks for support
 - 3.) The world – Thanks to allies (e.g. Great Britain and South Korea); you are either with or against us; this is a world’s fight for civilization.
 - 4.) The Taliban – Deliver leaders of Al Qaeda; release foreign nationals; protect American citizens; close training camps; turn over terrorists; no negotiations.
 - 5.) Muslims – The U.S. government sees the difference between radicals and you.
 - 6.) U.S. Military – Be ready.

Appendix J: Video Recording of *Justice Will Be Done* Worksheet

1. President George W. Bush
2. September 20, 2001
3. United States Capitol, Washington, D.C.
4. The mood is solemn and determined.
5. He has a clear mission and is confident and resolved in its positive outcome. He has the overwhelming support of the U.S. congress.

Appendix N, page 3

6. Spoken. The emotion expressed in President Bush's eyes and in his voice is powerful. The overwhelming enthusiasm of the crowd present is also moving. (*Any supported answer is acceptable.*)
7. He pauses frequently. The pace, pitch and volume all vary making the speech easy to listen to. This variation also helps emphasize key points. For example, when President Bush is telling the background to the attacks he speaks relatively quickly, but when he mentions lives lost he pauses showing respect.
8. President Bush frequently pauses and looks directly at his audience. He uses his hands to emphasize critical points in his speech.

Appendix M: End of Unit Test

1. Depression
2. polio
3. Neutrality
4. 1941
5. President Franklin Delano Roosevelt
6. Perfidies
7. commenced
8. Premeditated
9. dastardly
10. inevitable
11. logical
12. moral superiority
13. imagery
14. France
15. resolution
16. affiliated
17. extremism
18. blaspheme
19. Totalitarianism
20. Fascism
21. pluralism
22. tactics; Soviets
23. 1993
24. Anti-Terrorist Act
25. Kenya; Tanzania
26. USS Cole
27. September 11, 2002; World Trade Center; Pentagon; Pennsylvania
28. infamy
29. unbounding
30. Malaya; Hong Kong; Guam; Philippine Islands
31. repetition
32. strong
33. tone
34. pace