

#9608



# GREAT AMERICAN SPEECHES: 80 YEARS OF POLITICAL ORATORY: PROGRAM TWO

FILMS FOR THE HUMANITIES & SCIENCES, 1995  
Grade Levels: 10-13+  
40 minutes



## DESCRIPTION

Expert commentary and archival film footage provide a unique perspective to American history (1941-1951) through political oratory. Features FDR's declaration of war on Japan, General George Patton, union leader John L. Lewis, and General Douglas MacArthur's "old soldiers never die" speech to Congress.

## ACADEMIC STANDARDS

### Subject Area: **United States History – Era 8 – The Great Depression and World War II (1929-1945)**

- ★ Standard: Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs
  - Benchmark: Understands U.S. international relations prior to its entrance into World War II (e.g., the events that caused growing tensions between the U.S. and Japan, the bombing of Pearl Harbor) (See Instructional Goal #1.)
  - Benchmark: Understands significant military aspects of World War II (e.g., major turning points of the war; Axis and Allied military campaigns in the European and Pacific theaters; the financial, material, and human costs of the war and their economic consequences for the Allies and the Axis powers; the locations of the major theaters of war in North Africa, Europe, and the Pacific; the diverse contributions of men and women during the war) (See Instructional Goal #3.)
  - Benchmark: Understands events on the U.S. home front during World War II (e.g., economic and military mobilization; the internment of Japanese Americans and the implications for civil liberties) (See Instructional Goal #4.)

### Subject Area: **World History – Era 9 – The 20<sup>th</sup> Century Since 1945: Promises and Paradoxes**

- ★ Standard: Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up
  - Benchmark: Understands the development of the Cold War (e.g., how political, economic, and military conditions in the mid-1940s led to the Cold War; the significance of international Cold War crises such as the Berlin blockade, the Korean War, the Polish worker's protest, the Hungarian revolt, the Suez crisis, the Cuban missile crisis, the

Indonesian civil war, and the Soviet invasion of Czechoslovakia; how the United States and the Soviet Union competed for power and influence in Europe) (See Instructional Goal #5.)

**Subject Area: Civics - How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?**

- ★ Standard: Understands what is meant by "the public agenda," how it is set, and how it is influenced by public opinion and the media
  - Benchmark: Understands the ways in which television, radio, the press, newsletters, and emerging means of communication influence American politics; and understands the extent to which various traditional forms of political persuasion have been replaced by electronic media (See Instructional Goal #1.)

**INSTRUCTIONAL GOALS**

1. To introduce ways in which television and radio influence American politics.
2. To depict how Franklin D. Roosevelt spoke to the nation after the bombing of Pearl Harbor.
3. To describe George S. Patton's military and media role in World War II.
4. To introduce how John L. Lewis verbalized the conflict between Congress and the coal miners during World War II.
5. To describe how General MacArthur ended his military career in a blaze of glory despite being fired by President Truman over post-World War II military strategy in Asia.



**VOCABULARY**

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|-------------------------|----------------------|
| 1. infamy               | 12. reiterate        |
| 2. squadrons            | 13. imponderables    |
| 3. unprovoked           | 14. aspirations      |
| 4. unanimous            | 15. partisan         |
| 5. malicious falsehoods | 16. a sound decision |
| 6. newsreel             | 17. decimated        |
| 7. censor               | 18. reconnaissance   |
| 8. eloquent             | 19. war monger       |
| 9. oratory              | 20. appease          |
| 10. vilified            | 21. gallant          |
| 11. testified           |                      |

**BEFORE SHOWING**

1. Review the history of World War II. Consider the bombing of Pearl Harbor, military leaders in World War II, the reliance of the war effort on American industry, and the post-war conflict in Korea.
2. List ways that American involvement in World War II was covered and shaped by the media.

## AFTER SHOWING

### ► Discussion Items and Questions

1. How did Americans hear and respond to FDR's speech declaring war on Japan? Why did his speech unify the nation? How did FDR later use humor to deflect Republican criticism during World War II?
2. Why was most World War II footage silent? How did this silent footage benefit George S. Patton? Why was he censored? Why was he called "Old Blood and Guts"? What were his strengths as an orator?
3. Why did John L. Lewis generate controversy? How was he viewed as both a villain and a hero? What did Lewis want? What was his style as an orator?
4. Why was General Douglas MacArthur's speaking style described as hearing the "voice of God"? What were his trademarks and famous quotes? Why was he severely criticized? How did he defend himself?

### ► Applications and Activities

1. Research the speakers including time period, background, and personal information. Consider using the Speech Archives and Trivia sections of the video's website. (See Related Resources.)
  - a. Franklin D. Roosevelt
  - b. George Patton
  - c. John L. Lewis
  - d. Douglas MacArthur
2. Write an editorial or news article in response to a speech by Roosevelt, Patton, Lewis, or Mac Arthur. Include factual historical information and personal insights.
3. Evaluate each of the speakers from the video using the six-part classical speech structure of the ancient Greeks and Romans. Debate the importance of this structure.
  - a. the introduction (*exordium*)
  - b. the proposition (*narratio*)
  - c. the outline of what's to follow (*partitio*)
  - d. the proof (*confirmatio*)
  - e. the refutation (*refutatio*)
  - f. the conclusion (*peroratio*)



## RELATED RESOURCES



- [Great American Speeches: 80 Years of Political Oratory: Program One #9607](#)
- [Great American Speeches: 80 Years of Political Oratory: Program Three #9606](#)
- [Great American Speeches: 80 Years of Political Oratory: Program Four #9605](#)



## World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

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- **GREAT AMERICAN SPEECHES: 80 YEARS OF POLITICAL ORATORY**

<http://www.pbs.org/greatspeeches/>

This official website for the video includes an extensive speech archive, American History Challenge scored on-line, and trivia regarding selected speakers from the series. Students can write political speeches, evaluate their skill for reading a speech off a teleprompter, and critique a political speech. The teacher section provides lesson plans specifically related to the video.

## GREAT AMERICAN SPEECHES

*80 Years of Political Oratory*

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- **THE AMERICAN PRESIDENCY: A GLORIOUS BURDEN**

<http://americanhistory.si.edu/presidency/home.html>

This Smithsonian subsite has extensive materials regarding presidential campaigns and presidencies. With extensive teacher's guides for middle school through high school students, this site includes lesson plans, on-line interactive lessons, and a thorough list of related links.

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- **THE HISTORY NET**

<http://historynet.com/>

This fully searchable site includes detailed information regarding all aspects of history, including World War II, in a magazine format.



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- **THE MEDIA HISTORY PROJECT**

<http://www.mediahistory.umn.edu/index2.html>

A comprehensive site that explores the effect of media throughout history. Includes an interactive timeline and on-line timeline quiz, in addition to resources for the classroom and an extensive listing of links.