

## Delaware Recommended Curriculum

**Lesson Title:** Text-Based Writing: FDR’s Bank Holiday Speech  
**Designed by:** Dusty Shockley, Department of Education

**Subject:** U.S. History  
**Grade Level:** 11

### Goals of the Lesson

Students complete a close reading of FDR’s first Fireside Chat and analyze its impact on public understanding and confidence in the U.S. banking system, combining information, argumentation, style, tone and the new medium of radio broadcasts to create a powerful shift in American public events and private economic choices.

Before beginning this lesson, students should have an understanding of the scope and causes of the Great Depression, Hoover’s response to the crisis, and why the American people elected FDR in 1932.

### Delaware Social Studies Standard

**Economics Standard Two 9-12a:** Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.

### Common Core Reading Standards

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### Common Core Writing Standards

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Essential Question

How did President Roosevelt restore American confidence in the banking industry?

## Instructional Strategies

FDR's Fireside Chat regarding the Banking Holiday:

[Text and audio of speech from American Rhetoric](#)

### Strategy One: Gathering Information

#### Think-Pair-Share

Inform students of their goal:

After reading and listening to Franklin D. Roosevelt's Fireside Chat on the Banking Crisis, write an analysis in which you explain how FDR's speech attempted to decrease the public's fears in response to the banking crisis and how his approach restored American confidence in the banking industry.

Provide each student with a copy of the assignment and the [rubric](#). Ask students to individually read both and mark unfamiliar terms/phrases. Then have students pair with another student to compare responses.

After students have compared their first reaction to the task, have the pairs share with the class. The teacher should keep a record for all students to see. Discuss these terms/phrases in order to clarify and avoid misconceptions.

### Strategy Two: Extending and Refining

#### Marking the Text<sup>1</sup>

First, the teacher should read the [text of the speech](#) aloud as students read along. Words that might cause confusion for students have been bolded. Questions used in a later Strategy are located along the right side of the text.

In a first reading of FDR's Fireside chat, have students mark sections of the text that show occasion (O), audience (A), and purpose (P).

- Read aloud the first paragraph to guide marking for audience;
- Circulate through the room while students are reading and check for their understanding of the text.
- Complete the S, O, A, P sections of the [SOAPSTone strategy](#) with a partner.

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<sup>1</sup> Teachers can see a video that illustrates this strategy here: [Soapstone for a speech](#). Consider having students view the video as well, particularly if the teacher does not have much experience with the strategy.

<b>S</b> ubject	<b>O</b> ccasion	<b>A</b> udience	<b>P</b> urpose	<b>S</b> peaker	<b>T</b> one
Title and Author					

After SOAPSTone (O, A, and P) have been completed by the group, have each student pair with another two students to discuss these sections.

### **Strategy Three: Extending and Refining Citing Evidence**

Periodically pause the speech for students so they have opportunity to mark text that demonstrates FDR's tone. Have students work in pairs to complete the Tone section of the SOAPSTone strategy.

Play the [recording of FDR's Banking fireside chat](#). Have students read along while listening and underline/mark sections of text that demonstrate FDR's tone.

Ask students to identify how FDR explains government reconstruction of the banking system to the average citizen listening at home.

- Direct students to paragraphs 4-7 to cite examples of FDR's explanation of governmental reconstruction of the banking system.

### **Check for Understanding**

- Have students use a Close Reading strategy to read the speech and respond to the questions on the right. Students can work in pairs to compare responses after completing them individually.

### **Strategy Four: Extending and Refining Graphic Organizer**

Identify the words/phrases that FDR uses that leads the listener to have faith in his plan. Explain how the words/phrases you identified impacted the listener.

- Read aloud the first two paragraphs of the speech and ask students to find one example and explain the impact.
- Have students place the information gathered in a simple T-chart like the one below:

Example	Impact

Have students complete this T-chart for the remainder of the speech.

### Check for Understanding

- How do the examples which you identified show economic misconceptions held by American citizens?

#### Rubric

- 2 – This response gives a valid explanation with accurate and relevant economic evidence.
- 1 – This response gives a valid explanation with inaccurate, irrelevant, or no economic evidence.

### Strategy Five: Extending and Refining Planning Writing

Before students begin to write, have them look at their T-charts and highlight the reasons and evidence they plan to use in their reports. Then have them decide on the best order for presenting these points in their introduction.

Offer several [examples of opening and concluding paragraphs](#) from student work samples and ask students to evaluate what makes them effective or ineffective.

Solicit or introduce ways to make the claim effective in the opening paragraph. The claim is a response to the Essential Question:

- How did President Roosevelt restore American confidence in the banking industry?

### Strategy Six: Application Outlining and Drafting

Using the T-chart and highlighted reasons and evidence from Strategy Five, have students create an outline in which they state a claim, sequence the points to be made into paragraphs, and note supporting evidence from the text.

Now have students write an initial draft explanation complete with opening, development, and closing. Remind them to insert textual evidence from FDR's speech.

Have students revise the draft to ensure sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text. Remind students that the editing should be focused on ideas and the use of evidence from the text.

Have students peer edit a second time, then check their explanation against the [rubric](#).