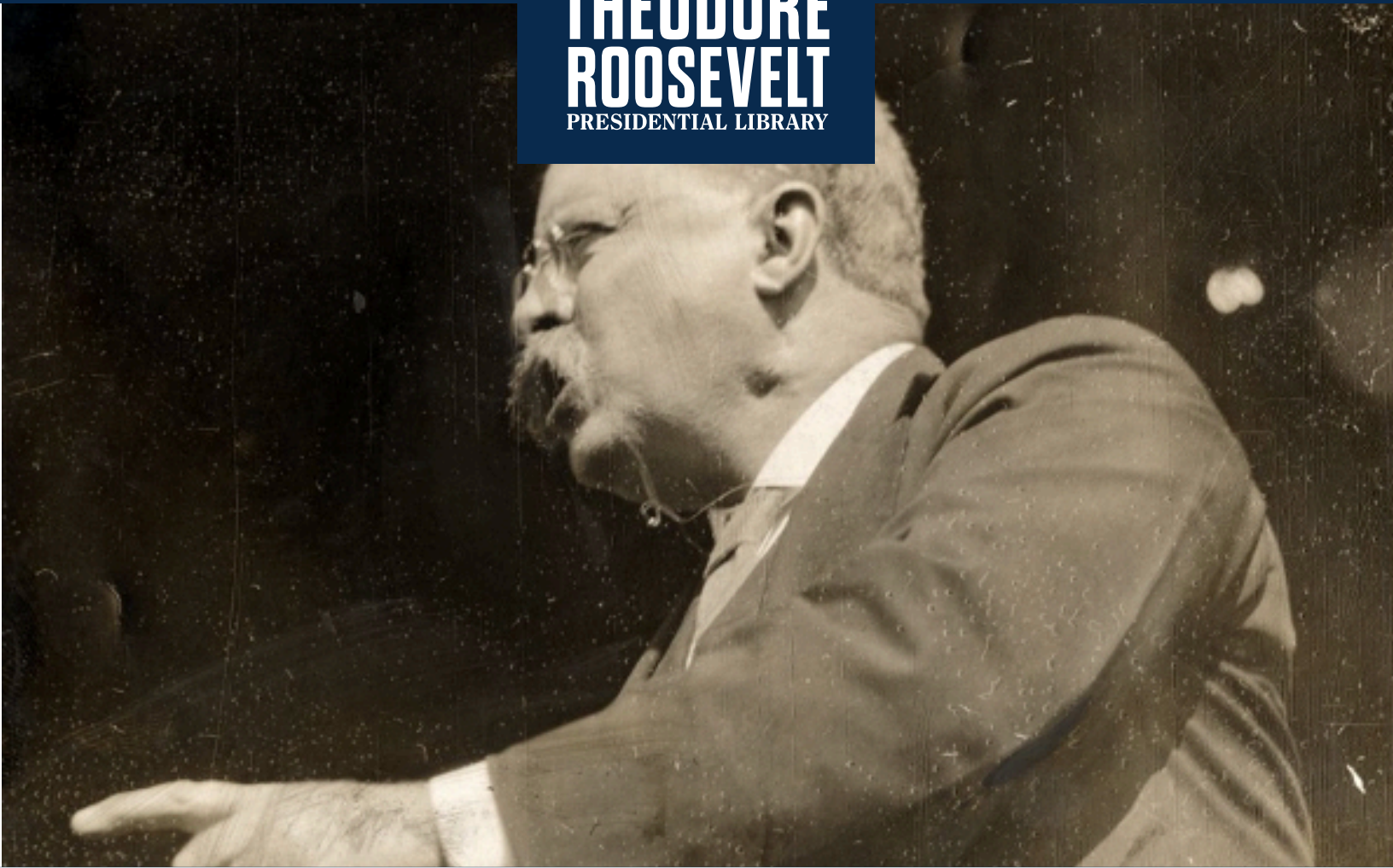


THEODORE ROOSEVELT

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Lesson Plan

EFFECTIVE COMMUNICATION



High School English Language Arts

HOW DO PRESIDENTS COMMUNICATE EFFECTIVELY?

Supporting Questions

- 1 How does quoting other speakers strengthen a president's argument?
- 2 How have presidents appealed to patriotism when speaking?
- 3 What rhetorical devices did Theodore Roosevelt use?
- 4 What can we learn about Theodore Roosevelt as a president from his speeches?

HOW DO PRESIDENTS COMMUNICATE EFFECTIVELY?

Standards and Content

11-12.R.6 Analyze and evaluate how the author’s choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.

11-12.R.7 Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language.

11-12.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.

11-12.W.1 Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.

11-12.W.4 Write to persuade an audience by a.) establishing relevant context, b.) stating a clear position/thesis, c.) incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, d.) using logical reasoning to avoid fallacies, and e.) integrating rhetorical techniques and appeals.

Staging the Compelling Question

Think about a time when you learned something, were motivated, or had your mind changed by a speaker. Write one paragraph or bulleted list explaining why this speech was impactful to you. What made that speech effective? Can you identify any strategies or appeals the speaker used?

Supporting Question 1

How does quoting other speakers strengthen a president’s argument?

Supporting Question 2

How have presidents appealed to patriotism when speaking?

Supporting Question 3

What rhetorical devices did Theodore Roosevelt use?

Supporting Question 4

What can we learn about Theodore Roosevelt and as a president from his speeches?

Formative Performance Task

Read the speech titled “New Nationalism” by Theodore Roosevelt. Write one paragraph comparing how different politicians quote from one another to further their arguments.

Formative Performance Task

Print a copy of one of the speeches listed below. Highlight instances where the speaker references patriotic values.

Formative Performance Task

Read one or more of the speeches listed below and create a list of rhetorical devices Roosevelt used to make his message more compelling. As a group, discuss his rhetorical choices and why they were effective.

Formative Performance Task

Develop a claim supported by evidence from one speech of your choice that answers the supporting question in 1–2 paragraphs. Draw from the featured sources below, as well as from other information if desired.

HOW DO PRESIDENTS COMMUNICATE EFFECTIVELY?

Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Speech by Ronald Reagan titled “A Time for Choosing” in which he quotes Hamilton and Churchill</p> <p>Source B: Speech by Lyndon B. Johnson titled “Toasts of the President and Prime Minister Gandhi of India” in which he quotes Queen Victoria and Gandhi</p> <p>Source C: Speech by Barack Obama on the 50th anniversary of the March on Washington in which he quotes Dr. King and Lincoln</p> <p>Source D: Speech by Theodore Roosevelt titled “New Nationalism” in which he quotes Lincoln</p>	<p>Source A: Speech given by Theodore Roosevelt on July 4, 1886 in Dickinson, Dakota Territory</p> <p>Source B: Speech given by John F. Kennedy at his 1961 inauguration</p> <p>Source C: Speech given by George W. Bush on September 11, 2001</p> <p>Source D: Speech given by Barack Obama on June 30, 2008 in Independence, Missouri</p>	<p>Source A: Excerpt from a speech given by Theodore Roosevelt titled “Citizenship in a Republic” (also known as the “Man in the Arena” speech)</p> <p>Source B: Speech given by Theodore Roosevelt at his 1905 inauguration</p> <p>Source C: Speech given by Theodore Roosevelt titled “Social and Industrial Justice”</p> <p>Source D: Audio recording (transcript available) of Theodore Roosevelt’s speech titled “The Right of the People to Rule”</p>	<p>Source A: Timeline of Theodore Roosevelt’s life from the Theodore Roosevelt Presidential Library</p> <p>Source B: Quote from Theodore Roosevelt about great speeches dated July 19, 1908</p> <p>Source C: Article by Kat Eschner titled “With This One Quotable Speech, Teddy Roosevelt Changed the Way America Thinks About Nature”</p> <p>Source D: List of Theodore Roosevelt’s most famous speeches</p>

Summative Performance Task	<p>ARGUMENT: <i>How do presidents communicate effectively?</i> Construct an argument (e.g., detailed outline, poster, essay) that evaluates how presidents like Theodore Roosevelt have used rhetoric specific to the situation when giving speeches to communicate their purpose. Use specific claims and relevant evidence from sources while acknowledging competing views.</p>
	<p>EXTENSION: Write a speech about a public policy to be delivered by a fictional politician during the Gilded Age and Progressive Era, drawing inspiration from Theodore Roosevelt’s speeches. Determine the setting and the speaker’s relationship to the audience in order to target the speech more effectively. Some examples of topics to write about include national parks, child labor, women’s suffrage, housing reform, the Pure Food and Drug Act, and the rise of automobiles.</p>
Taking Informed Action	<p>UNDERSTAND: Find articles and/or speeches about a topic you care about. Read several different takes on the issue and note how they make their arguments.</p> <p>ASSESS: Compare and contrast the articles or speeches you read with speeches written by Theodore Roosevelt and other presidents. What different strategies do they use, and how could you utilize similar strategies to make an argument about your chosen topic?</p> <p>ACT: Give a speech to your school or community about the topic you researched. Look to Theodore Roosevelt for inspiration on how to use language that will target your speech to your audience.</p>

**Featured sources are suggested and links are provided. It may be that these links are broken, and we apologize in advance for the inconvenience.*

OVERVIEW

Inquiry Description

This inquiry leads students through an investigation of Theodore Roosevelt's use of rhetoric when speaking and how it compares to other politicians. Effective speakers often appeal to their audience's values as well as strategically quote from other speakers. This inquiry provides students with the opportunity to consider why Roosevelt made the rhetorical choices he did and how his speeches impacted his political image.

This inquiry highlights the following additional North Dakota standards:

- **11-12.R.6** Analyze and evaluate how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.
- **11-12.R.7** Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language.
- **11-12.R.9** Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.
- **11-12.W.1** Write clearly and coherently with appropriate content, format, and style to accomplish a specific purpose for a target audience.
- **11-12.W.4** Write to persuade an audience by a.) establishing relevant context, b.) stating a clear position/thesis, c.) incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, d.) using logical reasoning to avoid fallacies, and e.) integrating rhetorical techniques and appeals.

It is important to note that this inquiry requires prerequisite knowledge of the Gilded Age and Progressive Era, Theodore Roosevelt's presidency, and basic general knowledge of American history. Students should also be familiar with how to analyze rhetoric in a piece of writing. This inquiry is expected to take three or four 50-minute class periods but could expand if students need additional instructional experiences. Teachers should adapt the inquiry to meet the needs and interests of their students.

Structure of the Inquiry

In addressing the compelling question, students will have the opportunity to explore how Theodore Roosevelt's understanding of the rhetorical situation made him a better speaker and president. To thoughtfully answer the question "How do presidents communicate effectively?" students will use Theodore Roosevelt as a model to identify rhetorical devices and will consider how presidents have appealed to values such as patriotism, how they were influenced by other speakers, and how speeches shape presidents' images. The goal is for students to build their understanding of effective rhetoric by studying Theodore Roosevelt's speeches.

STAGING THE COMPELLING QUESTION

In staging the compelling question, students are encouraged to reflect on their own experiences and consider what makes a speech effective. They will begin thinking about rhetorical strategies and audience appeals.

SUPPORTING QUESTION 1

The first supporting question is “How does quoting other speakers strengthen a president’s argument?”

The formative task is to write one paragraph comparing how different politicians quote from one another to further their arguments.

Teachers may implement this task by discussing what a president could hope to gain when quoting another speaker. Does it build their credibility? Are they connecting a past issue with a current one?

The following sources were selected to provide students with examples of how different presidents have quoted from well-known speakers.

- **Featured Source A** is a speech by Ronald Reagan titled “A Time for Choosing” in which he quotes Hamilton and Churchill.
- **Featured Source B** is a speech by Lyndon B. Johnson titled “Toasts of the President and Prime Minister Gandhi of India” in which he quotes Queen Victoria and Gandhi.
- **Featured Source C** is a speech by Barack Obama on the 50th anniversary of the March on Washington in which he quotes Dr. King and Lincoln.
- **Featured Source D** is a speech by Theodore Roosevelt titled “New Nationalism” in which he quotes Lincoln.

SUPPORTING QUESTION 2

The second supporting question is “How have presidents appealed to patriotism when speaking?”

The formative task is to print a copy of one of the speeches listed below. Highlight instances where the speaker references patriotic values.

Teachers may implement this task by providing students with examples of patriotic language and by encouraging discussion about why U.S. presidents frequently emphasize this value when speaking to the public.

The following sources were selected to provide students with examples of presidential speeches that appeal to the audience’s patriotism.

- **Featured Source A** is a speech given by Theodore Roosevelt on July 4, 1886 in Dickinson, Dakota Territory.
- **Featured Source B** is a speech given by John F. Kennedy at his 1961 inauguration.
- **Featured Source C** is a speech given by George W. Bush on September 11, 2001.
- **Featured Source D** is a speech given by Barack Obama on June 30, 2008 in Independence, Missouri.

SUPPORTING QUESTION 3

The third supporting question is “What rhetorical devices did Theodore Roosevelt use?”

The formative task is to read one or more of the speeches listed below and create a list of rhetorical devices Roosevelt used to make his message more compelling. As a group, discuss his rhetorical choices and why they were effective.

Teachers may implement this task by providing students with a list of common rhetorical devices to look for. Remind students to consider Roosevelt’s audience and to see if they can find instances where he chose language tailored to the people he was speaking to.

The following sources were selected to provide options of speeches that can be printed for students to annotate.

- **Featured Source A** is an excerpt from a speech given by Theodore Roosevelt titled “Citizenship in a Republic” (also known as the “Man in the Arena” speech).
- **Featured Source B** is a speech given by Theodore Roosevelt at his 1905 inauguration.
- **Featured Source C** is a speech given by Theodore Roosevelt titled “Social and Industrial Justice.”
- **Featured Source D** is an audio recording of Theodore Roosevelt’s speech titled “The Right of the People to Rule.”

SUPPORTING QUESTION 4

The fourth supporting question is “What can we learn about Theodore Roosevelt as a president from his speeches?”

The formative task is to develop a claim supported by evidence from one speech of your choice that answers the supporting question in 1–2 paragraphs, drawing from the featured sources below, as well as other information if desired.

Teachers may implement this task by reminding students of Roosevelt’s values and the policies he pushed for as president. Encourage them to compare his speeches with his actions.

The following sources were selected to give students a background of Theodore Roosevelt’s presidency and his speeches.

- **Featured Source A** is a timeline of Theodore Roosevelt’s life from the Theodore Roosevelt Presidential Library.
- **Featured Source B** is a quote from Theodore Roosevelt about great speeches dated July 19, 1908.
- **Featured Source C** is an article by Kat Eschner titled “With This One Quotable Speech, Teddy Roosevelt Changed the Way America Thinks About Nature.”
- **Featured Source D** is a list of Theodore Roosevelt’s most famous speeches.

SUMMATIVE PERFORMANCE TASK

At this point in the inquiry, students have examined a variety of angles and perspectives regarding Theodore Roosevelt's speeches as well as the speeches of other presidents.

Students should be expected to demonstrate the breadth of their understanding and their ability to use evidence from multiple sources to support their claims. In this task, students will construct an argument (e.g., detailed outline, poster, essay) that evaluates how presidents like Theodore Roosevelt have used rhetoric specific to the situation when giving speeches to communicate their purpose. Use specific claims and relevant evidence from sources while acknowledging competing views.

Students' arguments will likely vary, but could include any of the following:

- *Presidents deliver their most effective speeches when they recognize their audience and appeal to their common values.*
- *The most effective presidential speeches include rhetorical devices such as repetition, loaded words, and antithesis.*
- *Presidential speeches are effective when the speaker balances their emotional and logical appeals, as well as building their credibility as a leader.*

To support students in their writing, teachers could encourage students to read as many different presidential speeches as possible to build their knowledge of similarities and differences between U.S. presidents' communication techniques. They could also go through a speech as a class, collaborating to find rhetorical strategies and appeals. To extend their arguments, students can write a speech about a public policy to be delivered by a fictional politician during the Gilded Age and Progressive Era, drawing inspiration from Theodore Roosevelt's speeches. Determine the setting and the speaker's relationship to the audience in order to target the speech more effectively. Some examples of topics to write about include national parks, child labor, women's suffrage, housing reform, the Pure Food and Drug Act, and the rise of automobiles.

Students can take informed action by speaking to their school or community about an issue they care about. Use Theodore Roosevelt and other presidents as models for how they can best communicate their message to their audience.