



**Literacy Design  
Collaborative**

# FDR's Case for War With Japan

★ TASK ★ LADDER

by Chris Crouch and Susan Weston

President Roosevelt's "date that will live in infamy" speech is short, clear, and powerful, conveying a giant turn of historical events in a text every student should engage. Using the question of what FDR chose to say and not say in his address to Congress, this module engages the full run-up to U.S. involvement in World War II.

Students do a close reading of the speech itself and then consider short overviews of events in Asia and Europe, reports that the administration had early warning of a Japanese attack, and debates within the administration about what should and should not be included in the speech. The instruction is organized for students to discover for themselves how FDR's speech reflects strategic choices.

This module is designed for a deep dive into a seminal text and the origins of the largest global conflict in history, organized to take roughly seven hours or eight fifty-minute periods. It was created in the Summer 2013 Social Studies Design Jam, and is shared with special thanks to the Kentucky Education Association for the use of their Lexington facilities.

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GRADES

**11 - 12**

DISCIPLINE

 **Social  
Studies**

COURSE

 **US  
History or  
US  
Government**

PACING

 **7hr**

# Section 1: What Task?

## Teaching Task

### Task Template 21 - Informational or Explanatory

In his famous speech after Pearl Harbor, how did President Roosevelt make his argument? After reading FDR's "Date That Will Live in Infamy" speech and selected writings about the surrounding events, write an essay in which you analyze the speech's content and key omissions, providing examples to clarify your analysis.

## Standards

### ***Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***

#### CCR.R.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CCR.R.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.

#### CCR.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### CCR.R.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.

#### CCR.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CCR.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### CCR.R.6

Assess how point of view or purpose shapes the content and style of a text.

#### CCR.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

#### CCR.W.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.

## CCR.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## CCR.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## CCR.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## CCR.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

## RH.11-12.5

Focus

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

## RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

## RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## WHST.11-12.2.a

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

## WHST.11-12.2.b

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

## WHST.11-12.2.c

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

## WHST.11-12.2.e

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

## RH.11-12.8

Focus

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

## WHST.11-12.2

Focus

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

### ***Core Content for Social Studies Assessment***

## SS-HS-5.3.4

Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).

### ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards***

## D3.3.9-12

Focus

Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

## ***Texts***

- 🔗 **Franklin Delano Roosevelt's December 8, 1941, Speech to Congress**
- 🔗 **John Moser and Lori Hahn, "The Road to Pearl Harbor: The United States and East Asia, 1915–1941" (using only the short background pieces for each lesson),**
- 🔗 **John Moser and Lori Hahn, "The United States and Europe: From Neutrality to War, 1921-1941" (using only the short background pieces for each lesson),**
- 🔗 **Steven Gillon, "FDR, Pearl Harbor and Presidential Leadership,"**
- 🔗 **Jacqui Goddard, "Pearl Harbor memo shows U.S. warned of Japan Attack,"**

## Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Controlling Idea</b>	Presents a general or unclear controlling idea.	Presents a <b>clear</b> controlling idea <b>that addresses the prompt</b> , with an <b>uneven focus</b> .	Presents <b>and maintains a clear, specific</b> controlling idea that addresses <b>all aspects</b> of the prompt and <b>takes into account the complexity of the topic</b> .	Presents and maintains a <b>precise, substantive</b> controlling idea that addresses all aspects of the prompt, <b>takes into account the complexity of the topic</b> and, where appropriate, <b>acknowledges gaps in evidence or information</b> .
<b>Selection &amp; Citation of Evidence</b>	Includes minimal details from sources. Sources are used without citation.	Includes <b>details, examples, and/or quotations</b> from sources that are <b>relevant to the controlling idea</b> . <b>Inconsistently</b> cites sources.	Includes details, examples, and/or quotations from sources that <b>support the controlling and supporting ideas</b> . <b>Consistently</b> cites sources <b>with minor formatting errors</b> .	Includes <b>well-chosen</b> details, examples, and/or quotations from sources that <b>fully support</b> the controlling and supporting ideas. Consistently cites sources <b>using appropriate format</b> .
<b>Development / Explanation of Sources</b>	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material <b>to support the controlling idea</b> , with <b>some incomplete reasoning or explanations</b> .	<b>Accurately</b> explains ideas and source material and <b>how they support</b> the controlling idea.	<b>Thoroughly</b> and accurately explains ideas and source material <b>to support and develop</b> the controlling idea.
<b>Organization</b>	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	<b>Groups ideas and uses transitions</b> to develop the controlling idea, with <b>some lapses in coherence or organization</b> .	<b>Groups and sequences</b> ideas to <b>develop a cohesive explanation</b> . Uses transitions to <b>clarify the relationships among complex ideas, concepts, and information</b> .	Groups and sequences ideas <b>in a logical progression in which ideas build to create a unified whole</b> . Uses <b>varied</b> transitions to clarify the <b>precise</b> relationships among complex ideas, concepts, and information.
<b>Conventions</b>	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions <b>sometimes interfere</b> with the clarity of the writing. Uses language and tone that are <b>sometimes inappropriate</b> for the audience and purpose.	<b>Consistently applies</b> standard English conventions; <b>minor errors</b> , while noticeable, <b>do not interfere</b> with the clarity of the writing. Uses language and tone <b>appropriate to the audience and purpose</b> .	Consistently applies standard English conventions, <b>with few errors</b> . Demonstrates <b>varied syntax and precise word choice</b> . <b>Consistently</b> uses language and tone appropriate to the audience and purpose.
<b>Content Understanding (Generic)</b>	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

Franklin Delano Roosevelt's 1940 campaign argued that he would keep the U.S. out of World War II, which was already raging in Europe and Asia. Just over a year after that election, in one of his best-remembered speeches, Roosevelt asked Congress for a war declaration and got what he asked in less than an hour. We will examine his Pearl Harbor speech to understand how he made the argument, including what he said, how he said it, and some evidence about what he decided not to say.

## ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

**PLANNING:** Ability to plan out the steps and the timetable needed to respond to the prompt.

### ***Reading Process***

**ANALYZING STRUCTURE:** Ability to analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (RH.11-12.5)

**UNDERSTANDING WORDS AND PHRASES:** Ability to determine meaning of words and phrases as they are used in a text, including analyzing how author uses and refines the meaning of a key term over the course of a text. (RH.11-12.4)

**ANALYZING POINT OF VIEW:** Ability to evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11-12.6)

**INTEGRATING INFORMATION:** Ability to integrate and evaluate multiple sources of information presented in diverse formats and media in order to address question or solve problem. (RH.11-12.7)

### ***Transition to Writing***

**CONNECTING IDEAS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**INTRODUCTION:** Ability to introduce a topic (WHST.11-12.2a)

**ORGANIZATION:** Ability to organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (WHST.11-12.2a)

**DEVELOPMENT:** Ability to develop the topic thoroughly by selecting most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (WHST.11-12.2b)

**TRANSITIONS:** Ability to use varied transitions and sentence structures to link major sections of the text, create cohesion, and clarify the relationships among complex ideas/concepts. (WHST.11-12.2c)



**CONCLUSION:** Ability to provide a concluding statement that follows from and supports the information or explanation provided (WHST.11-12.2f)

**STYLE AND TONE:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. (WHST.11-12.2e)

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
30 mins	<b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.	<b>LIST</b> In a quick-write, list all your questions about this prompt	None	Share the task, and allow students 2-5 minutes to develop their own responses.  Allow another two minutes for paired discussion.  Make a class-wide list of questions, but don't answer most of them yet. (Use your judgment about what's best answered before the next activity.)
30 mins	<b>PLANNING:</b> Ability to plan out the steps and the timetable needed to respond to the prompt.	<b>LIST</b> First, brainstorm a list of what you will need to do answer this task. Second, with a partner, come up with a plan of what you might do each day over the next two weeks.	Student work meets expectations if it: <ul style="list-style-type: none"><li>Identifies important research and writing steps.</li><li>Shows clear thinking about how to pace the work.</li></ul>	Have several students share their full plan, and then have some others add ideas.  Share your plan for the two weeks (based on the module below) and have some discussion about how it could be improved with student ideas.  Answer more of the class question list, noting that all questions that are about the speech and the history are what they'll be studying in the coming days.
<b>Reading Process</b>				
30 mins	<b>ANALYZING STRUCTURE:</b> Ability to analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (RH.11-12.5)	<b>ANNOTATED TEXT</b> Read the text through three times. The first time, just get a feel for what's happening in the text. The second time, circle or underline terms you need to learn more about. The third time, note questions in the margin.	Student work meets expectations if it uses annotations to demonstrate appropriate puzzling in the early phases of reading a demanding text.	One thought for starting this work: students should be learning that important texts normally require multiple readings. If they struggle and try several approaches, that means they're doing it right. That point is worth making before and during their work on this task.
30 mins	<b>UNDERSTANDING WORDS AND PHRASES:</b> Ability to determine meaning of words and phrases as they are used in a text, including analyzing how author uses and refines the meaning of a key term over the course of a text. (RH.11-12.4)	<b>WORDS AND PLACES</b> With a partner, make a list of the words and phrases you need to study further. Using a dictionary, a map of the islands of the Pacific, and other reference tools if you wish, add definitions or explanations for each one.	Student work meets expectations if it shows a reasonable list of terms reasonably defined.	Not Provided
20 mins	<b>ANALYZING POINT OF VIEW:</b> Ability to evaluate authors' differing points of view	<b>WORD ANALYSIS 1</b> In the second, highlighted version of the speech, pay particular attention to the	Work meets expectations if students:	Students will complete this step of the <b>Close Reading</b> process by rereading the text and analyzing specific aspects of the text. This particular activity focuses on word choice and connotation.



	on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11-12.6)	words highlighted in yellow. Determine the concrete meaning of the words and then determine the connotation of the yellow-highlighted words. Why do you think FDR selected those words?	Identify specific pieces of the text, sentences, paragraphs or sections and use that to explain FDR's purpose for the speech.	
	Additional Attachments:  			
30 mins	<b>ANALYZING POINT OF VIEW:</b> Ability to evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RH.11-12.6)	<b>WORD ANALYSIS 2</b> Now, analyze the green-highlighted words for meaning in context and connotation. What purpose might FDR have had in choosing the words in green? How do they compare to the yellow-highlighted words? Why are they different?	Work meets expectations if students: <ul style="list-style-type: none"> <li>Identify specific claims offered by FDR in the speech, cite evidence, and explain why a particular claim was made with particular evidence.</li> </ul> Make claims that arise from the articulation of the differences in the groups of words.	After completing this final step of the Close Reading process, ensure that students have enough of an understanding of the analysis of the speech to begin the writing process.  Potential follow-up questions: <ul style="list-style-type: none"> <li>What claims does President Roosevelt make to his audience?</li> <li>What evidence does he provide to them for these claims?</li> </ul>
	Additional Attachments:  			
40 mins	<b>INTEGRATING INFORMATION:</b> Ability to integrate and evaluate multiple sources of information presented in diverse formats and media in order to address question or solve problem. (RH.11-12.7)	<b>ANNOTATED TEXT</b> Take two minutes to skim the materials on events leading up to World War II, and then re-read the teaching task, thinking about what sorts of information might be helpful. Then read the texts more carefully, underlining just a few points on each page that might be helpful for your essay.	Work meets expectations if students make reasonable choices of which information matters most the task.	<ul style="list-style-type: none"> <li>Choice of Texts: any robust overview of events leading to World War II can work for this activity. The Moser and Hahn on-line pieces are sound, but others will also work.</li> <li>Before students work independently, use one page to demonstrate selective annotation looking for the most helpful few items.</li> <li>After students do their own work, hold group discussion of which information is valuable. (For a class with little annotation experience, it may be helpful to do this work in two phases, so that students can adjust their approach after a first round of debriefing.)</li> </ul>
40 mins	<b>INTEGRATING INFORMATION:</b> Ability to integrate and evaluate multiple sources of information presented in diverse formats and media in	<b>SHORT RESPONSE</b> In the articles by Gillon and Goddard, identify any information Roosevelt could have mentioned. With a partner, discuss whether Roosevelt should	Work meets expectations if students: <ul style="list-style-type: none"> <li>Identify information was available to</li> </ul>	<ul style="list-style-type: none"> <li>After students do this work, conduct some classroom discussion.</li> <li>Listen for whether students mention how brief Roosevelt's statement was. Raise it yourself if not, and be sure there is discussion about how the length of a speech affects its impact: When is longer better? When is shorter superior?</li> </ul>

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	order to address question or solve problem. (RH.11-12.7)	have mentioned each kind of information in the speech.	FDR. ● Show thoughtful reasoning about whether including that information would have made the speech stronger or weaker.	
<b>Transition to Writing</b>				
10 mins	<b>CONNECTING IDEAS:</b> Ability to begin linking reading results to writing task.	<b>QUICK WRITE</b> In a quick-write, list what you now know about FDR's speech and the events around it.	None	Emphasize quantity here: students are beginning to gather their thoughts for the essay, and beginning to think about how to organize the information they've assembled.
<b>Writing Process</b>				
10 mins	<b>INTRODUCTION:</b> Ability to introduce a topic (WHST.11-12.2a)	<b>THESIS DRAFT</b> Create a thesis statement that that addresses the task.	None (until after next mini-task)	It is vital that students understand the relationship between their inference from the text and how the evidence supports that inference.
10 mins	<b>INTRODUCTION:</b> Ability to introduce a topic (WHST.11-12.2a)	<b>REFINEMENT OF THESIS</b> Revise your work after reflecting on two questions: Does your thesis statement address the prompt? Does it establish a clear relationship for the reader?	Work meets expectations if students create an effective thesis statement that includes an inference that addresses the task, a specific relationship between inference and evidence, and a judgment of the potential evidence.	Have students share and revise thesis statements from bridge activity. This will serve as the beginning of an introduction for the essay.
20 mins	<b>ORGANIZATION:</b> Ability to organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole. (WHST.11-12.2a)	<b>OUTLINE</b> Create a sentence outline that includes the topic sentences for each paragraph/section of the essay. Be sure to continue the relationship of the evidence and to transition effectively from point to point.	Work meets expectations if students: ● Use effective transitions to communicate to the reader how that parts contribute to the whole.	Sentence frames could be used to help struggling writers. More successful writers will need feedback on how to structure these sentences to establish unity.
50 mins	<b>DEVELOPMENT:</b> Ability to develop the topic thoroughly by selecting most significant and relevant facts, extended definitions, concrete details, quotations, or	<b>DEVELOPMENT: PARAGRAPHS</b> As you develop your essay consider the following questions to guide your thinking:  How will you connect the	Work meets expectations if students: ● Develop highly effective paragraphs, the paragraphs will	Using a bulleted outline for each paragraph may help students establish which piece of textual evidence will support which assertions. Once this is created, students could then build subtle explanations that articulate the relationship between assertion and support throughout the paragraph.

	other information and examples appropriate to the audience's knowledge of the topic. (WHST.11-12.2b)	textual evidence to the assertions you are making in your thesis and topic sentences?	blend textual evidence into writer's own prose and make intentional decisions on when to quote, paraphrase, or summarize. ● Begin to develop voice and insight as the paragraphs are being created.	
20 mins	<b>TRANSITIONS:</b> Ability to use varied transitions and sentence structures to link major sections of the text, create cohesion, and clarify the relationships among complex ideas/concepts. (WHST.11-12.2c)	<b>WORD CHOICE</b> As you develop your essay, consider the following questions to guide your thinking:  Are you paragraphs glued together with the appropriate transitions? Do they communicate to the reader the relationship between the ideas?	Work meets expectations if students:  ● Use transitions to indicate to the reader a strong relationship between ideas. ● Use transitions to establish a judgment and insight from the writer that gets beyond mere numbering or listing of ideas.	To help students identify a clear transitional pattern throughout the essay, have peers read each others essays to:  1. Identify transitional words. 2. What type of relationship do these indicate to reader?  If relationship is unclear, give the writer feedback why it is not clear.
10 mins	<b>CONCLUSION:</b> Ability to provide a concluding statement that follows from and supports the information or explanation provided (WHST.11-12.2f)	<b>CONCLUSION</b> To create a conclusion that provides the reader with clear demonstration of insight consider these types of questions that generate an impression worthy of a conclusion:  Was President Roosevelt's speech successful?  What possible impacts did this speech have on the US?	Work meets expectations if students provide insight into the overall effectiveness of the speech or propose an effect on the relationship between the two countries.	If students are struggling with creating conclusions that provide a final insight, it may be beneficial to allow students to think about the world before and after 1941. Use this thinking to place FDR's speech in a historical context.  Why did Japan feel like it could/should attack Hawaii?  How did the actions of Japan lead to a global war for the United States?  What role does Fascism play in the U.S. involvement?
40 mins	<b>STYLE AND TONE:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. (WHST.11-12.2e)	<b>REVISION</b> As you revise your essay consider the following questions to guide your work:  Does the tone of the essay address the prompt? Does it establish for the reader	Work meets expectations if students utilize language that is subtle in its judgments and carefully selects appropriate words to demonstrate	To help students develop an appropriate tone, have peers read essays and look for words or phrases that indicate a judgment and then decide:  1. Is the judgment obvious? "He is wrong".... 2. If it isn't obvious, what word indicates judgment and how does it make you feel? Is that the appropriate emotion?

		your understanding of the text?	thought and understanding.	
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*Instructional Resources*

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided