



*Honoring the Spirit of America*

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## ***“The Voices of Freedom” (Norman Rockwell)***

***Subject Area:***

Social Studies

***Subject Area/Grade Level Taught:***

US History (11<sup>th</sup> grade)

***Quality Plus Teaching Strategies Used:***

Collaboration

Non-Verbal Representation

***Concept/ Topic to Teach:***

The importance patriotism and contribution of Norman Rockwell to World War II.

***Georgia Standards Addressed:***

SSUSH19

For teachers outside the state of Georgia, check your local or state curriculum to see what requirements this lesson plan satisfies.

***General Goal(s):***

To consider the contributions of Norman Rockwell to the motivation/morale of Americans during World War II

***Specific Objectives:***

1. Construct student’s knowledge about the importance of freedom and relate this to American people during World War II.
2. Demonstrate a better understanding of the significance of Norman Rockwell’s depictions of freedom as seen through the common people and places of American.

***Required Materials:***

Copies of paintings of the *The Four Freedoms*

Copies of the speech *The Four Freedoms*

Paper

Pen/Pencil

### ***Step-By-Step Procedures:***

1. Have students respond to the following journal questions:
  - What are some of your fears about America going to war today?
  - What do you think we share with Americans in 1941 when we sent our military to fight in World War II?
  - What freedoms do we have that other nations may not?

2. Allow time for students to discuss their responses.

3. Challenge the class to name four freedoms that are worth risking the lives of many American people.

4. Explain *The Four Freedoms* speech by Franklin D. Roosevelt and the inspiration that provided Norman Rockwell to paint *The Four Freedoms* paintings (Freedom of Speech, Freedom to Worship, Freedom to Want, Freedom from Fear).

5. Divide the class into four groups. Hand out a painting to each group. Have them write an illustration a story to go with each painting. Each story should have at least two characters. Assign the following roles to each group member:

*Leader:* Responsible for keeping the group on task. Makes sure that all members have an opportunity to learn, participate, and have the respect of all other group members.

*Recorder:* Picks and maintains the group's files and folders on a daily basis, keeps track of all group activities including the material contributed by each group member. Takes notes for the group and possibly prepares the presentation for the group.

*Reporter:* The reporter gives oral responses to the class about the groups conclusions.

*Monitor:* Responsible for making sure the group's work area is left the way it was found and acts as a timekeeper for timed activities.

6. Have each student write a journal entry on the following: put the freedoms in order of importance in their opinion and explain why.

### ***Adaptations for Students with Special Needs:***

#### ***Extensions for Gifted Students:***

Have students research and answer the following questions about Norman Rockwell:

1. Why was Norman Rockwell almost not allowed to join the Navy in 1917?
2. How is Norman Rockwell connected to the Boy Scouts?
3. What great personal loss did he experience that inspired him to move to Stockbridge, Mass.?
4. Who is the one person who is in many of his paintings?

Answers:

1. He was 17 lbs overweight.
2. He painted many paintings of Boy Scouts but his most famous is called *Carry On* which depicts a man kneeling and pointing into the distance with a Scout and a dog as his side, gazing in the same direction
3. A fire destroyed his Arlington studio and many of his original paintings.
4. Himself

*Possible Connections to Other Subjects:*

*Additional Comments:*