

Inquiry #3: Messaging Through Speech

Audience: High school-level students

Timeframe: 1 class period (40-60 minutes)

Objectives

Through this activity, students will:

- learn best practices for analyzing speeches as primary sources
- discern how specific language and speaking techniques can be used to convey specific messages or feelings
- continue developing their understanding of patriotism, nationalism, and propaganda

Materials Needed

Source A	‘The third Liberty Loan’ (2:35) by Four Minute Man, 1918
Source B	‘Loyalty’ (2:56) by James Gerard, 1918
Source C	‘Americanism and Nationalism’ (4:21) by William G. Harding, 1920
Technology	Headphones for listening
Handouts	‘Inquiry #3 - Graphic Organizer’ document
Handouts	‘Inquiry #3 - Source Backgrounds’ document

Note about sources



To accommodate students, transcripts of these speeches have been created for this project and are provided in the ‘Source Backgrounds’ doc. These transcripts should only be utilized *after* students have listened to the speeches independently and still have wording questions. Even with transcripts the language used can still be difficult for modern listeners, and it is recommended that teachers assess sources and modify the exercise to ensure students are matched with a speech of the appropriate level.

Instructions

Part I - Independent Listening

5-10 minutes

1. Have students count off 1-3, with each number corresponding to a specific speech
2. Students will independently listen to their respective speech, once to hear it all the way through, then a second time to respond to questions and fill out the graphic organizer
 - Students should be considering what they hear and how it is said, as well as assessing their positionality as modern listeners interacting with a historical source
3. Allow students to review the 'Source Backgrounds' document to learn about the speaker, as well as read the transcript of the speech if needed

Part II - Team Analysis

15-20 minutes

1. Once students have listened to their speech independently, have them team up with other students of the same number
2. Each group will work to prep an informal 6–8-minute presentation of their speech, sharing whatever they decide to be the most important aspects of the speech based on their findings
3. Students should focus on giving enough information to answer the essential questions during their presentation:
 - ☐ What do these sources say about how Americans should think and behave
 - ☐ What do these sources say about how Americans should think about the war effort?

Part III - Team Presentations

approx. 30 minutes

- Give each team no more than 8 minutes to present their speeches and findings, leaving up to 2 minutes for any questions.
- These are intended to be brief, informal presentations, but students should be able to share the background of the speech, the observations they made, and how they feel their speech relates to the concepts of patriotism and propaganda.