

Lesson Name : 30

Lesson Title : Roosevelt's State of the Union Address, Section 2

Course Name : English 2 Part 1 [Honors]

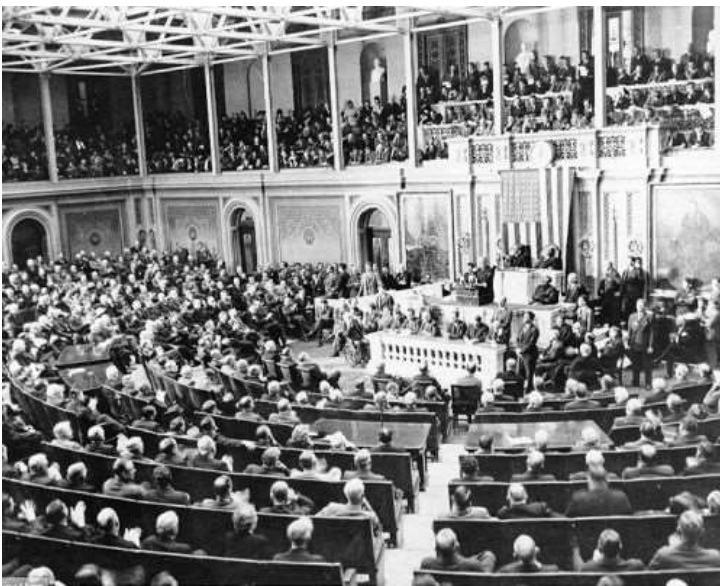
Task Id : 50889616

Course Id : 15019



Essential Instruction

Please read Franklin Delano Roosevelt's "[State of the Union Address](#)" from "Increased food costs..." until the end of the speech.



Rhetorical Work

A **rhetorical work** is one that is analyzed to see *how* and *why* the author wrote the work and how effective he was in relaying the topic to the audience. Speeches and letters are often works that are analyzed **rhetorically** because they are written with a definite goal in mind. Many times, there are things at stake that depend upon the success of the author's work.

Franklin Delano Roosevelt, or FDR, gave his "State of the Union Address" on January 11, 1944. This is an excellent example of a **rhetorical work** because as President, he had many people to inform and comfort regarding the conditions of the country during this time period. His address was meant to showcase his new agenda, or plan, for the remainder of his four-year term.

The first thing that you should do when analyzing a rhetorical work is to identify and understand the topic that the author is speaking or writing about. In this case, President Roosevelt's "State of the Union Address" is about his plan to maintain the country's forward progression, and also try to fix some of the things that aren't going well. Here is an example from the text that should help you to see his topic.

All of these rights spell security. And after this war is won we must be prepared to move forward, in the implementation of these rights, to new goals of human happiness and well-being.

America's own rightful place in the world depends in large part upon how fully these and similar rights have been carried into practice for our citizens. For unless there is security here at home there cannot be lasting peace in the world.

The next step of a **rhetorical analysis** is to think about what the author is trying to accomplish with his or her work. Is it an attempt to inform? To criticize? To persuade? President Roosevelt is actually doing all of these in this speech, but it is an important question to keep in mind as you continue your analysis.

Then, you should think about the **rhetorical devices** that you think makes the work effective (or not). The following passage shows how President Roosevelt makes a personal connection to the audience by mentioning things that are significant to them:

Increased food costs, for example, will bring new demands for wage increases from all war workers, which will in turn raise all prices of all things including those things that the farmers themselves have to buy. Increased wages or prices will each in turn produce the same results. They all have a particularly disastrous result on all fixed income groups.

Here is another example from the text:

It will give our people at home the assurance that they are standing four-square behind our soldiers and sailors. And it will give our enemies demoralizing assurance that we mean business -that we, 130,000,000 Americans, are on the march to Rome, Berlin, and Tokyo.

The **historical and cultural significances** of this speech are that the speech was delivered toward the end of the Second World War and during a time when the country's finances were also an issue. As President Roosevelt explains, there were strikes and unhappy workers across the country. His speech contained a list of strategies that became known as the Economic Bill of Rights, because, according to him, it updated the original Bill of Rights to reflect the current times.

Context Clues

Throughout this speech, President Roosevelt uses words that may be unfamiliar to you.

Use **context clues**, or "helper" words, to help you give meaning to these unfamiliar words by using the words that you do understand in the surrounding paragraphs and sentences. Let's look at an example from the text:

We are going forward on a long, rough road- and, in all journeys, the last miles are the hardest. And it is for that final effort—for the total defeat of our enemies-that we must **mobilize** our total resources.

In order to determine the meaning of the unfamiliar vocabulary word, **mobilize**, you can use the context clues around it. For example, "going forward," "long, rough road," "all journeys," "last miles," all have to do with transportation or a journey. You can then conclude that **mobilize** means "to move or put into movement."



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Vocabulary

Understanding the vocabulary can help you gain understanding from the material. Here are some vocabulary words that are used in this lesson.

1. **pensioner** – noun – someone who receives a regular payment made during a person's retirement from an investment fund to which that person or their employer has contributed during their working life.
2. **inflation** – noun – a general increase in prices and fall in the purchasing value of money
3. **subordinate** – verb – to treat or to regard as of lesser importance than something else
4. **prodigious** – adj.– remarkably or impressively great in extent, size, or degree
5. **exorbitant** – adj.– unreasonable high
6. **appropriation** – noun – sum of money or total of assets devoted to a special purpose
7. **compulsory** – adj.– required by law or a rule; obligatory
8. **transcend** – verb – to be or to go beyond the range or limits of
9. **prerogative** – noun – a right or privilege exclusive to a particular individual or class
10. **remunerative** – adj. – financially rewarding; lucrative