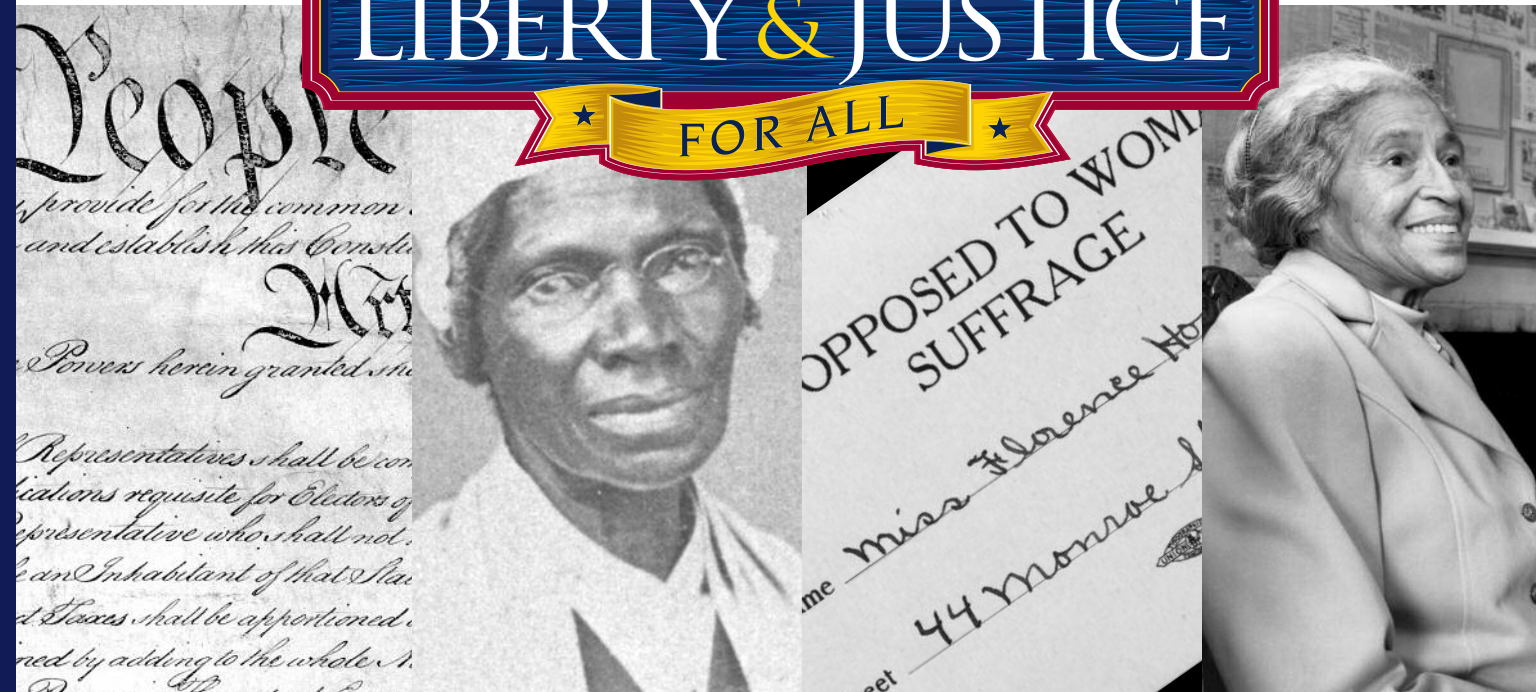


DISCOVERING DEMOCRACY IN ACTION IN

WITH LIBERTY & JUSTICE FOR ALL

If found, please return to the future civic leader below:

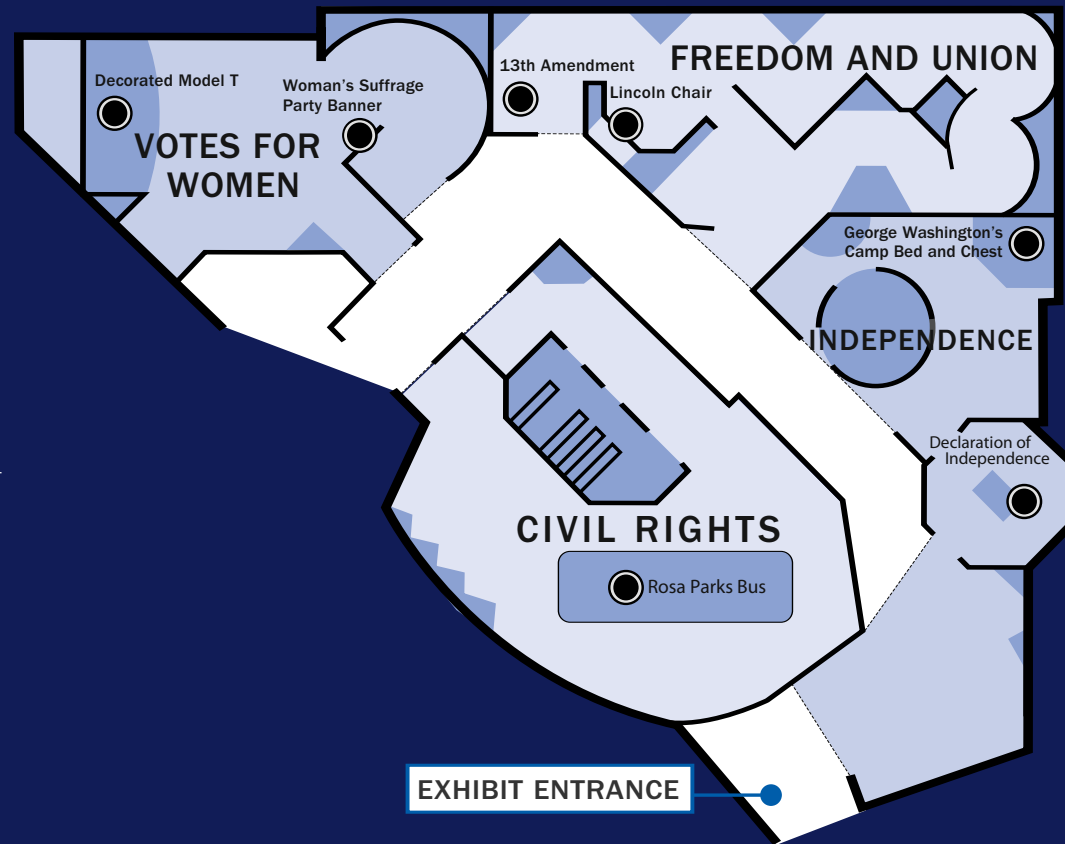


With Liberty & Justice for All

EXHIBIT MAP



Use this information with the Discovering Democracy in Action in *With Liberty and Justice For All* Teacher's Guide:
Looking at Evidence and Taking a Stand at www.historyfieldtrips.org



STUDENT EXPLORATION GUIDE GRADES 4 & 5: LOOKING AT EVIDENCE AND TAKING A STAND

This exhibit is filled with the words, actions and artifacts of individuals and groups who shaped, disagreed with and reshaped our greatest American invention—the Declaration of Independence.

- ★ Be a part of the stories and struggles for freedom, liberty and justice.
- ★ Discover and investigate evidence about these stories and struggles.
- ★ Talk and think about these questions:
 - What individuals took a stand in the struggle for liberty and justice?
 - What words and actions were used to take a stand in the struggle for liberty and justice?

Independence

TAKING A STAND—Investigate some of the ways that individuals took a stand:

| TAKING A STAND ACTION | WHO? | WHY? | PROPS OR CLOTHING NEEDED TO ROLE-PLAY THIS PERSON? |
|---|------|------|--|
| Participated in a protest | | | |
| Gave a speech | | | |
| Wrote a document, letter, newspaper article or book | | | |

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CONSEQUENCES OF TAKING A STAND

Find the [Declaration of Independence](#) and discover who the signers were. Investigate what happened to some of the signers.

| NAME? | CONSEQUENCES? | WHAT WOULD YOU ASK THEM TODAY? |
|-------|---------------|--------------------------------|
| | | |
| | | |

WASHINGTON'S ROAD TO SUCCESS

Imagine if you were George Washington...

What was important to you? _____

How did you make a difference? _____

TO SEE & DO

INDEPENDENCE

- It's Common Sense (VIDEO IN TAVERN)
- Editing the Declaration of Independence (INTERACTIVE WALL)
- "The Signers—55 Remarkable Men" (INTERACTIVE WALL)
- "Washington's Road to Success" (INTERACTIVE TIMELINE)
- "Test Your Constitution IQ!" (COMPUTER INTERACTIVE)



George Washington inaugural button, about 1789.

Freedom and Union

TAKING A STAND—Investigate some of the ways that individuals took a stand:

| TAKING A STAND ACTION | WHO? | WHY? | PROPS OR CLOTHING NEEDED TO ROLE-PLAY THIS PERSON? |
|------------------------|------|------|--|
| Disobeyed a law | | | |
| Gave a speech | | | |
| Served in the military | | | |

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PRESIDENT LINCOLN'S JOURNEY

Imagine if you were Abraham Lincoln...

What was important to you? _____

How did others describe you? _____

How did you make a difference? _____



President Abraham Lincoln meets with Major General George B. McClellan and others on October 3, 1862.

TO SEE & DO

FREEDOM AND UNION

- Christiana Revolt Experience
- Frederick Douglass Speaks Out (AUDIO INTERACTIVE)
- Listen to a War Time Song (AUDIO INTERACTIVE)
- Gettysburg Address (AUDIO)
- "President Lincoln's Journey" (INTERACTIVE TIMELINE)

Votes for Women

TAKING A STAND—Investigate some of the ways that individuals took a stand:

| TAKING A STAND ACTION | WHO? | WHY? | PROPS OR CLOTHING NEEDED TO ROLE-PLAY THIS PERSON? |
|---|------|------|--|
| Gave a speech | | | |
| Disobeyed a law | | | |
| Participated in a protest, march or boycott | | | |

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CONSEQUENCES OF TAKING A STAND

Investigate what happened to some of the individuals and groups who took a stand.

| NAME? | CONSEQUENCES? | WHAT WOULD YOU ASK THEM TODAY? |
|-------|---------------|--------------------------------|
| | | |
| | | |

EARLY WOMEN'S RIGHTS MOVEMENT VIDEO & "JAILED FOR FREEDOM" EXPERIENCE

Imagine if you were an early women's rights leader...

What was important to you? _____

How did you make a difference? _____

TO SEE & DO

VOTES FOR WOMEN

- Early Women's Rights Movement (3-PART VIDEO)
- "Join the Movement/ How Far Would You Go for the Cause?" (COMPUTER INTERACTIVE)
- "Jailed for Freedom" Experience (VIDEO IN JAIL CELL)



Women's Suffrage Parade in New York City, about 1915.

Civil Rights Movement

TAKING A STAND—Investigate some of the ways that individuals took a stand:

| TAKING A STAND ACTION | WHO? | WHY? | PROPS OR CLOTHING NEEDED TO ROLE-PLAY THIS PERSON? |
|---|------|------|--|
| Disobeyed a law | | | |
| Gave a speech | | | |
| Participated in a protest, march or boycott | | | |

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CONSEQUENCES OF TAKING A STAND

Investigate what happened to some of the individuals and groups who took a stand.

| NAME? | CONSEQUENCES? | WHAT WOULD YOU ASK THEM TODAY? |
|-------|---------------|--------------------------------|
| | | |
| | | |

ROSA PARKS BUS EXPERIENCE

Enter the bus and sit down. Imagine if the bus could think and talk about the historic day December 1, 1955...

Describe what the bus saw and heard. _____

How would the bus have described Rosa Parks? _____

How did she make a difference? _____

TO SEE & DO

THE CIVIL RIGHTS MOVEMENT

- Segregation and Accomplishment (VIDEO IN SEGREGATED WAITING ROOM)
- Rosa Parks Bus Experience
- Choose a Freedom Song (AUDIO INTERACTIVE)
- Civil Rights Evening News (VIDEO)
- "Edit the News" (COMPUTER INTERACTIVE)



Rosa Parks Bus