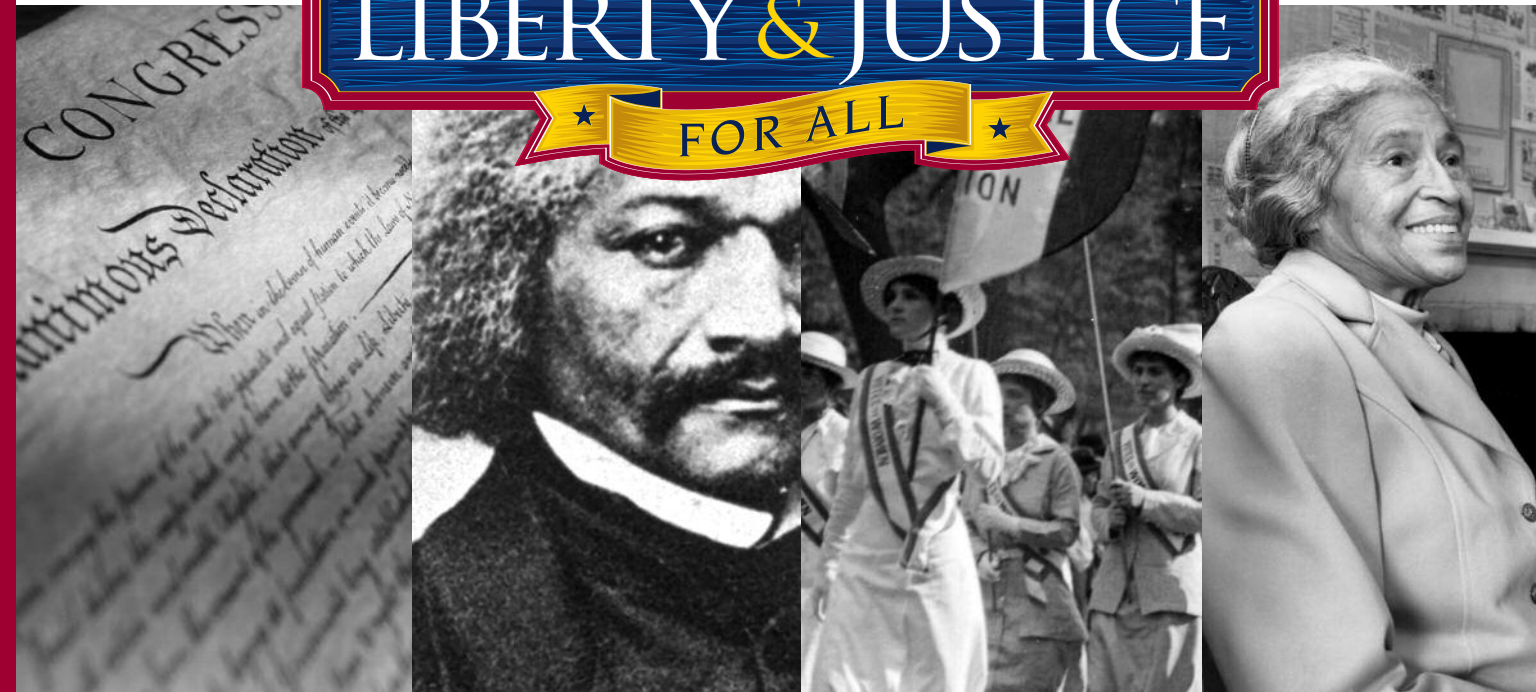


DISCOVERING DEMOCRACY IN ACTION IN

WITH

LIBERTY & JUSTICE

FOR ALL



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



HenryFordMuseum®

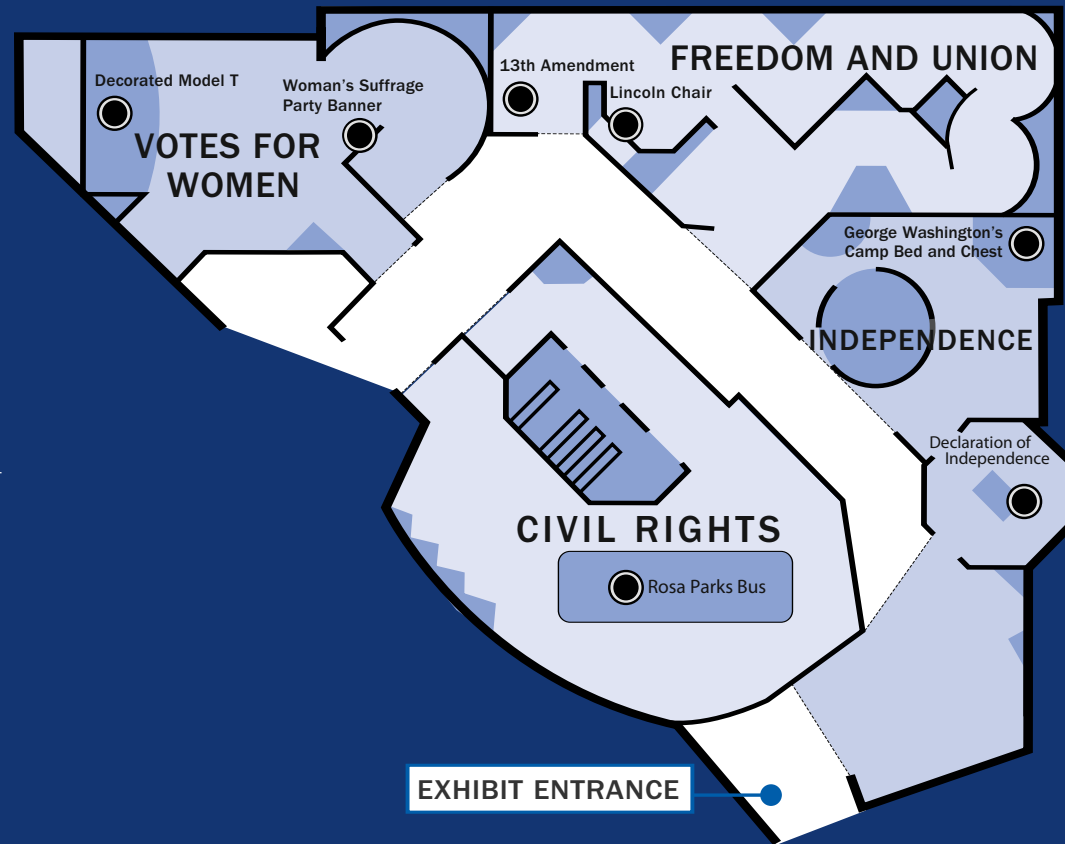
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With Liberty & Justice for All

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 Sides at www.historyfieldtrips.org



STUDENT EXPLORATION GUIDE GRADES 6–8: LOOKING AT EVIDENCE AND TAKING SIDES

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 and groups took a stand and took sides in the struggle for liberty and justice?

What words and actions were used to take a stand and take sides in the struggle for liberty and justice?

Independence

TAKING A STAND—Investigate both sides of the story:

PRO-INDEPENDENCE	ANTI-INDEPENDENCE
This side believed...	This side believed...
How did this side communicate their position on independence? List evidence, facts and examples that support their stand or side.	How did this side communicate their position on independence? List evidence, facts and examples that support their stand or side.
Other interesting facts or observations?	Other interesting facts or observations?

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

LEADERS AND AGITATORS

Find examples of two individuals who took sides and took big risks in the struggle for freedom.

NAME	THE SIDE I TOOK WAS	I TOOK THIS SIDE BECAUSE	THE RISK I TOOK WAS

CONSEQUENCES OF TAKING SIDES

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?

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 both sides of the story:

PRO-SLAVERY	ANTI-SLAVERY
This side believed...	This side believed...
How did this side communicate their position on slavery? List evidence, facts and examples that support their stand or side.	How did this side communicate their position on slavery? List evidence, facts and examples that support their stand or side.
Other interesting facts or observations?	Other interesting facts or observations?

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ONE LEADER, MANY OPINIONS

Find the interactive timeline of President Lincoln's Journey...

What did Lincoln's supporters say about him? _____

What did Lincoln's opponents say about him? _____

SEPTEMBER 11, 1851—CHRISTIANA, PENNSYLVANIA

Step into a story that involved runaways, slave holders, free blacks and white neighbors in a small town in Pennsylvania.

What happened? _____

Why did it happen? _____

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)
- Hear the Gettysburg Address (AUDIO)
- "President Lincoln's Journey" (INTERACTIVE TIMELINE)



Votes for Women

TAKING A STAND—Investigate both sides of the story:

PRO-SUFFRAGE	ANTI-SUFFRAGE
This side believed...	This side believed...
How did this side communicate their position on suffrage? List evidence, facts and examples that support their stand or side.	How did this side communicate their position on suffrage? List evidence, facts and examples that support their stand or side.
Other interesting facts or observations?	Other interesting facts or observations?

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

TWO LEADERS, TWO STYLES, ONE SIDE

Describe Carrie Chapman Catt's leadership style... _____

Describe Alice Paul's leadership style... _____

Which leader would you have followed? _____

CONSEQUENCES OF TAKING SIDES

Investigate what the consequences were for some of the individuals who took a stand in the struggle for liberty and justice for women.

NAME?	ACTIONS?	CONSEQUENCES?	WHAT WOULD YOU ASK THEM TODAY?

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 both sides of the story:

PRO-SEGREGATION	ANTI-SEGREGATION
This side believed...	This side believed...
How did this side communicate their position on segregation? List evidence, facts and examples that support their stand or side.	How did this side communicate their position on segregation? List evidence, facts and examples that support their stand or side.
Other interesting facts or observations?	Other interesting facts or observations?

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

LEADERS AND AGITATORS

Find examples of two individuals who took sides and took big risks in the struggle for liberty and justice.

NAME	THE SIDE I TOOK WAS	I TOOK THIS SIDE BECAUSE	THE RISK I TOOK WAS

ROSA PARKS BUS EXPERIENCE

Step on the bus and imagine that historic day on December 1, 1955.

What did Rosa Parks and the Montgomery Bus Boycotters believe? _____

What were the consequences of their beliefs and actions? _____

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