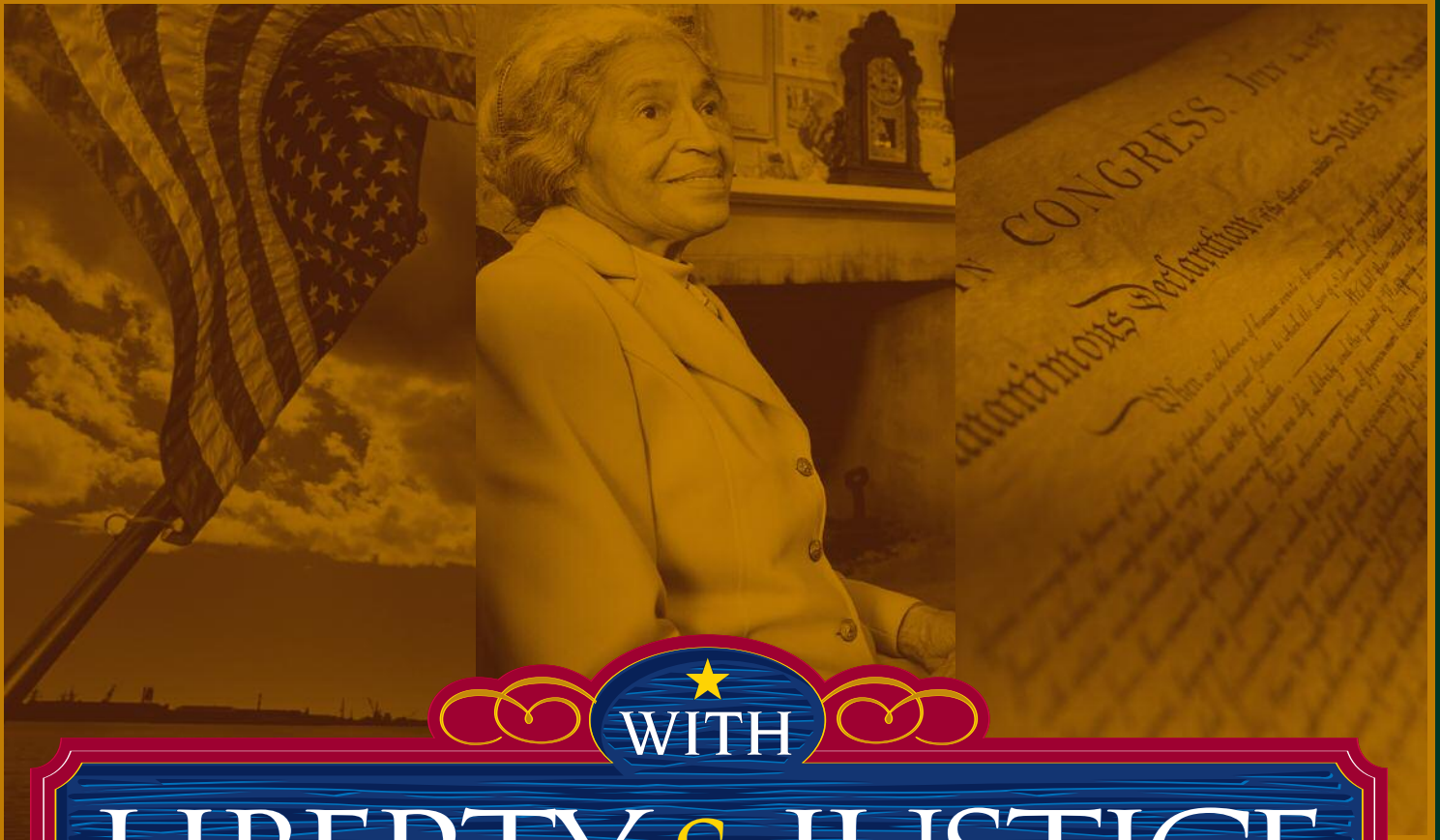


DISCOVERING DEMOCRACY IN ACTION



WITH

# LIBERTY & JUSTICE

FOR ALL

TEACHERS GUIDE: Grades 4-5  
LOOKING AT EVIDENCE AND TAKING A STAND

1776

1806

1836

1866

1906

1936

1600 — 1700 — 1800 — 1900 — 2006

INDEPENDENCE

FREEDOM AND UNION

VOTES FOR WOMEN

CIVIL RIGHTS

WWW.HISTORYFIELDTRIPS.ORG

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★ ★ ★ ★ I N T R O D U C T I O N

O V E R V I E W

Students will be investigating some of the ways citizens participate in a democracy through classroom discussion, examination of primary source materials evidence and exploration of the exhibit *With Liberty and Justice for All*. Students will take a stand on an issue that divided citizens by role playing a leader from the past.

O B J E C T I V E S

Students will:

- ★ Explore and analyze a variety of resources in the classroom and the museum to learn about the lives of individuals from the past who took a stand.
- ★ Collect and synthesize information and ideas to role-play an individual from the past.
- ★ Discuss and share opinions on leaders and leadership.
- ★ Discover the ways that individuals have expressed their views on issues of importance.
- ★ Develop and deliver a dramatization of an individual from the past who took a stand on an historic issue.

G U I D I N G Q U E S T I O N S

- ★ 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?

RELATED MICHIGAN CURRICULUM FRAMEWORK,  
CONTENT STANDARDS AND BENCHMARKS

- SS.I.LE.2.3** Recount the lives and characters of a variety of individuals from the past.
- SS.I.LE.2.4** Identify and explain how individuals in history have demonstrated good character and virtue.
- SS.I.LE.3.1** Use primary sources to reconstruct past events.
- SS.I.LE.4.1** Identify problems from the past that divided their local community, the state of Michigan and the United States and analyze the interests and values of those involved.
- SS.V.LE.1.1** Locate information about local, state and national communities using a variety of traditional sources, electronic technologies and direct observations.
- ELA.LE.1.5** Respond to oral, visual, written and electronic text and compare their responses with peers.
- ELA.LE.3.8** Express their responses to oral, visual, written and electronic text and compare their responses with peers.
- ELA.LE.10.3** Use oral, written and visual texts to research how individuals have had an impact on people in their community and their nation.
- ARTS ED 1** Assume roles that exhibits concentration and contributes to the action of the classroom dramatizations based on personal experience, imagination, literature and history.
- ARTS ED 2** Collaborate to select interrelated characters, environments and situations for classroom dramatizations.
- ARTS ED 3** Imagine and clearly describe the characters, the relationships and their environments.
- ARTS ED 3** Communicate information to peers about people, events, time and place related to classroom dramatizations.

## RELATED CORE DEMOCRATIC VALUES

- \* Justice
- \* Truth
- \* Equality
- \* Diversity
- \* Liberty
- \* Common Good

## VOCABULARY

- \* investigate
- \* evidence
- \* character
- \* virtue
- \* taking a stand
- \* leaders
- \* consequences
- \* struggle
- \* freedom
- \* loyalist
- \* abolitionist
- \* suffragette
- \* boycott
- \* broadside
- \* liberty
- \* justice
- \* primary sources
- \* secondary sources

## MATERIALS NEEDED

- \* Blackboard or flip charts and markers
- \* Looking at Evidence and Taking A Stand Primary Source Materials
- \* **Excerpt from speech:** William Lloyd Garrison, “No Compromise with Evil Slavery,” 1854 (*speaking for a cause*)
- \* **Print:** The Declaration Committee, 1876 (*writing for a cause*)
- \* **Print:** Revolutionary soldier enlistment notice, 1776 (*serving in the military for a cause*)
- \* **Poster:** March on Washington poster, 1963 (*participating in a march for a cause*)
- \* **Song:** Suffrage song lyrics, about 1900 (*singing for a cause*)
- \* **Magazine Illustration:** Drawing of African Americans voting, Harpers Weekly, 1867 (*voting for a cause*)
- \* Role Playing Rubric
- \* *With Liberty and Justice for All* Student Exploration Guide can be previewed and requested online, booklets and already sharpened pencils to be picked up at *Henry Ford Museum*<sup>®</sup> the day of visit.

★ ★ ★ ★ P R E - V I S I T A C T I V I T I E S

1. GETTING READY FOR YOUR VISIT  
to *With Liberty and Justice for All*

Visit our website at [www.HistoryFieldTrips.org](http://www.HistoryFieldTrips.org) to:

- \* Get a brief overview of the exhibit *With Liberty and Justice for All*
- \* Preview and request the museum visit booklet— *With Liberty and Justice for All* Student Exploration Guide. Request the number of booklets and already sharpened pencils to be picked up the day of your visit.
- \* Download and print the Looking at Evidence and Taking a Stand Primary Source Materials, Primary Source Investigation Worksheets and Action Plan Rubric

Develop with students a class definition of *liberty* and *justice*. Ask students to consider and discuss with a partner and then with the entire class their responses to these questions:

- \* What do the words *liberty* and *justice* mean to them?
- \* To their families?
- \* To U.S. citizens?
- \* To immigrants to the U.S.?
- \* Post their definitions in the classroom and revisit and revise them before and after their visit to the exhibit *With Liberty and Justice for All*.
- \* Tell students they will be meeting people who wanted change and took a stand. Invite them to predict who some of those people were and what some of their beliefs and actions might have been?

## 2. DISCOVERING DEMOCRACY IN ACTION

- \* Ask students to pair with another student for a few minutes to discuss the question:
  - \* What do you think is easier— To complain about something or to change something?
  - \* Why?
- \* Invite students to share with the class their responses to this question.
- \* Changing things often requires taking a stand. Ask what kinds of taking a stand actions could change things?*(write a letter to the editor; publish an essay, article, pamphlet, or book about your ideas; run for office; join a political campaign, party or organization; gather more information through newspapers, magazines or television; organize or participate in a boycott, march, or parade; create signs, slogans, music, theater, or art that communicates your beliefs or feelings; make a speech; etc.)*
- \* Copy and distribute the Looking at Evidence and Taking A Stand Primary Source Materials and the Primary Source Investigation Worksheets. Review the type of primary source evidence they will be investigating and analyzing photos, speeches, songs, documents, illustrations and posters.
- \* Divide class into small groups to analyze the primary source evidence. After students have analyzed their evidence ask them to partner with another small group to share and discuss their responses and add to or clarify their responses based on any new insights or information collected.
- \* After students have analyzed and discussed their primary sources invite them to share what they learned, understood or discovered with the entire class.
- \* Record on the black board or flip chart key information, observations and significance of each of these types of evidence and help them determine how this evidence represents democracy in action by asking:
  - \* What types of evidence did you investigate?
  - \* What people did you meet?
  - \* How did the evidence show people taking a stand?
  - \* If you could meet some of these people what questions would you ask them?

### 3. DEFINING LEADERSHIP

- \* Who brings about change? (*individual, groups*)
- \* Identify all the places where we find examples of leadership  
(*homes, families, schools, classrooms, playgrounds, churches, sports teams, communities, government, business, industry, unions, etc.*).
- \* Brainstorm a list of words and phrases that describe leadership  
(*patient, caring, courageous, compassionate, team player, good listener, knows when to lead, knows when to follow, leads by example, optimistic, flexible, persuasive, kind, fun, lets others learn, lets others lead, supportive, sets goals, good communicator, passionate, shares power, persistent, etc.*)
- \* Distribute note cards to each student and have them record the name of an individual or group along with any of their words or actions that provided leadership in bringing about change.

**Leaders from the past could include:**

George Washington, Thomas Jefferson, Thomas Paine, Abraham Lincoln, Frederick Douglass, Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Carrie Chapman Catt, Rosa Parks, Martin Luther King, Cesar Chavez, Patrick Henry, etc.

- \* Collect cards and redistribute and attach one card to the back of each student. Ask students to find a partner. The partner reads but does not reveal the name of their partner's leader. Through the game of *20 Questions* students ask "yes" or "no" questions to try to figure out the name of the leader on the card on their back.
- \* Debrief activity with students by inviting them to introduce some of the leaders they met.



★ ★ ★ ★ P O S T - V I S I T P R O J E C T

ROLE PLAYING AN HISTORIC LEADER

- ★ With this culminating project, students become a part of the story of Americans seeking and struggling for liberty and justice for all.
- ★ Review their visit and their *With Liberty and Justice for All* Student Exploration Guide by asking the following questions:
  - ★ What individuals did they meet who took a stand?
  - ★ What was their stand or belief?
  - ★ How did they take a stand or express their beliefs?
  - ★ What were the consequences of taking a stand?
- ★ Have students use their knowledge and imagination to role play a leader from the past who took a stand. Review the role playing rubric with student so they can think about how they wish to portray their leader, what clothing or props they need to gather and how to create a believable and accurate portrayal. Students will need to prepare a short speech or statement that communicates their historic persons stand on an issue.



## Role Playing Rubric

Names

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Name of person being role played:

Scale: 1 Rarely 2 Sometimes 3 Usually 4 Always

	Possible Points	Points Earned
* <b>VOICE:</b> Role player's speech is loud and clear	4	
* <b>CHARACTER:</b> Role player's speech expresses emotion, beliefs and personality of character	4	
* <b>BODY LANGUAGE:</b> Role player uses gestures, facial expressions, or posture to help communicate ideas and feelings	4	
* <b>PROPS/CLOTHING:</b> Role player carries, wears or uses something the real person might have used or carried	4	
* <b>BELIEVABILITY:</b> Role player is believable, sensitive to the situation and stays in role	4	
* <b>ACCURACY:</b> Role player's speech accurately reflects the characters stand on an issue		
* Gives a clearly stated position and support for that position	4	
* Uses words such as support/oppose; for/against, agree/disagree or should/should not	4	
* Provides at least one supporting point based on the core democratic values	4	
* Provides at least one piece of relevant supporting information or evidence for the stated position	4	
<b>TOTAL POINTS</b>	<b>28</b>	

Credits: Michigan Education Assessment Program Holistic Feature of Scoring of Civic Writing and Educational Network of Ontario

★ ★ ★ ★ EXTENSION ACTIVITIES

1. Develop and practice your civic participation “taking a stand” skills today by creating signs, slogans, bumper stickers, buttons for causes from the past such as seeking independence from Great Britain, abolishing slavery, or securing voting rights for African Americans and women.
2. Broadsides informed the public and persuaded people in an age before mass-circulation newspapers. Direct students to design a broadside about a contemporary injustice or social issue. See if they can find evidence of “broadsides” today in the form of bumper stickers, T-shirts, billboards, etc.
3. Create a questionnaire for interviewing individuals or groups in your school or community who want change and are taking a stand. **Consider including question such as:**
  - \* Who inspires you to be a leader?
  - \* What qualities do you think leaders should have?
  - \* What do you hope to change by taking a stand? Why?
  - \* What actions are you taking to make change happen?
  - \* What advice do you have for young people?
4. Create your own “should questions” such as:
  - \* Should soft drinks be banned in schools?
  - \* Should recess be longer?
  - \* Take a stand on these question and use your knowledge, experience and your understanding of core democratic values to state and support your position.
5. Write, draw, act or sing about what you think freedom is and create a display in your classroom of the many definitions of freedom.
6. Create a collage that reflects your stand on a current issue. Include images, words and actions that show the ways you can, will or have taken a stand on this issue.

★ ★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - P R I N T

FOR STUDENTS

- \* Anderson, Maxine. *Great Civil War Projects You Can Build Yourself*. Fort Collins, CO: Nomad Press, 2005.
- Bausum, Ann. *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote*. Washington, D.C.: National Geographic, 2004.
- \* Carson, Mary Kay. *The Underground Railroad for Kids: From Slavery to Freedom*. Chicago Review Press, 2005.
- Fradin, Dennis Brindell. *The Signers: The 56 Stories Behind the Declaration of Independence*. Walker Publishing Co., 2002.
- \* Freedman, Russell. *Lincoln: A Photobiography*. New York: Clarion Books, 1987.
- \* Freedman, Russell. *Give Me Liberty: The Story of the Declaration of Independence*. New York: Holiday House, 2002.
- Hakim, Joy. *Freedom: A History of US*. New York: Oxford University Press, 2002. (PBS companion book)
- Herbert, Janis. *The American Revolution for Kids*. Chicago Review Press, 2002.
- \* Herbert, Janis. *The Civil War for Kids*. Chicago Review Press, 1999.
- \* King, Casey and Osborne, Linda Barrett. *Oh Freedom!—Kids Talk about the Civil Rights Movement with the People Who Made It Happen*. New York: Knopf Books for Young Readers, 1997.
- Levine, Ellen. *Freedom's Children: Young Civil Rights Activists Tell Their Own Stories*. Putnam Publishing Group, 2000.
- Marrin, Albert. *George Washington and the Founding of a Nation*. New York: Dutton Children's Books, 2001.
- McPherson, James. *Fields of Fury: The American Civil War*. New York: Atheneum, 2002.
- Meltzer, Milton. *There Comes a Time: The Struggle for Civil Rights*. New York: Random House Books for Young Readers, 2001.
- McWhorter, Diane. *A Dream of Freedom: The Civil Rights Movement*. New York: Scholastic Nonfiction, 2004.
- Parks, Rosa, and Reed, Gregory J. *Dear Mrs. Parks: A Dialogue With Today's Youth*. Lee & Low Books, 1996.
- \* Turck, Mary. *The Civil Rights Movement: A History with 21 Activities*. Chicago: Chicago Review Press, 2000.
- \* Items are carried in the Genius at Play store in *Henry Ford Museum*, subject to availability.

★ ★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - P R I N T

FOR TEACHERS

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. New York: Oxford University Press, 1998.

Blight, David. *Frederick Douglass' Civil War: Keeping Faith in Jubilee*. Baton Rouge: Louisiana State University Press, 1989.

\* Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, MA: Harvard University Press, 2001.

\* Brinkley, Douglas. *Rosa Parks*. New York: Viking, 2000.

\* Clift, Eleanor. *Founding Sisters and the Nineteenth Amendment*. New York: John Wiley and Sons, 2003.

DuBois, Ellen Carol. *Woman Suffrage and Women's Rights*. New York: New York University Press, 1998.

Ellis, Joseph. *Founding Brothers: The Revolutionary Generation*. New York: Vintage Books, 2001.

Foner, Eric. *Reconstruction: America's Unfinished Revolution. 1863-1877* New York: Harper Modern Classics, 2002.

Foner, Eric. *The Story of American Freedom*. New York: W.W. Norton & Company, 1999.

Franklin, John Hope. *The Emancipation Proclamation*. Wheeling, IL: Harlan Davidson, 1995.

Horton, James Oliver and Horton, Lois E. *Slavery and the Making of America*. Oxford University Press, 2005 (companion to PBS series).

Kohl, Herbert. *She Would Not Be Moved: How We Tell the Story of Rosa Parks and The Montgomery Bus Boycott*. New York: The New Press, 2005.

McPherson, James. *Abraham Lincoln and the Second American Revolution*. New York: Oxford University Press, 1991.

Parks, Rosa (with Jim Haskins). *Rosa Parks, My Story*. New York: Puffin Books, 1992.

Raphael, Ray. *A People's History of the American Revolution*. New York: New Press, 2001

Roberts, Cokie. *Founding Mothers*. New York: HarperCollins, 2004.

Ward, Geoffrey and Burns, Ken. *Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony*. New York: Knopf, 2001.

\* Williams, Juan. *Eyes on the Prize: America's Civil Rights Years, 1954-1965*. New York: Penguin Books, 1988.

\* Williams, Donnie and Greenhaw, Wayne. *Thunder of Angels: The Montgomery Bus Boycott and the People Who Broke the Back of Jim Crow*. Chicago: Lawrence Hill Books, 2005.

Young, Alfred F. *The Shoemaker and the Tea Party: Memory and the American Revolution*. Boston: Beacon Press, 1999.

\* Items are carried in the *Henry Ford Museum* store, subject to availability.

★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - A U D I O V I S U A L  
A N D O N L I N E

DVDS

*Freedom: A History of US: "Fighting for Freedom – Revolution and Civil War,"* PBS Series  
*Iron-Jawed Angels*, Warner Home Video, 2004

VIDEOS

A&E Biographies:  
*George Washington, Founding Father*  
*Thomas Jefferson, Philosopher of Freedom*  
*Martin Luther King Jr., The Man & the Dream*

CDS

*Songs of the Civil War*. New World Records, 1976.  
*The Civil War*. Original Soundtrack Recording from the film, Elektra Entertainment, 1990.  
*Sing for Freedom*. Smithsonian Folkways Recordings, 1990.  
*Voices of the Civil Rights Movement Black American Freedom Songs 1960-1966*. Smithsonian Folkways Recordings, 1997.

ONLINE

<http://www.mde.state.mi.us/>

- \* Resources for educators on the Michigan Curriculum Framework for social studies and the core democratic values.

<http://www.pbs.org/wnet/historyofus/index.html>

- \* Teaching guides, webisodes, primary sources, games and more to help students learn about the promise and price of freedom. Complements the PBS series *Fighting for Freedom*.

<http://bensguide.gpo.gov/>

- \* Ben's Guide to U. S. government for kids is a service of the U.S. Government Printing Office that provides electronic access to information about U. S. history and government. This site is organized by grade levels: K-2, 3-5, 6-8, 9-12.

<http://www.civics-online.org/>

- \* Civics Online is a collaborative online project for providing a rich array of primary sources, professional development tools, and interactive activities geared towards the Michigan Curriculum Framework and Core Democratic Values.

<http://edsitement.neh.gov/>

- \* This educational partnership brings online humanities resources from some of the world's great museums, libraries, cultural institutions and universities directly to your classroom. Includes comprehensive lesson plans and associated primary sources on American independence, slavery, women's rights and civil rights.

★ ★ ★ S E L E C T E D B I B L I O G R A P H Y - O N L I N E

<http://www.civiced.org/>

- \* Teacher and curricular resources for promoting an enlightened and responsible citizenry committed to democratic principles.

<http://www.loc.gov/rr/program/bib/ourdocs/PrimDocsHome.html>

- \* The Library of Congress is home to many of the most important documents in American history. The initial release of this website contains documents from the years 1763 to 1877. Updates will be made on a regular basis.

<http://www.archives.gov/exhibits/>

- \* Includes online exhibit featuring key foundational documents.

<http://www.constitutioncenter.org/education/>

- \* Curriculum resources including current event discussion starters, lesson plans, service learning projects, interactive Constitution, constitutional timeline, founding documents and Constitution Day lessons.

<http://www.slaveryinamerica.org>

- \* The National Underground Railroad Freedom Center located in Cincinnati, Ohio, offers exhibits, interactive experiences, lessons and resources for teachers.

<http://www.loc.gov/exhibits/african/intro.html>

- \* A Library of Congress resource guide to the study of black history and culture

<http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html>

- \* The exhibition The African American Odyssey: A Quest for Full Citizenship, showcases the African American collections of the Library of Congress.

<http://www.nwhp.org/>

- \* Information and educational materials about women's history.

<http://memory.loc.gov/ammem/vfhtml/vfwhome.html>

- \* Extensive and varied resources related to women's suffrage including documents, cartoons, portraits and photographs.

<http://www.tolerance.org/teach/index.jsp>

- \* Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance provides free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond including *Mighty Times: The Legacy of Rosa Parks and America's Civil Rights Movement*.

★ ★ ★ ★ A C K N O W L E D G M E N T S

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Jim Alvaro

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Mel Miller

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Stephen Mucher

Deborah Parizek

Beth Savalox

Carrie Taub

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- ★ Primary Source Investigation Worksheets developed by The Henry Ford with adaptations from Plymouth Canton Community Schools Teaching American History Grant Historical Inquiry Procedure.





**Excerpt from Speech: "No Compromise with Evil or  
Slavery," 1854**

I am a believer in that portion of the Declaration of American Independence in which it is set forth, as among self-evident truths, "that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness." Hence, I am an abolitionist, because those who obey the laws should help to choose those who make the laws.

**Excerpt from speech:** William Lloyd Garrison, "No Compromise with Evil Slavery," 1854



Investigator Names

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Excerpt from Speech: "No Compromise with Evil or Slavery," 1854

What type of evidence is this? (photo, print, document, advertisement, poster, broadside)

---

What type of "taking a stand" action is shown? (speaking, writing, singing, participating in a protest, serving in the military, dis-obeying a law thought to be unfair or unjust, voting)

---

Who created this evidence and why?

---

What does this evidence tell you about a person, event, time or place?

---

How does this evidence help me understand what people felt or believed?

---

Write down two questions that you have about this evidence?

---

Where would you go to find answers to your questions?

---



Print: The Declaration Committee, 1876



PUBLISHED BY GURNER & WEE. Entered according to act of Congress in the year 1876 by Gurrier & Wee in the Office of the Librarian of Congress at Washington. 105 NASSAU ST. NEW YORK.

THOMAS JEFFERSON. ROGER SHERMAN. BENJAMIN FRANKLIN. ROBERT R. LIVINGSTON. JOHN ADAMS.

### THE DECLARATION COMMITTEE.

THOMAS JEFFERSON, of Virginia, JOHN ADAMS, of Massachusetts, BENJAMIN FRANKLIN, of Pennsylvania, ROGER SHERMAN, of Connecticut, ROBERT R. LIVINGSTON, of New York, were appointed June 11<sup>th</sup> 1776 a Committee to draw up a Declaration in accordance with the resolution offered in Congress June 7<sup>th</sup> 1776, by Richard Henry Lee, of Virginia, (who being suddenly called to the bedside of his sick wife, was unable to serve personally upon the Committee,) the Declaration was prepared by the Chairman, Thomas Jefferson, and with few alterations reported by the Committee to the Congress July 1<sup>st</sup> and at mid-day July 4<sup>th</sup> 1776, the Thirteen Colonies were declared, Free and Independent States, under the name of the United States of America.

From the collections of The Henry Ford®



Print: The Declaration Committee, 1876

Investigator Names

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Where would you go to find answers to your questions?

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Print: Revolutionary Soldier Enlistment Notice, 1776

I *Daniel Coon* of *Sharon*  
do acknowledge to have voluntarily enlisted myself a  
Soldier, to serve in the Battalion of Foot raised by the Co-  
lony of *Connecticut*, to join the Continental Army in New-  
York, to be commanded by *Col. Fisher Gay* Esq;  
until the Twenty-fifth Day of December next. Witness;  
my Hand, this *24* day of *June* A. D. 1776.

*Daniel Coon*

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Investigator Names

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---



Poster: March on Washington, 1963

35-

# MARCH ON WASHINGTON

WEDNESDAY AUGUST 28, 1963

***America faces a crisis . . .  
Millions of Negroes are denied freedom . . .  
Millions of citizens, black and white, are unemployed . . .***

Thus we call on all Americans to join us in Washington:

- ‡ to demand the passage of effective civil rights legislation which will guarantee to all
  - . . . decent housing
  - . . . access to all public accommodations
  - . . . adequate and integrated education
  - . . . the right to vote
- ‡ to prevent compromise or filibuster against such legislation
- ‡ to demand a federal massive works and training program that puts all unemployed workers, black and white, back to work
- ‡ to demand an FEP Act which bars discrimination by federal, state and municipal governments, by employers, by contractors, employment agencies and trade unions
- ‡ to demand a national minimum wage, which includes all workers, of not less than \$2.00 an hour.

JOIN THE  
**MARCH ON WASHINGTON**

Honorary Chairmen

LOUIS SMITH, CORE                      CECIL B. MOORE, NAACP

DISTRIBUTED BY THE CONGRESS OF RACIAL EQUALITY

2229 NORTH BROAD STREET                      PO 5-2229

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Investigator Names

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Poster: March on Washington, 1963

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Write down two questions that you have about this evidence?

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Where would you go to find answers to your questions?

---





Song: Suffrage song lyrics, about 1900

## **WOMEN'S SUFFRAGE ANTHEM**

(sung to the tune of Yankee Doodle Dandy)

When Uncle Sam set up his house  
he welcomed every brother  
but in the haste of his new life  
he quite forgot his mother.



Investigator Names

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Song: Suffrage song lyrics, about 1900

What type of evidence is this? (photo, print, document, advertisement, poster, broadside)

---

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---

Write down two questions that you have about this evidence?

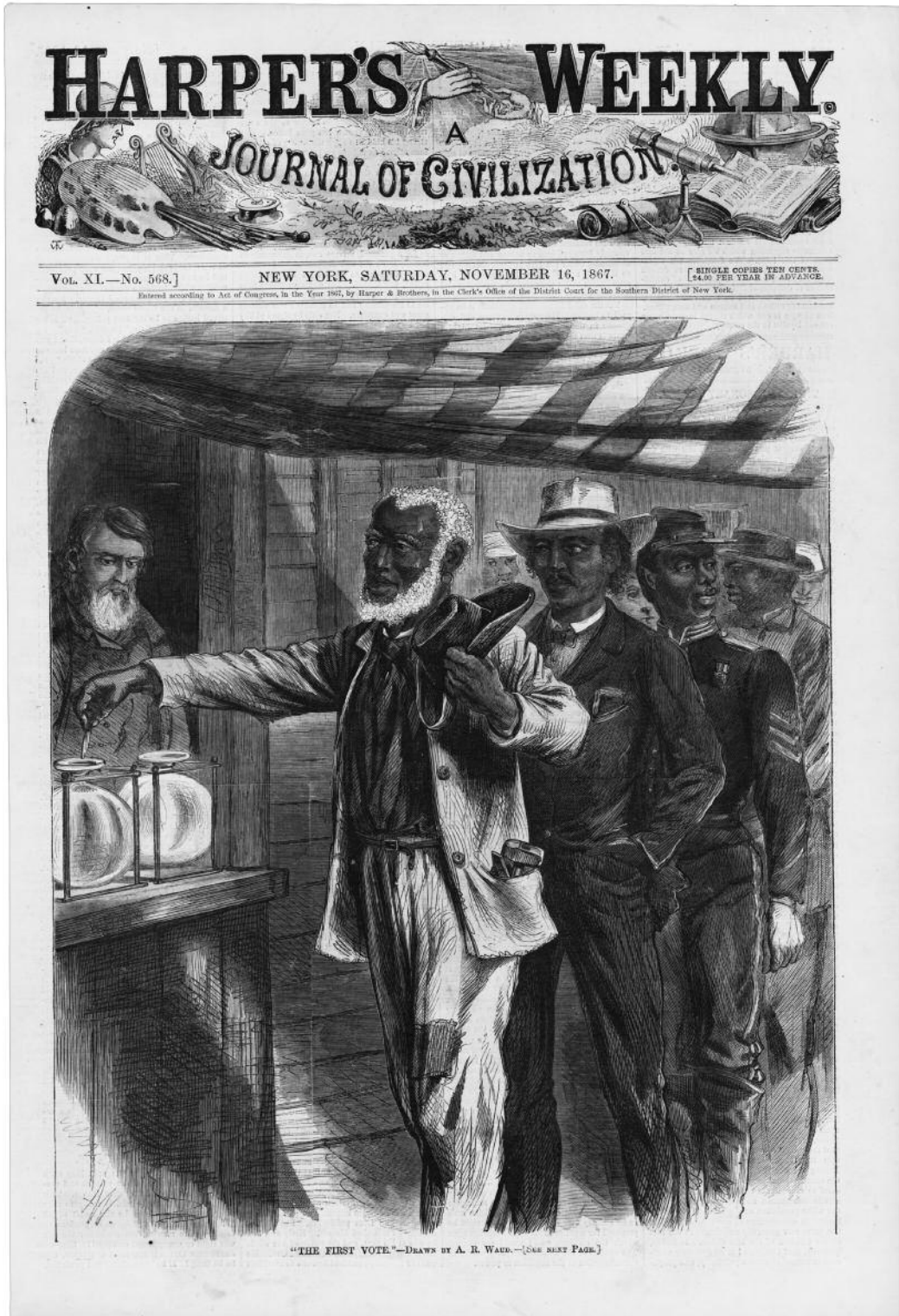
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Where would you go to find answers to your questions?

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WITH  
**LIBERTY & JUSTICE**  
FOR ALL

Magazine Illustration: Drawing of African Americans voting, *Harpers Weekly*, 1867



From the collections of The Henry Ford®



Investigator Names

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Magazine Illustration: Drawing of African Americans  
voting, *Harpers Weekly*, 1867

What type of evidence is this? (photo, print, document, advertisement, poster, broadside)

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What type of “taking a stand” action is shown? (speaking, writing, singing, participating in a protest, serving in the military, dis-obeying a law thought to be unfair or unjust, voting)

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Who created this evidence and why?

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What does this evidence tell you about a person, event, time or place?

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How does this evidence help me understand what people felt or believed?

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Write down two questions that you have about this evidence?

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Where would you go to find answers to your questions?

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