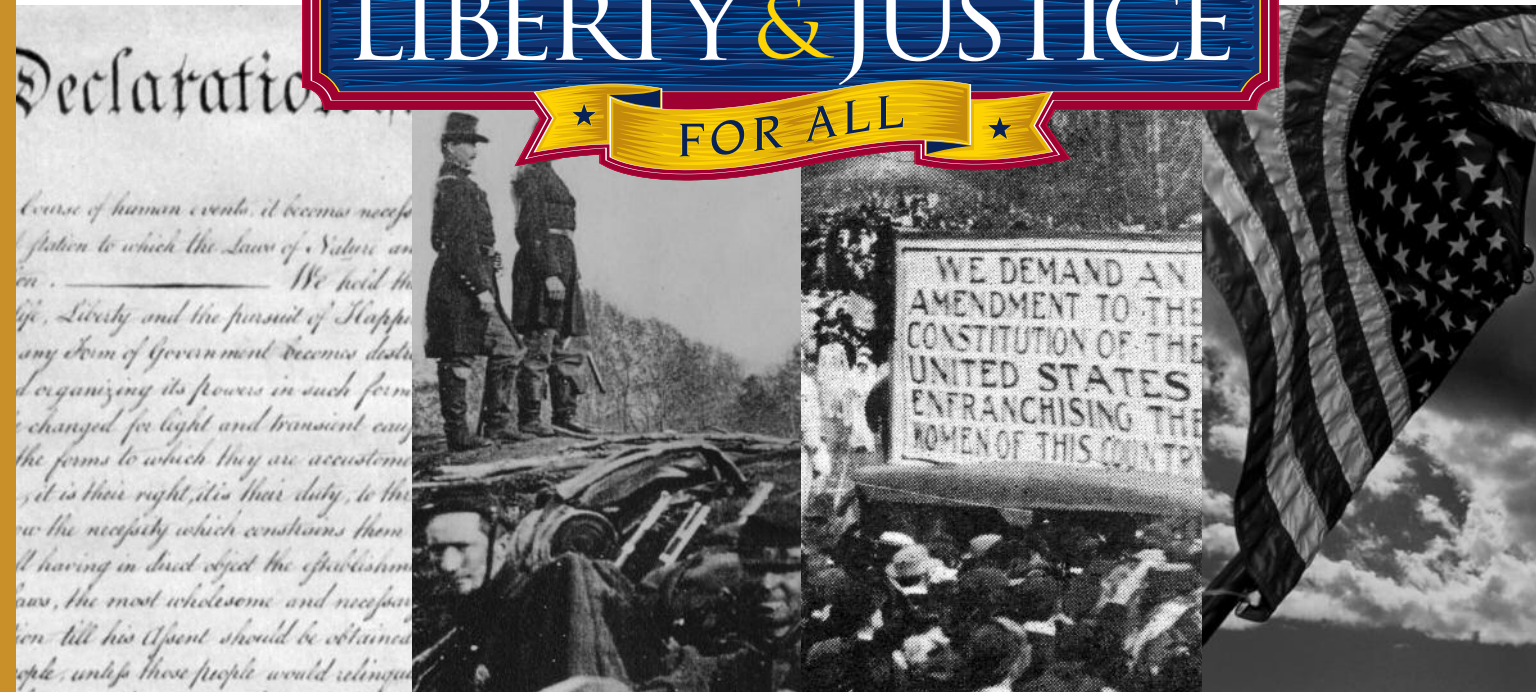


DISCOVERING DEMOCRACY IN ACTION IN

WITH LIBERTY & JUSTICE FOR ALL

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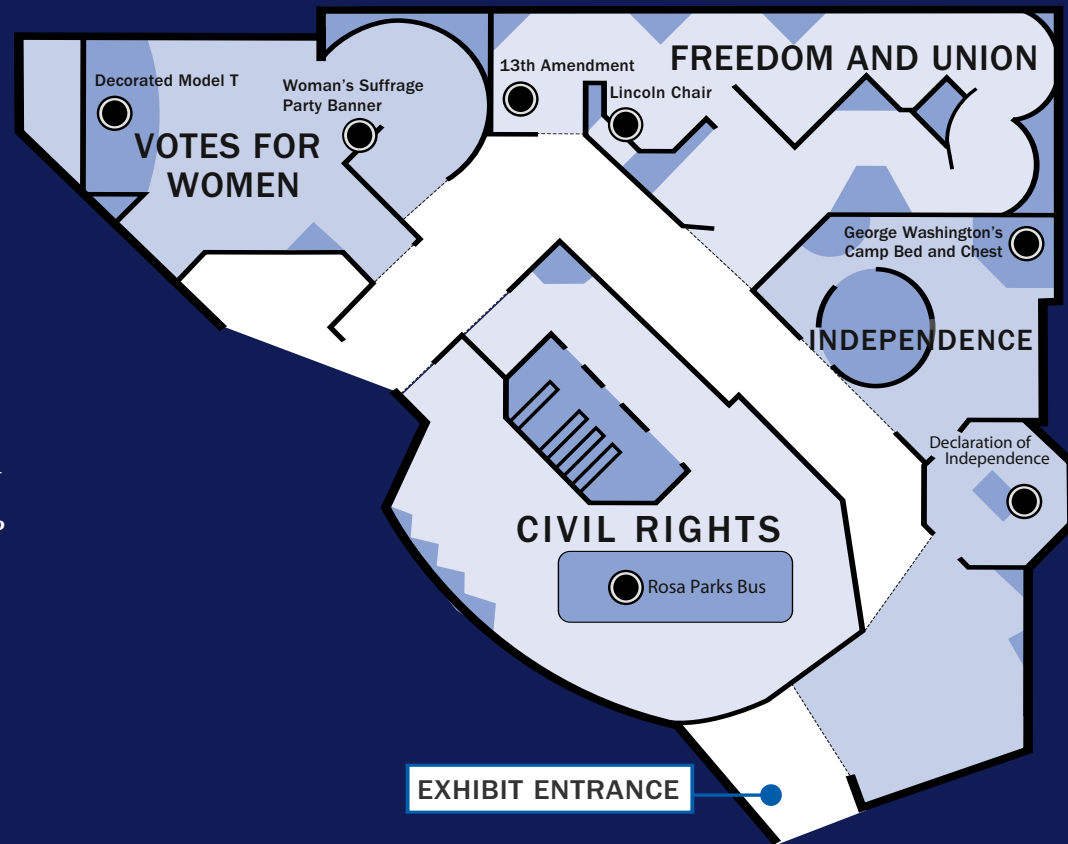


With Liberty & Justice for All

AND 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 9–12: LOOKING AT EVIDENCE AND TAKING ACTION

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.

Securing liberty and justice for all has always been the product of social movements and struggle. Lack of representation, inequality and discrimination motivated individuals and groups to develop new strategies and tactics to create change.

- ★ Be a part of the stories and struggles for freedom, liberty and justice.
- ★ Investigate evidence about the leaders and agitators who struggled for freedom, liberty and justice.
- ★ Talk and think about these questions:

What individuals and groups took a stand and took action in pursuit of freedom, liberty and justice?

How did individuals and groups employ new strategies and tactics and build movements in the struggle for freedom, liberty and justice?

Independence

INEQUALITY AND DISCRIMINATION—Find evidence of inequality and discrimination that separated, repressed or burdened individuals or groups in their quest for freedom, liberty and justice:

WHAT WAS IT?	HOW DID IT SEPARATE, REPRESS OR BURDEN?

TAKING ACTION—Find evidence that shows the strategies and tactics of individuals and groups addressing an issue of historic importance. *The Issue—Declaring independence from Great Britain*

WHO WAS INVOLVED?	SPECIFIC ACTIONS TAKEN?	RESULTS OF THOSE ACTIONS?

DEFINING DEMOCRATIC VALUES

What do you think was a key strategy or tactic that changed American ideas and definitions about freedom, liberty or justice during this time period?

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

think and talk about...

What groups were left out of the Declaration of Independence?

Would you risk everything, as some of the signers of the Declaration of Independence did, to secure or protect your freedom?



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

INEQUALITY AND DISCRIMINATION—Find evidence of inequality and discrimination that separated, repressed or burdened individuals or groups in their quest for freedom, liberty and justice:

WHAT WAS IT?	HOW DID IT SEPARATE, REPRESS OR BURDEN?

TAKING ACTION—Find evidence that shows the strategies and tactics of individuals and groups addressing an issue of historic importance. *The Issue—Enslavement of African Americans*

WHO WAS INVOLVED?	SPECIFIC ACTIONS TAKEN?	RESULTS OF THOSE ACTIONS?

DEFINING DEMOCRATIC VALUES

What do you think was a key strategy or tactic that changed American ideas and definitions about freedom, liberty or justice during this time period?

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

think and talk about...

Does getting the vote guarantee freedom? Why or why not?

Is the ideal of liberty and justice for all possible? Why or why not?



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 Wartime Song (AUDIO INTERACTIVE)
- Hear the Gettysburg Address (AUDIO)
- “President Lincoln’s Journey” (INTERACTIVE TIMELINE)



Votes for Women

INEQUALITY AND DISCRIMINATION—Find evidence of inequality and discrimination that separated, repressed or burdened individuals or groups in their quest for freedom, liberty and justice:

WHAT WAS IT?	HOW DID IT SEPARATE, REPRESS OR BURDEN?

TAKING ACTION—Find evidence that shows the strategies and tactics of individuals and groups addressing an issue of historic importance. *The Issue—Universal Suffrage for Women*

WHO WAS INVOLVED?	SPECIFIC ACTIONS TAKEN?	RESULTS OF THOSE ACTIONS?

DEFINING DEMOCRATIC VALUES

What do you think was a key strategy or tactic that changed American ideas and definitions about freedom, liberty or justice during this time period?

think and talk about...

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Why do you think women gained the right to vote in the 1920s and not earlier or later?

Do you think men voted against their own interests in the passage of the 19th Amendment? Why or why not?



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.

The Civil Rights Movement

INEQUALITY AND DISCRIMINATION—Find evidence of inequality and discrimination that separated, repressed or burdened individuals or groups in their quest for freedom, liberty and justice:

WHAT WAS IT?	HOW DID IT SEPARATE, REPRESS OR BURDEN?

TAKING ACTION—Find evidence that shows the strategies and tactics of individuals and groups addressing an issue of historic importance. *The Issue—Jim Crow Laws*

WHO WAS INVOLVED?	SPECIFIC ACTIONS TAKEN?	RESULTS OF THOSE ACTIONS?

DEFINING DEMOCRATIC VALUES

What do you think was a key strategy or tactic that changed American ideas and definitions about freedom, liberty or justice during this time period?

think and talk about...

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How do individuals and groups create change in the face of governmental resistance?

How do issues change from ones of local importance to ones of national importance?



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