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 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?

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)

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.

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?

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)
### 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:

<table>
<thead>
<tr>
<th>WHAT WAS IT?</th>
<th>HOW DID IT SEPARATE, REPRESS OR BURDEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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*

<table>
<thead>
<tr>
<th>WHO WAS INVOLVED?</th>
<th>SPECIFIC ACTIONS TAKEN?</th>
<th>RESULTS OF THOSE ACTIONS?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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](http://www.historyfieldtrips.org)***
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?

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...

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?

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.

<table>
<thead>
<tr>
<th>WHAT WAS IT?</th>
<th>HOW DID IT SEPARATE, REPRESS OR BURDEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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*

<table>
<thead>
<tr>
<th>WHO WAS INVOLVED?</th>
<th>SPECIFIC ACTIONS TAKEN?</th>
<th>RESULTS OF THOSE ACTIONS?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### 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...

- 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?

---

**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**

---

**TO SEE & DO**

- 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)