TEACHERS GUIDE: Grades 4-5
LOOKING AT EVIDENCE AND TAKING A STAND
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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 or 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 exhibit 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® the day of visit.
**PRE-VISIT ACTIVITIES**

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

Visit our website 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.

On-hand supplies are limited, but you can download and print your own copies.

* 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 partners 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.
POST-VISIT PROJECT

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

Name of person being role played:

<table>
<thead>
<tr>
<th>Scale: 1 Rarely 2 Sometimes 3 Usually 4 Always</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>* VOICE: Role player's speech is loud and clear</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>* CHARACTER: Role player's speech expresses emotion, beliefs and personality of character</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>* BODY LANGUAGE: Role player uses gestures, facial expressions, or posture to help communicate ideas and feelings</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>* PROPS/CLOTHING: Role player carries, wears or uses something the real person might have used or carried</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>* BELIEVABILITY: Role player is believable, sensitive to the situation and stays in role</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>* ACCURACY: Role player's speech accurately reflects the characters stand on an issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Gives a clearly stated position and support for that position</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>* Uses words such as support/oppose; for/against, agree/disagree or should/should not</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>* Provides at least one supporting point based on the core democratic values</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>* Provides at least one piece of relevant supporting information or evidence for the stated position</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>28</strong></td>
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**Credits:** Michigan Education Assessment Program Holistic Feature of Scoring of Civic Writing and Educational Network of Ontario
**E X T E N S I O N A C T I V I T I E S**

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.
SELECTED BIBLIOGRAPHY - PRINT

FOR STUDENTS


* Items are carried in the Genius at Play store in Henry Ford Museum, subject to availability.
FOR TEACHERS


* Items are carried in the Henry Ford Museum store, subject to availability.
**SELECTED BIBLIOGRAPHY – AUDIOVISUAL AND ONLINE**

**DVDS**


*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.


**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.
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/aaohtml/exhibit/aointro.html

http://www.nwhp.org/
* Information and educational materials about women’s history.

http://memory.loc.gov/ammem/vfwhtml/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.
ACKNOWLEDGMENTS

* Thanks to the With Liberty and Justice For All Educators Advisory Group for their helpful and thoughtful counsel on the conceptualization, development and review of DISCOVERING DEMOCRACY IN ACTION IN With Liberty and Justice for All:

Jim Alvaro
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Mel Miller
Peggy Moore Thomas
Stephen Mucher
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Beth Savalox
Carrie Taub

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

This exhibition is made possible in part by the generous support of DTE Energy Foundation
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
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

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?

________________________________________________________________________

Where would you go to find answers to your questions?

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

Daniel Coon

From the collections of The Henry Ford®
Print: Revolutionary Soldier Enlistment Notice, 1776

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, disobeying a law thought to be unfair or unjust, voting)

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Write down two questions that you have about this evidence?

__________________________________________________________

Where would you go to find answers to your questions?

__________________________________________________________
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 FEPC 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

From the collections of The Henry Ford®
Poster: March on Washington, 1963

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, disobeying 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?
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.
Song: Suffrage song lyrics, about 1900

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, disobeying a law thought to be unfair or unjust, voting)

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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?

_________________________________________________________________________

*From the collections of The Henry Ford®*
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Where would you go to find answers to your questions?

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