

# Find Your Freedom

Theme: Community

Duration: 1-2 Class Sessions

Interdisciplinary Subject: Civics

Grade Level: 4-5

**Lesson Overview:** In this lesson, students will analyze primary sources from the Library of Congress to identify freedoms and rights. Then they will be provided with background information about the Bill of Rights. Students will match the amendments related to some of the freedoms they identified through analyzing sources and will then work in small groups to reach consensus and propose a new amendment to secure rights or freedoms not included in the Bill of Rights.

## Overarching Essential Question

- What are our rights?

## Lesson Essential Questions

- What freedoms are most important to you?

## Lesson Objectives

Students will be able to:

- Use critical thinking and inquiry skills to analyze primary sources from the Library of Congress.
- Discuss several amendments in the Bill of Rights.
- Determine a right or freedom not included in the Bill of Rights.
- Use collaboration skills to create a new amendment protecting a freedom they feel is important.

### Civic Knowledge

- Principles of American democracy established by the Constitution

### Civic Skills

- Identifying and describing information
- Explaining and analyzing information
- Working with others
- Seeking consensus, negotiating

### Civic Dispositions

- Developing as an engaged member of society
- Respecting individual worth and human dignity

## Materials Needed

- Teacher Guide: Find Your Freedom
- [PowerPoint: Find Your Freedom](#)
- Access to the Library of Congress for bibliographic information
- Library of Congress Primary Source Analysis Tool: [Online version](#), [PDF version](#)
- Optional: [Scaffolded Analysis Tool](#)
- [Handout Pack: Sources, Bill of Rights & Additional Amendments, Activity Instructions](#)

## Library of Congress Resources

- Norman Rockwell, Four Freedoms, Fear: <https://www.loc.gov/item/2017875157/>
- Norman Rockwell, Four Freedoms, Worship: <https://www.loc.gov/item/2017872020/>
- Norman Rockwell, Four Freedoms, Speech: <https://www.loc.gov/item/2017872019/>
- Norman Rockwell, Four Freedoms, Want: <https://www.loc.gov/item/2017872021/>

*Note: The LOC website title is "Fear" but the document is correctly "Want".*

## Additional Resource(s):

- Teacher Background Information: Rockwell's Four Freedoms: [https://www.archives.gov/exhibits/powers\\_of\\_persuasion/four\\_freedoms/four\\_freedoms.html](https://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_freedoms.html)

## Standards

C3 Indicators:

D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.

D4.1.3-5. Construct arguments using claims and evidence from multiple sources.

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# Teacher's Guide

## I. Introduction

### A. Use the [PowerPoint](#) or ask students:

What if there was a new law in the United States that said people are not allowed to say anything negative about the government, or anyone in the government.

What if there was a new law that said if you break the law, no matter what law you broke, you must wear a hat for one year in public that says, "I am a criminal".

Explain that people in the United States have certain rights and tell the students that today they are going to explore rights and freedoms.

### B. Primary Source Analysis

Pair students and distribute the Handout Pack to each pair. Distribute either the Library of Congress Primary Source Analysis Tool or, should your students need more scaffolding, the scaffolded analysis tool.

They should fill in the analysis tool as they examine the four sources.

Ask students to look the sources one at a time, or have each student analyze just two of the sources and share with his/her partner what they found.

Questions to get students started could include:

1. Observe: Look closely at each source. What do you see? What do you notice first? What else do you notice? What is interesting?
2. Think: Think about what you see. What can you learn from examining this? When do you think this was made? Why do you think it was made?
3. Question: Write questions you have about the sources.

### C. Discussion: What did you find?

Ask students to share the most important observations, reflections, and questions from their charts.

Ask: What comes to mind when you think about all four sources together? (they are a set, four freedoms, etc.)

### D. PowerPoint: Finding Your Freedom and the Bill of Rights

Use the [PowerPoint](#) and explain to the students that now they are going to explore some additional rights and freedoms.

Ask students to look at pages 3 and 4 of the Handout Pack. Ask students to see if they can find any of the freedoms from their sources as they look at the Bill of Rights.

Students should find Speech and Worship in the 1<sup>st</sup> Amendment, however freedom from want and fear are not included in the Bill of Rights. At the end of the PowerPoint, you might ask the students if they saw any amendments that might relate to freedom from fear or want. They could relate the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup> Amendments to fear from unfair treatment by the government.

## II. Lesson Tasks

### A. A New Amendment

Have pairs of students form groups of four. Ask the students to look at page 5 of the Handout Pack. Use the PowerPoint (Slide #16) and explain:

- In your groups, think about rights or freedoms that are important to you, but are not in the Constitution or Bill of Rights.
- Everyone should share ideas and listen to each other respectfully.
- Narrow your list down to ONE right or freedom that is most important to your group.
- Write your new amendment and a few sentences about why it is important to Americans. Be prepared to share your proposed amendment and why it is important with the class.

As an extension, you could have the students make their own posters, referencing back to the Norman Rockwell works.

## III. Closure

### A. Have each group share its proposed amendment and explain why they believe it is important. Ask the groups:

- Did people in your group have different ideas?
- Was it hard to narrow your ideas down to one amendment? How did you reach consensus?

### B. Ask students to hand in their analysis tools and amendments. Assess student work by:

- looking for apt observations, reflections, and questions on the analysis tool.
- a reasonable proposed amendment and justification.

*This lesson is part of a larger initiative, Citizen U, which aims to integrate civic learning across the curriculum for students in grades 2-12. For more lessons like it, in Language Arts, Math, Science, and Social Studies, or to learn more about related creative, community, and professional development opportunities, please visit our [Citizen U website](#)...*