

Liberty for Some:

Lesson Part 1

Standards:

ELA Reading Informational Texts:

8.2 Provide an objective summary of a text.

8.4 Determine the meaning of words and phrases as they are used in a text.

Civics Grade 8:

Topic 4 Rights & Responsibilities of Citizens

4.10 Analyze issues involving liberty in conflict with equality or authority

Objectives:

Students will determine the meaning of new vocabulary using context clues and/or a dictionary.

Students will examine the values presented in *The Declaration of Independence*.

Students will write a summary of an excerpt of *The Declaration of Independence*.

Beginning (15 min)

Teacher: Present Power Point 2: Timeline of Inequality- slides 1&2

Students: Share answers to question

- "What are some examples of events from history or current media that are related to civil rights or discrimination?"

Students: Share answers with a partner or whole group

Teacher: Give directions slide 3: Drag and drop the events into the correct place on the timeline

Students: Complete timeline

Teacher: Discuss correct answers

Middle (35 min)

Teacher: Present Power Point 3: Liberty for Some- slides 1&2

Teacher: Review directions- slide 3

Teacher: Assign one or more slides (slide #'s 4-8) to student groups

Students: Follow procedure on slide 3 to summarize excerpt(s)

Students: Share summary in small groups or whole group

End (10 min)

Teacher: Ask students

- "According to The Declaration of Independence, what did Americans in the 1700's value or consider important?"

Students: Share responses whole group, or write responses on Discussion Post/ White Board/ Ticket to leave

Teacher: Save ideas to return to next lesson

Lesson Part 2

Standards:

ELA Writing:

8.10 Write routinely for a range of tasks, purposes, and audiences

Civics Grade 8:

Topic 4 Rights & Responsibilities of Citizens

4.10 Analyze issues involving liberty in conflict with equality or authority

Objectives:

Students will write a letter using proper format and formal language.

Students will explain how enslaving people was in conflict with the values of liberty and freedom presented in *The Declaration of Independence*.

Beginning (15 min)

Teacher: Review discussion from previous lesson

- "According to The Declaration of Independence, what did Americans in the 1700's value or consider important?"

Teacher: Share Power Point 3: Liberty for Some- slide 10

Students: Scan ads and discuss answers to questions with a partner.

- "What are your initial observations of this publication?"
- "What are 3 things being advertised?"
- "Name 3 cities that are mentioned."

Middle (40 min)

Teacher: Share Power Point 3: Liberty for Some- slide 11&12

Teacher: Ask student to consider the question

- “How does the publication of these ads contradict the values stated in *The Declaration of Independence*?”

Students: Share ideas aloud, then write answers

Students: Continue questions with partner

- “How do Benjamin Raymond and Isaac Blunt view the enslaved man and boy?”
- “What can you infer about the views of the enslaved people?”
- “Why is this an example of irony?”

Teacher: Give directions Power Point 3: Liberty for Some- slide 13- write a letter to a congressman

Teacher: Cut up Congressman Cards and put in a large bin

(Publisher Document- prep ahead of time)

Students: Select Congressman Card from bin

Students: Write a letter to the congressman they picked

End (5 min)

Students: Volunteer to share letters with class