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SKILLS - CONCEPT CHART

SKILLS:

RESEARCH: HYPOTHESIZING, EXPLAINING, COLLECTING AND ORGANIZING DATA

THINKING: APPLICATION, EXPERIMENTATION

CREATIVITY: CREATIVE WRITTEN AND ORAL EXPRESSION

CONCEPTS:

SELF: WILLINGNESS TO SHARE BELIEFS AND VALUES

OTHERS: APPRECIATE THE VALUES OF SOCIAL INSTITUTIONS

CONNECTEDNESS: BECOME AWARE OF THE NEED FOR HUMAN AND ENVIRONMENTAL ETHICS

LESSON	SKILLS EMPHASIS	CONCEPT EMPHASIS
Lesson One	<i>Explain, Compare, Creative Writing</i>	Freedom, Due Process
Lesson Two	<i>Interpret, Apply, Hypothesize</i>	Toleration, Fairness, Equality
Lesson Three	<i>Explain, Apply, Hypothesize</i>	Government, Good of the People
Lesson Four	<i>Compare, Creative Expression</i>	Inalienable Rights, Self-evident
Lesson Five	<i>Compare, Interpret, Justify</i>	Common Sense, Analogy
Lesson Six	<i>Explain, Compare, Creative Writing</i>	Compromise, Representation
Lesson Seven	<i>Brainstorm, Compare, Apply</i>	Patriotism, Unselfishness
Lesson Eight	<i>Interpret, Apply</i>	A More Perfect Union
Lesson Nine	<i>Explain, Define, Give Examples of</i>	Justice, Fairness
Lesson Ten	<i>Research, Hypothesize, Apply Ideas</i>	Religious Freedom, Tolerance
Lesson Eleven	<i>Explain, Apply, Experimentation</i>	Freedom of Speech, Freedom of Press
Lesson Twelve	<i>Creative Writing & Oral Expression</i>	Human Being, Slavery, Ethics
Lesson Thirteen	<i>Develop/Apply Hypotheses</i>	Suffrage, Equality
Lesson Fourteen	<i>Apply, Experimentation</i>	Voting, Democracy, Poll Tax
Lesson Fifteen	<i>Define, Compare, Apply</i>	Right, Privilege Responsibility
Lesson Sixteen	<i>Application of Ideas</i>	Rights of the Handicapped
Lesson Seventeen	<i>Explain, Describe, Illustrate, Apply</i>	Children's Rights, Human Dignity
Lesson Eighteen	<i>Interpret, Evaluate, Create</i>	Discrimination, Prejudice
Lesson Nineteen	<i>Explain, Creative Expression</i>	Apartheid, Equality, Inequality
Lesson Twenty	<i>Evaluation, Imagination</i>	Human Rights
Lesson Twenty-One	<i>Define, Apply, Distinguish Between</i>	Obligation, Privilege, Responsibility

JEFFERSON: DECLARING INDEPENDENCE

Lesson #4

Skills: Comparing, creative oral and written expression

Concepts: Inalienable rights, self-evident

Instructional Objectives:

The student will...

1. Write an essay explaining what is meant by “Life, Liberty, and the Pursuit of Happiness.”
2. Give reasons for needing the Declaration of Independence in 1776.
3. Define the concept of “inalienable rights.”

Procedures:

The teacher will...

1. Review the concepts of majority rule and the good of the people.
2. Share with students the objectives of this lesson.
3. Discuss the inquiry situation with students.
4. Engage students in oral and written activities.

Questions For Inquiry Clarification:

1. What did the Declaration of Independence declare to all the world?
2. Why did the American colonies desire their independence from England?
3. What does being “created equal” mean?
4. Explain why some truths, as the Declaration put it, are “self-evident?” Define the concept of “self-evident truth.”
5. Can you compare Jefferson’s thoughts with some of the ideas of Locke?

INQUIRY SITUATION:

The second part of the First Amendment to the Constitution says:

“Congress shall make no law respecting an establishment of religion; or prohibiting the free exercise thereof; or abridging the freedom of speech, or the press.”

Imagine this situation

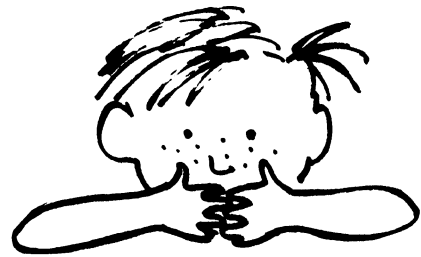
Normally, your family receives a morning newspaper. Today, the paper is not delivered. Later you discover that the morning edition of the newspaper was not allowed to be delivered; that it was censored by the federal government. Apparently, there were several stories in the paper critical of certain actions of the government. Therefore, some of the top officials of the government forbade the distribution of the paper until the stories were dropped.

Luckily, you and I live in a country which does not have a government which censors the press or the freedom of speech. The scenario above cannot happen in a free country such as the United States. Here, we possess the freedom to speak and the freedom to write and receive news. Some countries in our world are not as fortunate. In South Africa and Russia journalists are censored from reporting certain stories about the government. For example, in South Africa, stories about “apartheid” are normally censored. A journalist can be ejected from the country or arrested and put in jail for violating government rules about what can and cannot be talked about in the newspaper or on TV.

Freedom of speech means that people are allowed to speak and share their ideas with others, openly and uncensored. Freedom of the press means that newspapers and magazines can publish their opinions, ideas, and facts as they perceive them. The Bill of Rights, which is apart of the American Constitution, guarantees these freedoms.

Yet, despite the freedoms guaranteed in the Constitution, there are many people and groups of people who would limit what you and I can read, write, listen to, and watch. Are there limits to our freedom? Should there be? And what about responsibility? Can we just say or write anything about another person or group or should what we say and write be responsible to the truth?

As you engage in the activities associated with this lesson, think about the importance of the freedom of speech and the freedom of the press. Be willing to share your ideas about these freedoms with the students in your class.



WOMEN AND THE RIGHT TO VOTE

Lesson #13

Skills: Hypothesis development, application

Concepts: Suffrage, equality

Instructional Objectives:

The student will...

1. State why women did not have the right to vote until the passage of the 19th Amendment.
2. Project what the United States would be like today if women did not have the right to vote.
3. Explain the concept of equality in terms of fairness and unfairness and then apply to women's rights.

Procedures:

The teacher will...

1. Review the need for freedom among all kinds of people.
2. Share the objectives of this lesson with students.
3. Review the inquiry situation with students.
4. Engage students in oral and written activities.

Questions For Inquiry Clarification:

1. How would you feel and what would you do if you were not allowed to vote in the school election because of the color of your eyes or hair?
2. Why was the 19th Amendment so important to America?
3. If you were running for President of the United States before 1920, how would your campaign speeches be different from those after this date?
4. Would the passage of the 19th Amendment make it easier for women to seek political office? Explain.