

# Find Your Freedom

Theme: Community

Duration: 1-2 Class Sessions

Interdisciplinary Subject: Social Studies

Grade Level: 6-8

**Lesson Overview:** In this lesson, students will analyze primary sources from the Library of Congress including Rockwell's "Four Freedoms" and "The Bill of Rights." Students will identify amendments related to two of the four freedoms from the primary 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 freedoms are most important to you?

## Lesson Essential Questions

- Can we agree on the most important freedoms?

## 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.
- Identify rights or freedoms 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
- Promoting the healthy functioning of American constitutional democracy

## Materials Needed

- Teacher Guide: Find Your Freedom
- Access to the Library of Congress or printouts of materials (listed below)
- [Handout A: Library of Congress Primary Source Analysis Tool](#)
- [Handout B: Sources, Additional Amendments, Activity Instructions](#)

## Library of Congress Resources

The sources listed below are contained in the Source Pack. Students will need access to the online bibliographic information. Links are included in the Source Pack.

- 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: LOC title says Fear, but the document is Want.)
- The Bill of Rights: <https://www.loc.gov/resource/rbpe.24404400/>

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**Additional Resource(s):**

- [Optional PowerPoint Presentation: Find Your Freedom & Introducing the Bill of Rights](#)
- Teacher Background Information: Rockwell's Four Freedoms: National Archives: [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)
- FDR Library: <https://fdrlibrary.org/four-freedoms>

**Standards****C3 Indicators:**

D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

# Teacher's Guide

## I. Introduction

### A. Ask students:

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"?

What if there was a new law that required everyone to tune in to a government news television station several hours a day and all other TV stations were blacked out during those hours?

Tell students these laws would be tough to pass because people in the United States have certain rights guaranteed by the Constitution. Explain that today they are going to explore rights and freedoms.

(Note: An optional PowerPoint presentation is included should you want to use it to guide the lesson. It contains a refresher on the Bill of Rights and instructions for students to complete activities.)

### B. Primary Source Analysis

Pair students and distribute a copy of [Handout A: Primary Source Analysis Tool](#) to each student. Distribute [Handout B](#) which includes the "Four Freedoms" sources to each pair.

Tell students that they are going to take a close look at the four photographs on pages 1-2 of the packet. Explain that as they examine the four sources, they should write their observations, thoughts, and questions they have on the Analysis Tool.

### 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. Find Your Freedom and the Bill of Rights

Refer students to page 3, a copy of "The Bill of Rights" primary source.

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 "freedom from fear" are not included in the Bill of Rights. 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. Refer students to page 4, Additional Amendments and explain that the U.S. Constitution can be changed. Briefly go over the additional amendments, explaining that the 13<sup>th</sup> – 15<sup>th</sup> Amendments were ratified during Reconstruction after the Civil War, and the 19<sup>th</sup> Amendment after many years of protesting for the right of women to vote.

Have pairs of students form groups of four. Refer students to page 5, "We Found our Freedom!" and explain that they will need to reference their sources to complete the following activity:

- In your groups, think about rights or freedoms that are important to you but are not in the 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 should be 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 (Handout A) and Handout C. Assess student work by:
- looking for apt observations, reflections, and questions on the analysis tool .
  - a reasonable proposed amendment and justification.
  - evidence of group decision-making and skills of reaching consensus.

*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](#)...*