

Lesson 5: Securing Our Freedoms

Focus Question:

Who were some of the American heroes who took risks to secure our freedoms?

Activity # 1 Writing a Research Report

Materials needed: for each student, a copy of *Writing a Research Report* (Handout #5.1)

Provide each student with a copy of *Writing a Research Report* (Handout #5.1) and introduce the following prompt:

Prompt: Write a research report in which you describe the life of an American hero who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Include the following in your report:

- a thesis which supports your topic with research
- the significance of the person in history
- several historical accurate examples that support the topic
- a clear understanding the person's point of view
- the importance of the person today
- a primary source, including a detailed analysis of the primary source and how it relates to the person

Rubric:

Indicator: Research, Evidence and Point of View

Indicator: Historical Interpretation and Analysis of Significance

Indicator: Supports Topic with Accurate Examples

Indicator: Analysis of a primary source

Correlation: Literacy Unit #7 Writing a Research Report

Activity # 2 Securing Our Freedoms

Materials needed: Harcourt's *Reflections*.

While students work on their research report, build background knowledge by reading Chapter 10 *Securing Our Freedoms* in Harcourt's *Reflections*, pages 364-393.

Lesson 1: Identify people who have fought for our freedoms.

Lesson 2: Identify those who fought for religious freedom

Lesson 3: Identify people who have fought for equality and justice in the United States

Assessment:

- Write a research report in which you describe the life of an American hero who took risks to secure our freedoms

Writing a Research Report

Standard 3.4.6

Prompt: Write a research report in which you describe the life of an American hero who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Include the following in your report:

- a thesis which supports your topic with research
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- a clear understanding the person’s point of view
- the importance of the person today
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INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
RESEARCH, EVIDENCE AND POINT OF VIEW	Student has a clear and knowledgeable thesis which supports the topic with research; shows an in-depth understanding of the point of view.	Student presents the thesis which supports the topic with research; shows a clear understanding of the point of view.	Student uses limited research to present the topic; shows a limited understanding of the point of view.	Student uses little or no research to present the topic; shows little or no understanding of the point of view.
HISTORICAL INTERPRETATION AND ANALYSIS OF SIGNIFICANCE	Student shows an in-depth understanding of the significance of the topic in history; has a clear conclusion with historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with adequate historical evidence; links the topic to today.	Student shows the significance of the topic in history; concludes with some historical evidence; attempts to link the topic to today.	Student makes no statement or suggestion that the topic is significant; uses vague or no evidence; fails to link the topic to today.
SUPPORTS THE TOPIC WITH ACCURATE EXAMPLES	Student supports the topic with insightful historical and/or geographic examples.	Student supports the topic with several historical and/or geographic accurate examples.	Student supports the topic with limited historical and/or geographic examples.	Student has few or no historical and/or geographic examples.
ANALYSIS OF A PRIMARY SOURCE	Student has good insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has some insight into the time period, people, objects, or events shown as demonstrated in the detailed analysis given.	Student has limited insight into the time period, people, objects, or events shown as demonstrated in the analysis given.	Student has little or no insight into the time period, people, objects, or events shown and provides limited or no analysis.