

# The National Liberty Museum

## *Student Tours Curriculum*

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# The National Liberty Museum

## *Student Tours Curriculum Introduction*

### National Liberty Museum

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When you bring your students to the **National Liberty Museum (NLM)**, you'll see them become engaged in new ways. A student who rarely talks in class suddenly shares his thoughts in every gallery. A student who worries about getting the answer wrong ventures to interpret abstract works of art alongside her peers. We bring your students a learning experience grounded in their everyday lives that shows them new ways to explore the world around them, identify their character strengths, and take part in shaping the future.

When you take a tour at the NLM, you take a behind-the-scenes look at liberty:

- › How does liberty work?
- › What can you do with it?
- › How does it affect you?
- › How do you affect it?

These are questions we have been exploring in age-appropriate ways with groups from Kindergarten through high school since we opened in Philadelphia's historic Old City neighborhood in 2000. Now, for the first time, we are pleased to bring you a cohesive set of engaging lesson plans you can use to direct and enhance your students' learning around their visit to the museum.

### Liberty Education

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Liberty education presents a set of ideas and skills that are at the intersection of civics education and character education. This entails thinking critically about such topics as diversity and identity, conflict and communication, rights and responsibilities, social change, and character strengths. Students learn how the things they do every day can enhance or detract from their own liberty, and the liberty of others. Students also learn about the personal and social power of character strengths they already possess. They become empowered to activate those strengths, such as courage, empathy, respect, responsibility, and integrity, to make the changes they want to see in their communities, and in the world.

**The NLM curriculum** supports K-12 students' understanding of liberty as the right to think and act as they choose while letting others do the same. A particular goal of the museum is to inspire and empower students to participate in actualizing and supporting liberty for all. The curriculum comprises four themes, each of which underpins our understanding of liberty: Appreciating Diversity, Resolving Conflicts Respectfully, Balancing Rights with Responsibilities, and Heroes of Liberty.

- › **Appreciating Diversity:** Each person has a unique identity and perspective, and all people have the same inherent right to liberty.
- › **Resolving Conflicts Respectfully:** People face conflict on a regular basis and can handle conflict in a variety of ways. Some options for addressing conflict enhance liberty, while others detract from it.
- › **Balancing Rights with Responsibilities:** Using your rights responsibly by respecting the equal rights of those around you creates an environment in which liberty is shared by all.
- › **Heroes of Liberty:** There are gaps in liberty, which people have the power to address. Heroes of liberty are those who, despite the risks involved, take action to close the gaps.

## STUDENT LEARNING GOALS

By engaging with the curriculum, students will:

1. Compare their own perspective with the perspectives of others, learning to value both.
2. Understand why conflict occurs and learn skills for resolving it respectfully.
3. Explore the relationship among rights, responsibilities, and liberty.
4. Understand that rules and laws are created by people and can be changed by people, to better support and enhance liberty for all.
5. Understand how participation in society by diverse groups strengthens liberty for all.
6. Consider the rights and needs of all people when engaging with their own and other communities.
7. Become familiar with heroes of liberty and the actions they have taken to support liberty for all.
8. Be inspired to use character strengths to act as heroes of liberty.

## CHARACTER STRENGTHS

Woven into the curriculum are five key **character strengths** that support the practice of liberty. We understand these character strengths to be innate in people; we approach them with the goal of helping people recognize them and learn to activate them intentionally. They are often included in our pre- and post-visit lesson plans as vocabulary and are highlighted in the *Character Connection* section of each lesson plan.

**Empathy** › understanding and caring about the feelings and perspectives of others

**Respect** › understanding everyone's inherent right to liberty; showing consideration to others

**Responsibility** › a sense of duty or obligation to do something; heroes of liberty willingly take on additional responsibility to support liberty for all

**Integrity** › acting honestly, according to what you think is important

**Courage** › acting despite risks or fears

The character strengths can be understood in context of how people use them to support liberty in daily life and to act as heroes of liberty.

- › Motivated by **empathy**, you seek to understand the perspectives of others.
- › You **respect** each person’s inherent right to liberty.
- › You take **responsibility** for how your actions affect others.
- › You act with **integrity**, knowing you can summon your **courage** in the face of obstacles.

## HOW TO USE THIS CURRICULUM GUIDE

The themes, learning goals, and character strengths described above are addressed in our student museum tour. You can tailor your students’ learning experience by using our pre-visit and post-visit lesson plans in your own classroom, to focus on selected concepts. Review the following descriptions of the tour and lesson plans to consider what you would like your students to learn from their museum experience. Use the charts that follow to select lesson plans by theme, by character strength, or by academic content.

## The NLM Tour

Students begin their tour by exploring interactive exhibits on contemporary heroes of liberty in our new, state-of-the-art gallery. Throughout the tour, museum educators lead students through an exploration of the museum’s art collection and exhibits, engaging them with the content in fun and creative ways. Our art collection comprises primarily glass sculptures from world-renowned artists. Students and educators engage in activities and conversations in the galleries that uncover layers of meaning in the art, from the medium itself – evoking strength, fragility, and beauty – to the subjects and properties of each sculpture. Students love describing what they see in abstract works of art and putting themselves in the shoes of the artist to ask themselves why an artist made the choices they made. Students learn new ways of understanding art – and make new discoveries about themselves, their classmates, and the community we live in – as they explore the connections between the art works and our core themes of Appreciating Diversity, Resolving Conflicts Respectfully, Balancing Rights with Responsibilities, and Heroes of Liberty.

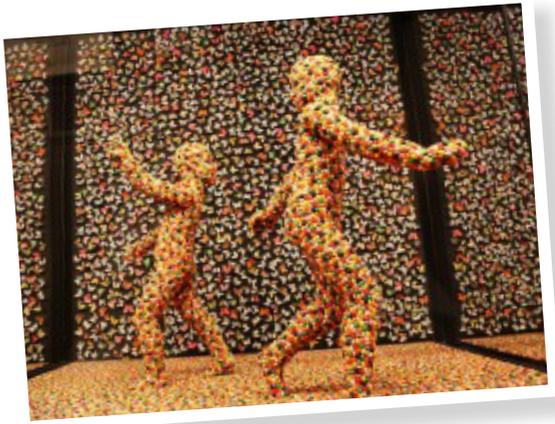
Every tour at the National Liberty Museum is different. Our educators will tailor the experience to your group’s age and needs. We encourage you to communicate with us prior to your tour about your expectations and goals for student learning.

**These are a few of the highlights students will discover on tour:**

How do people who are at odds with one another make peace? We see the drama unfold in the glass *Chess Set*. The pieces are divided—they represent different sides of a conflict. The strict rules of their game keep them trapped in endless warfare, until the players use dialogue to change the rules. As you examine the paintings, stained glass images, and sculptures in this gallery, you’ll find yourself exploring the liberty voyages people have taken throughout the ages.



Who are the actors in the story of liberty? How is the story of liberty about you? The warm glow of the *Flame of Liberty* – crafted for the National Liberty Museum by world-renowned artist Dale Chihuly – illuminates the space where we explore these questions. This 21-foot glass flame represents the power of liberty to spread from a spark, to light the way forward, and to persist from one generation to the next. The exhibits illuminated by the flame feature heroes of liberty who have carried the spark forward – despite obstacles they had to overcome.



In free societies people of all backgrounds strive to live peacefully with one another. *The Jellybean Children* make a connection as allies in a world of differences. Explore the ways people express their individuality while maintaining the ties that bind harmonious communities. Interactives in this gallery include the Shredder Exhibit and Friendship Box, which reinforce ways to resolve conflicts respectfully.



## CHARACTER CONNECTION

*Courage* is a key character strength explored during the museum tour. Students see inspiring examples of people taking action to support liberty for all, despite risks and fears. Anticipating challenges helps build students' sense of agency. Students learn that countless others have taken heroic action for liberty, despite obstacles and fears, and so can we.

## USING THE TOUR + LESSON PLANS AS A UNIT

The tour can stand alone or be combined with pre-visit and post-visit lesson plans. The lessons teach skills, vocabulary, and concepts, while the tour situates these elements within liberty education and shows students the power of what they are learning.

No matter which lessons you teach in the classroom, during the museum tour, students consider:

- › How can I use these skills and concepts to support and enhance liberty?
- › What challenges will I face?
- › What can I do about those challenges?

To help you choose lesson plans to emphasize specific content, see the *Curriculum at a Glance* guide for each theme (pp. 8-11).

## The NLM Lesson Plans

You can tailor your students' learning experience by selecting from among our pre- and post-visit lesson plans. You can choose lesson plans by **theme**, by **character strength**, or by **academic content**. The descriptions and guides that follow will help you select lesson plans to meet your needs. We recommend doing at least one pre-visit lesson and one post-visit lesson, in order to enhance student learning. If you can do more, the lesson plans can be combined and used as a full unit.

### LESSON DESCRIPTIONS

#### Appreciating Diversity

##### Pre-Visit:

##### **What's Your Story?: *Using Perspective to Understand Others***

Students practice seeing a story from multiple perspectives.

##### **Identity Poem: *Including Everyone's Voice in the Community***

Using their identity as inspiration, students each contribute a line to a class community poem.

##### Post-Visit:

##### **The Peace Portal: *Listening with the Goal of Understanding***

Using an abstract painting that is a piece of NLM history, students practice listening with the goal of understanding what another student is describing.



#### Resolving Conflicts Respectfully

##### Pre-Visit:

##### **The Conflict Resolution Menu: *What Are Your Options for Dealing with a Conflict?***

After a fun opening activity using restaurant menus to think about how groups agree and disagree, students practice brainstorming multiple solutions to a conflict. (Use with post-visit lesson, *How Many Sides Does a Conflict Have?*)

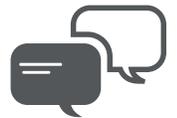
##### **Do You See What I'm Saying?: *Using Active Listening to Make Sure You Get the Picture***

Students attempt to draw a picture based on verbal directions and compare the results they get when they listen actively vs. passively.

##### Post-Visit:

##### **How Many Sides Does a Conflict Have?: *Thinking Through a Real-Life Conflict***

Students practice thinking about a real conflict in their life from the perspective of someone else. (Use with pre-visit lesson, *The Conflict Resolution Menu*.)



## Balancing Rights with Responsibilities



### Pre-Visit:

#### **Balancing Rights with Responsibilities: *How Do They Work Together?***

Students think critically about their own rights and responsibilities, and examine the relationship between the two. (Use with post-visit lesson, *Your Classroom, Your Rules*.)

#### **Activating Our Everyday Rights: *How Do You Use the First Amendment?***

Students play a game of “Step Up, Step Back,” to explore how they have used their First Amendment rights in daily life.

### Post-Visit:

#### **Your Classroom, Your Rules: *Thinking Through Your Rights and Responsibilities***

Students think critically about the responsibilities placed on them by their classroom rules, and the rights that are supported when they uphold those responsibilities. (Use with pre-visit lesson, *Balancing Rights with Responsibilities*.)

## Heroes of Liberty



### Pre-Visit:

#### **Taking Action to Overcome Obstacles: *A Hero's Life Story***

Using Helen Keller's life as an example, students follow the story of people taking action to support one another's goals.

### Post-Visit:

#### **Investigating Gaps in Liberty: *Identifying Issues and Getting the Facts Before Taking Action***

Through the true story of a man wrongly convicted of murder, and his sister's struggle to free him, students take a closer look at the concept of 'gaps in liberty' and practice identifying real-life examples.

For a more complete overview of each theme, please see the *Curriculum at a Glance* at the end of this introduction.



## CHARACTER CONNECTION

Our core character strengths of empathy, respect, responsibility, integrity, and courage are incorporated throughout the curriculum, with different lessons explicitly emphasizing different character strengths. Every lesson includes one or more key character strengths. The lesson plan includes a *Character Connection* section that indicates how key character strengths are taught or reinforced.

To select lesson plans by character strength, see the *Lesson Plans by Character Strength* chart at the end of this introduction.

## ACADEMIC STANDARDS

The NLM curriculum draws from academic content standards in:

- › Language Arts
- › Interpersonal Skills
- › 21st Century Life and Career Skills
- › Civics and Government
- › History
- › Social Studies

In preparing our curriculum, we have used standards from the following sources:

- › Common Core State Standards in English Language Arts – <http://www.corestandards.org/ELA-Literacy/>
- › Pennsylvania Academic Standards – <http://www.pdesas.org/Standard/Views>
  - PA Student Interpersonal Skills
  - PA Civics and Government
  - PA History
- › New Jersey Academic Standards – <http://www.state.nj.us/education/cccs/>
  - NJ 21st Century Life and Careers
  - NJ Social Studies

For a full listing of academic standards and corresponding lesson plans, please see the *Academic Standards* chart at the end of this introduction.

## SHARING YOUR WORK WITH THE MUSEUM



We would love to see the results of your students' engagement with the NLM curriculum. Here are some fun and simple suggestions for sharing your students' work with the museum:

- › **Snap a photo:** Take a clear picture of your students' exit tickets or other completed work, and email it to our Curriculum Specialist at [heather@libertymuseum.org](mailto:heather@libertymuseum.org).
- › **Snail mail:** Photocopy your students' exit tickets or other completed work, and mail it to us at:  
National Liberty Museum  
ATTN: Curriculum Specialist  
321 Chestnut Street  
Philadelphia, PA 19106
- › **Create a bulletin board:** Display your students' work on a bulletin board in your classroom or hallway. Take a photo of the bulletin board and email it to our Curriculum Specialist at [heather@libertymuseum.org](mailto:heather@libertymuseum.org).
  - Your bulletin board may be featured on our website!
- › **Connect with us on social media:** If you share photos of your students' work on social media, tag us! You can find us...
  - On Twitter – <https://twitter.com/LibertyMuseum>
  - On Facebook – <https://www.facebook.com/NationalLibertyMuseum>
  - On Instagram – <http://instagram.com/nationallibertymuseum>

Use **#NationalLibertyMuseum** to tag your photos and posts.

## APPRECIATING DIVERSITY

## APPRECIATING DIVERSITY

**Content Statement**

Each person has a unique identity and perspective, and all people have the same inherent right to liberty.

**Essential Questions**

- › How does who I am affect how I see things and how I interact with other people?
- › What stops me from understanding another person's point of view, and what can I do about it?
- › How can I use diversity to learn about myself, other people, and the world?



## PRE-VISIT

**What's Your Story?: Using Perspective to Understand Others**

**Identity Poem: Including Everyone's Voice in the Community**

## TOUR

**Museum Exhibits****The Jellybean People**

The figures turn toward each other to learn more about each other's perspectives.

**Young Heroes / Teacher As Hero / Inspiration / Heroes of Liberty**

Diverse heroes are needed to address a diverse range of obstacles to liberty.

## POST-VISIT

**The Peace Portal: Listening with the Goal of Understanding**

## ASSESSMENT AND WRAP-UP

When you have completed the Appreciating Diversity learning activities, you have used character strengths, *empathy* and *respect*, to practice the skill of *perspective-taking*, which supports liberty for all within strong and diverse communities.

What do **key character strengths** look like in the context of Appreciating Diversity?

**Empathy** › You seek out other perspectives.

**Respect** › You value other perspectives.

RESOLVING CONFLICTS  
RESPECTFULLY

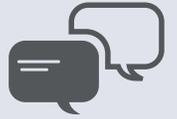
## RESOLVING CONFLICTS RESPECTFULLY

## Content Statement

People face conflict on a regular basis and can handle conflict in a variety of ways. Some options for addressing conflict enhance liberty, while others detract from it.

## Essential Questions

- › What are my options for dealing with conflict, and how can I choose an appropriate response?
- › When is it difficult to resolve a conflict, and what can I do about it?
- › How can I use conflict to learn about myself, other people, and the world?



## PRE-VISIT

**The Conflict Resolution Menu: What Are Your Options for Dealing with a Conflict?**  
**Do You See What I'm Saying?: Using Active Listening to Make Sure You Get the Picture**

## TOUR

## Museum Exhibits

## Shredder / Friendship Box

When you are aware of your own thoughts and feelings, you can pause in a conflict situation and choose your actions intentionally.

## POST-VISIT

**How Many Sides Does a Conflict Have?: Thinking Through a Real-Life Conflict**

## ASSESSMENT AND WRAP-UP

When you have completed the Resolving Conflicts Respectfully learning activities, you have activated character strengths, *respect* and *responsibility*, by using *communication* to access other perspectives, and by taking a collaborative approach to conflict resolution.

What do **key character strengths** look like in the context of Resolving Conflicts Respectfully?

**Empathy** › You recognize others' needs.

**Respect** › You value all perspectives and consider others' needs when resolving a conflict.

**Responsibility** › You proactively work with other people to build understanding and resolve conflicts respectfully.

BALANCING RIGHTS WITH  
RESPONSIBILITIES

## BALANCING RIGHTS WITH RESPONSIBILITIES

## Content Statement

Using your rights responsibly by respecting the equal rights of those around you creates an environment in which liberty is shared by all.



## Essential Questions

- › Where do rights come from?
- › What is the relationship between rights and responsibilities?
- › How can I use my rights to protect someone else's?
- › What stops me from protecting equal rights for all, and what can I do about it?

## PRE-VISIT

**Balancing Rights with Responsibilities:  
How Do They Work Together?**  
**Activating Our Everyday Rights: How Do  
You Use the First Amendment?**

## TOUR

**Museum Exhibits**  
**The Chess Set / Dialogue**  
Once they had made up their minds to make peace, the chess pieces had to change the rules of the game to support their new goal.

## POST-VISIT

**Your Classroom, Your Rules: Thinking  
Through Your Rights and Responsibilities**

## ASSESSMENT AND WRAP-UP

When you have completed the Balancing Rights with Responsibilities learning activities, you have applied the character strengths *respect* and *responsibility* to examine the ways you affect others and the ways others affect you. You are aware of your right to free expression and some of the responsibilities associated with it.

What do **key character strengths** look like in the context of Balancing Rights with Responsibilities?

**Empathy** › You notice when someone else's rights are infringed.

**Respect** › You understand that everyone has the same inherent right to liberty.

**Responsibility and Integrity** ›

- You act in a way that doesn't infringe others' rights.
- When needed, you take action to protect everyone's rights.



## HEROES OF LIBERTY

### Content Statement

There are gaps in liberty, which people have the power to address. Heroes of liberty are those who, despite the risks involved, take action to close the gaps.

### Essential Questions

- › How can I tell whether someone else has liberty or not?
- › What would happen if people only cared about their own liberty and no one else's?
- › What actions can I take to protect liberty for myself and others?
- › What makes it difficult to stand up for others, and what can I do about it?

### PRE-VISIT

**Taking Action to Overcome Obstacles:  
A Hero's Life Story**

### TOUR

#### Museum Exhibits

#### The Flame of Liberty

There are gaps in liberty, which people have the power to address. Heroes of liberty take action to close the gaps.

### POST-VISIT

**Investigating Gaps In Liberty:  
Identifying Issues and Getting the  
Facts Before Taking Action**

### ASSESSMENT AND WRAP-UP

When you have completed the Heroes of Liberty learning activities, you have noticed gaps in liberty that matter to you and learned to investigate what causes them. You have practiced choosing actions that match your goals and have identified your obstacles. You have discovered character strengths operating in your life every day and learned how to apply them to help keep liberty alive through both ordinary and heroic actions.

What do **key character strengths** look like, in the context of Heroes of Liberty?

**Empathy** › You notice when others' rights are infringed.

**Respect** › You find it unacceptable for others' rights to be infringed.

**Responsibility** › You act in ways that don't infringe others' rights.

**Integrity** › When you think something needs to change, you take action to help it change.

**Courage** › You act with integrity even if that's difficult or scary, seeking partners when needed.

CHARACTER STRENGTH	CONNECTION TO CONTENT	CORRESPONDING LESSON PLANS
<b>Empathy</b>	Motivated by <b>empathy</b> , you seek to understand the perspectives of others.	<p><b>What's Your Story?: Using Perspective to Understand Others</b></p> <p><b>The Peace Portal: Listening with the Goal of Understanding</b></p> <p><b>How Many Sides Does a Conflict Have?: Thinking Through a Real-Life Conflict</b></p> <p><b>Taking Action to Overcome Obstacles: A Hero's Life Story</b></p>
<b>Respect</b>	You <b>respect</b> each person's inherent right to liberty.	<p><b>Identity Poem: Including Everyone's Voice in the Community</b></p> <p><b>The Peace Portal: Listening with the Goal of Understanding</b></p> <p><b>The Conflict Resolution Menu: What Are Your Options for Dealing with a Conflict?</b></p> <p><b>How Many Sides Does a Conflict Have?: Thinking Through a Real-Life Conflict</b></p> <p><b>Your Classroom, Your Rules: Thinking Through Your Rights and Responsibilities</b></p> <p><b>Balancing Rights with Responsibilities: How Do They Work Together?</b></p> <p><b>Activating Our Everyday Rights: How Do You Use the First Amendment?</b></p> <p><b>Investigating Gaps in Liberty: Identifying Issues and Getting the Facts Before Taking Action</b></p>
<b>Responsibility</b>	You take <b>responsibility</b> for how your actions affect others.	<p><b>Do You See What I'm Saying?: Using Active Listening to Make Sure You Get the Picture</b></p> <p><b>Balancing Rights with Responsibilities: How Do They Work Together?</b></p> <p><b>Activating Our Everyday Rights: How Do You Use the First Amendment?</b></p> <p><b>Your Classroom, Your Rules: Thinking Through Your Rights and Responsibilities</b></p> <p><b>Investigating Gaps in Liberty: Identifying Issues and Getting the Facts Before Taking Action</b></p>
<b>Integrity</b>	You act with <b>integrity</b> , knowing you can summon your courage to overcome obstacles.	<p><b>Taking Action to Overcome Obstacles: A Hero's Life Story</b></p> <p><b>NLM Tour</b></p>
<b>Courage</b>	You act with integrity, knowing you can summon your <b>courage</b> to overcome obstacles.	<p><b>NLM Tour</b></p>

■ Appreciating Diversity

■ Resolving Conflicts Respectfully

■ Balancing Rights with Responsibilities

■ Heroes of Liberty

Academic Standards		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10	LESSON 11
Common Core Language Arts	CCSS.ELA-LITERACY.SL.4-8.1 > Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓		✓	✓	✓	✓	✓		✓
	CCSS.ELA-LITERACY.SL.4.4 > Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓										
	CCSS.ELA-LITERACY.SL.4-5.1.B > Follow agreed-upon rules for discussions and carry out assigned roles.				✓							
	CCSS.ELA-LITERACY.RH.6-8.2 > Determine the central ideas or information of a primary or secondary source.											✓
PA Student Interpersonal Skills	16.1.4-5.C > Identify adverse situations which all people encounter and healthy ways to address.	✓				✓						
	16.2.5.A > Establish relationships that are positive and supportive of others.		✓	✓								
	16.2.5.B > Recognize and tolerate the uniqueness of all people in all situations.		✓									
	16.2.8.C > Analyze factors that impact communication.				✓							
	16.2.5.D > Identify and apply appropriate ways to resolve conflict.					✓						
	16.1.5.A > Examine the impact of emotions and responses on view of self and interactions with others.						✓					
	16.2.8.E > Evaluate problems or situations to determine when and what additional support is needed.						✓					

KEY

- 1 What's Your Story?
  - 2 Identity Poem
  - 3 The Peace Portal
  - 4 Do You See What I'm Saying?
  - 5 The Conflict Resolution Menu
  - 6 How Many Sides Does a Conflict Have?
  - 7 Balancing Rights with Responsibilities
  - 8 Activating Our Everyday Rights
  - 9 Your Classroom, Your Rules
  - 10 Taking Action to Overcome Obstacles
  - 11 Investigating Gaps in Liberty
- Appreciating Diversity
  - Resolving Conflicts Respectfully
  - Balancing Rights with Responsibilities
  - Heroes of Liberty

SOURCES

- > Common Core English Language Arts: <http://www.corestandards.org/ELA-Literacy/>
- > Pennsylvania Academic Standards: <http://www.pdesas.org/Standard/Views>
  - PA Student Interpersonal Skills
  - PA Civics and Government
  - PA History
- > New Jersey Academic Standards: <http://www.state.nj.us/education/cccs/>
  - NJ 21st Century Life and Careers
  - NJ Social Studies

Academic Standards		LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10	LESSON 11
NJ 21st Century Life and Careers	9.1.8.B.1 > Use multiple points of view to create alternative solutions.	✓										
	9.1.4.C.1 > Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).		✓									
	9.1.8.D.3 > Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.			✓								
	9.1.4-8.D.1 > Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience.				✓							
	9.1.4.A.1 > Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.					✓	✓					
PA Civics and Government	5.2.5.A > Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state, and nation.							✓				
	5.1.5.D > Interpret key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights, Pennsylvania Constitution.								✓			
	5.1.7.A > Cite functional examples of how the rule of law protects property rights, individual rights, and the common good.								✓			
	5.1.4-5.A > Examine school rules and consequences. / Understand the rule of law in protecting property rights, individual rights and the common good.									✓		
	5.2.5.C > Explain why individuals become involved in leadership and public service.											✓
PA History	8.1.8.B > Compare and contrast a historical event, using multiple points of view from primary and secondary sources.										✓	
NJ Social Studies	6.1.4.A.11 > Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.							✓				
	6.1.4.A.2 > Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.								✓			
	6.1.4.A.1 > Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.									✓		
	6.1.4.A.9 > Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.										✓	
	6.1.4.A.12 > Explain the process of creating change at the local, state, or national level.											✓