

**Title:**

Liberty Rhetoric

**Grade Level:**

Grades 9-12

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**Abstract:**

This lesson is designed to introduce students to the ways in which various people in American history have used the rhetoric of liberty to advance their causes. Students will first investigate liberty rhetoric and examine how people have used it in four different time period and situations. The students will then prepare presentations comparing their assigned original documents with the Declaration of Independence to demonstrate the use and power of liberty rhetoric in changing the social, cultural, and political landscape of the United States. The length of the lesson will depend on the complexity of the presentations and may range from 3 to 8 days.

**State Standards:**

B12.2—Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.

B.12.3—Recall, select, and analyze significant historical periods and the relationships among them.

B 12.5—Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments.

**Essential Historical Question:**

How has “liberty rhetoric” been utilized by various groups in social reform movements throughout U.S. History since 1776?

**Perspectives on the Question:**Women’s Rights Advocates

How did liberty rhetoric encourage involvement in woman’s movements in the 1840s and 1850s?

Anti-slavery Activists

How was liberty rhetoric used to encourage involvement in Abolitionists’ movements?

### Civil Rights Activists

How was liberty rhetoric used to further the civil rights movement during the 1960s?

### Politicians

How was liberty rhetoric used to elicit support for the Patriot Act to opponents following 9/11?

### **Learning Targets:**

#### Knowledge

Affirmative Action  
Feminism  
Liberty  
Liberty rhetoric  
Primary vs. Secondary Sources  
Propaganda  
Rhetoric  
Social Reform Movements  
Suffrage

#### Skills and Processes

Classify and Organize Resources  
Compare and Contrast  
Examine relationships among events  
Historical causality  
Historical Interpretation  
Inference  
Summarize

#### Reasoning and Creative Thinking

Students will increase their abilities to make historical interpretations based upon rigorous historical analysis.

Student will learn to view history from various perspectives.

Students will learn to evaluate the use of public rhetoric.

#### Dispositions and Attitudes

Students will be able to analyze historical documents develop a new understanding of the social position of each group and how they challenged contemporary attitudes.

### **Instruction:**

#### Preliminary Activities:

Students will complete a K-W-L worksheet on liberty rhetoric and take a pre-quiz. The teacher will then conduct a mini-lesson on the methods of historical research.

#### New Learning Activities:

Students will conduct research on liberty rhetoric.

Post-Learning Activities:

As a class, students will analyze the effectiveness of liberty rhetoric used during the assigned era, and they will create a presentation providing evidence of understanding of the use of liberty rhetoric.

**Assessment:**

Generalization/Question Connection:

Based on primary source research, how has the use of liberty rhetoric affected the effectiveness of social reform movements from the women's movements of the 1840s-1850s to the implementation of PL 107-56 (USA Patriot Act of 2001)?

Goal of Performance or Product:

Create a presentation with visual aids which demonstrates their personal response to the essential question and support it through research and final performance assessment.

Role of Student:

Analytical Thinker  
Critical Thinker  
Editor  
Historian  
Researcher  
Producer

Audience of Performance or Product:

The audience will be teachers and peers.

Situation:

All students will begin with an introduction to liberty rhetoric of the Revolutionary Era. Students will participate in a cooperative learning environment to examine one of the four social reform movements utilizing liberty rhetoric. In groups, students will present their findings in the form of an oral presentation with visual aids.

**Resources:**

*Internet*

Abraham Lincoln - - - Cooper Union Address

<http://www.americanrhetoric.com/speeches/abelincolncooperunionaddress.htm>

American Rhetoric The Power of Oratory in the United States

<http://www.americanrhetoric.com/index.htm>

History Matters

<http://www.historymatters.gmu.edu>

Jeff Jacoby: In the Footsteps of FDR, Truman, JFK

<http://www.townhall.com/columnists/jeffjacoby/jj20041227.shtml>

John Quincy Adams - - "Amistad"

<http://www.americanrhetoric.com/MovieSpeeches/moviespeechamistadjqadams.html>

Liberty Rhetoric

<http://falcon.tamucc.edu/wiki/IsaacHinojosa/LibertyRhetoric>

Liberty Rhetoric and 19<sup>th</sup> Century American Women

<http://www.library.csi.cuny.edu/dept/americanstudies/lavender/liberty.html>

Malcolm X: "The Ballot or the Bullet"

<http://www.americanrhetoric.com/speeches/malcolmxballot.htm>

MLK's "I Have a Dream" Speech (audio version)

<http://www.americanrhetoric.com/speeches/Ihaveadream.htm>

MLK's Letter from the Birmingham Jail

<http://nobelprizes.com/nobel/peace/MLK-jail.html>

Slate Magazine

<http://cartoonbox.slate.com/hottopic/?topicid=38&image=0>

The White House – President Sworn into Second Term

<http://www.whitehouse.gov/news/releases/2005/01/20050120-1.html>