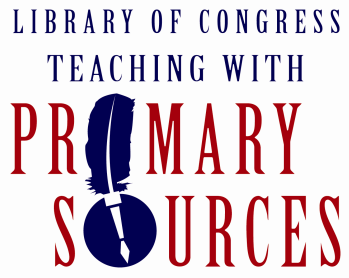

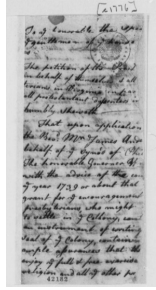





Annotated Resource Set (ARS)

Content Theme:	Utah State Social Studies Core Curriculum Fifth Grade Standard III: Constitution, Bill of Rights Objective 2: Amendments to the Constitution Indicator: c. Analyze the impact of the Constitution today (e.g. freedom of religion, speech, press, assembly, petition).	 The logo for the Library of Congress Teaching with Primary Sources program. It features the text "LIBRARY OF CONGRESS" in a small, blue, serif font at the top. Below it is "TEACHING WITH" in a slightly larger, blue, serif font. The word "PRIMARY" is in a large, red, serif font, with a blue quill pen nib integrated into the letter "I". Below "PRIMARY" is the word "SOURCES" in a large, red, serif font, with a blue quill pen nib integrated into the letter "O".
Developed by:	Ruth King	
Contextual Paragraph for Resource Set: Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights. Objective 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States. Indicator: c. Analyze the impact of the Constitution on their lives today (e.g. freedom of religion, speech, press, assembly, petition).		

Resource Set

<p>Freedom of expression, of religion, from want, from fear everywhere in the world.</p> <p>CREATED/PUBLISHED Penn[sylvania] : Art WPA, [between 1936 and 1941]</p>	<p>The Thomas Jefferson Papers Series 1. General Correspondence. 1651-1827</p> <p>Virginia Presbyterians to Virginia Legislature, 1776, Petition for Freedom of Religious Practice</p>	<p>Reproduction of WWII poster showing painting by Norman Rockwell published in 1943 in the Saturday Evening Post.</p>	<p>The four freedoms. No government censor passes on what may appear in these publications. Crowded newsstands such as these, with journals representing every political party and every social theory are possible only in a democracy, where there is freedom of speech and of the press.</p> <p>Palmer, Alfred T., photographer. CREATED/PUBLISHED between 1941 Nov. and 1942 Feb.</p>	<p>American Leaders Speak: Recordings from World War I and the 1920 Election, 1918-1920</p> <p><i>Harding, Warren G. (Warren Gamaliel), 1865-1923</i></p> <p>We must not abridge the freedom of speech, the freedom of press, or the freedom of assembly, because there is no promise in repression. These liberties are as sacred as the freedom of religious beliefs</p>	
					<p style="text-align: center;">Image Placeholder</p>
<p>http://hdl.loc.gov/loc.pnp/cph.3f054.36</p>	<p>http://hdl.loc.gov/loc.mss/mtj.mtjbib000229</p>	<p>http://hdl.loc.gov/loc.pnp/fsa.8e00992</p>	<p>http://hdl.loc.gov/loc.pnp/fsa.8b00795</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field(DOCID+@range(90000033+9000034))</p>	<p>(Resource Link Here)</p>

Notes/Comments:

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
5 th Grade		Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.	Objective 2: Assess how the U.S. Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States. Indicators: c. Analyze the impact of the Constitution on their lives today (e.g. freedom of religion, speech, press, assembly, petition).		1. Students will use the Primary Sources analysis pages at: http://www.loc.gov/teachers/usingprimarysources/guides.html 2. Students will make a connection with each Primary Source with something today. (Text-to-self, or text-to-world comparisons.)		