Does America Really Stand for Freedom?

Supporting Questions
1. What does Patrick Henry’s speech to the Second Virginia Convention teach us about America & freedom?
2. What do these documents about the Annexation of Hawai‘i teach us about America & freedom?
3. What do these current news articles teach us about America & freedom?
# Does America Really Stand for Freedom?

| Standards and Content | Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Key Ideas and Details: CCSS.ELA-LITERACY.RI.11-12.2 | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

| Staging the Compelling Question | To explore the question “What is freedom?”, students will complete a Frayer model on the word and explore the freedoms that mean the most to them.

## Supporting Question 1
What does Patrick Henry’s speech to the Second Virginia Convention teach us about America & freedom?

**Formative Performance Task**
Read and analyze Henry’s speech to create and present a poster of Henry’s reasons to revolt against Britain.

## Featured Sources
Patrick Henry’s 2nd Virginia Convention speech

**Source A:** Speech to the Second Virginia Convention Full Text - Text of Henry's Speech

## Supporting Question 2
What do these documents about the Annexation of Hawai‘i teach us about America & freedom?

**Formative Performance Task**
After watching videos to review the illegal overthrow of the Kingdom of Hawai‘i, use a Thinking Map/graphic organizer to list and compare arguments against annexation (compared to Henry’s speech) and write a personal response comparing freedom.

## Featured Sources
**Source A:** PBS The Bayonet Constitution
**Source B:** PBS The Overthrow of Queen Lili‘uokalani
**Source C:** Images/Cartoons of Annexation of Hawai‘i
**Source D:** Annexation Petition of 1897
**Source E:** Hawaiian Patriots
**Source F:** "Strangling Hands Upon a Nation's Throat"
**Source G:** Presidential Apology for Overthrow

## Supporting Question 3
What do these current news articles teach us about America & freedom?

**Formative Performance Task**
Discussion on the video analysis of Glover’s This is America song. Jigsaw activity to read articles to complete a one-pager and prepare for a discussion on current events in America.

## Featured Sources
**Source A:** Glover This Is America
**Source B:** Article: Media Freedom in the US Under Threat
**Source C:** Death of George Floyd Article: The New York Post
**Source D:** Mauna Kea
ARGUMENT: *Does America Really Stand for Freedom?* Construct an argumentative paper that argues your opinion using specific claims and relevant evidence from sources while acknowledging at least one other perspective.

EXTENSION. Discussion on the article: *Where will you be? Why Black Lives Matter in the Hawaiian Kingdom*

**ACT** Submit a multi author essay to the school newspaper/magazine (for pro & con)

*Featured sources are suggested and links are provided. It may be that these links are broken and we apologize in advance for the inconvenience.*
Inquiry Description

This inquiry leads students through an investigation of the question: Does America Really Value Freedom? The inquiry connects literature from pre-Revolutionary War America to the annexation of Hawai‘i to current events in America.

America was built on the idea of freedom—freedom of religion with the original settlers, freedom from government by an oppressive British monarch and freedom as established in the Declaration of Independence and the Bill of Rights. But does America truly value freedom? Based on actions in our past, the answer is surely debatable. When we look at the civil rights movement and the women’s suffrage movements and the long list of freedoms as granted in the Bill of Rights, the answer may be a resounding yes!, but the answer might change when one takes a look at slavery. Can we say we value freedom if we illegally obtain an entire population of people via trickery, coercion and military might? Can we say we value freedom if we sit quietly by and allow others’ freedoms to be violated?

Where does America stand in regard to freedom? Is it something that only a select few enjoy? If so, what is that based on? Color? Power? Money? Gender? Location? This inquiry asks students to think about how America defines freedom and if it is something, we, as a culture, truly value for everyone. Lastly, this inquiry asks students to think about how to preserve our freedoms by bringing attention to our past and present actions as they dictate and inform our future actions.

This inquiry highlights the following additional standards:

- **Key Ideas and Details:**
  - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
  - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

- **Craft and Structure:**
  - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

It is important to note that this inquiry requires prerequisite knowledge of American history (pre-Revolutionary War) and Hawaiian culture and history, although there are resources to provide cursory understanding.
Note: This inquiry is expected to take five to six, 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In addressing the compelling question, *Does America Really Value Freedom?* this inquiry walks the teacher and students through a brief history of America and its fight for freedom.

The inquiry uses Patrick Henry’s speech to the Second Virginia Convention to help students answer the first supporting question, “*What does Patrick Henry’s speech to the Second Virginia Convention teach us about America & freedom?*” Due to numerous oppressive acts by the English monarchy, the American colonists finally decided to push back against the King in Britain to fight for their freedom. In his speech, Henry lists the reasons why the colonists deserved to be free of Britain and compared life under British rule to slavery. The idea of being a slave to an oppressive and dictatorial monarchy chafed against the colonists desire for freedom so much that Henry was able to persuade the delegates in his audience to vote to go to war against the British, with the colonists taking up the rallying cry, “Liberty or Death!” The Revolutionary war began shortly after eventually leading to the thirteen colonies gaining their independence. This idea of freedom was so integral that the Declaration of Independence was drafted to declare “all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness” and is considered by many to be the philosophical foundation of American freedom.

The second supporting question takes a look at American actions in obtaining the islands of Hawai‘i and its annexation. Hawai‘i became the 50th state in 1959. The means by which Hawai‘i was obtained was not bloody, but illegal. This inquiry supports the students in answering the question “*What do these documents about the Annexation of Hawaiian teach us about America & freedom?*” by presenting resources to establish a knowledge of the history of Hawai‘i. The videos review the role of the sugarcane economy in the signing of *The Bayonet Constitution*, the overthrow and imprisonment of Queen Lili‘uokalani as well as the petition against the Treaty of Annexation of 1897. This inquiry also contains printed texts that list the Native Hawaiians reasons against annexation. Lastly, there is the signing of *Public Law 103-150* wherein the US government formally apologizes to the Native Hawaiians for taking land that they had no legal right to take. Discussions about the annexation of Hawai‘i and the events that led to it allow students to answer the second supporting question of “*What do these documents about the Annexation of Hawai‘i teach us about America & freedom?*”

The last part of the inquiry asks “*What do these current events articles teach us about America & freedom?*” This part of the inquiry focuses on current events in America and how the US has violated freedoms in the area of the media, individualism and a culture. This part of the inquiry features a music video that depicts Americans as violent and racist, prompting students to evaluate whether that is a true depiction of America. After analysis of several news articles, students will be ready to answer not only this last supporting question but also the compelling questions of “*Does America Really Value Freedom?*”
The summative task has students participate in a multi-author opinion piece on *Yes, America does really value freedom* or *No, America does not really value freedom*. The two pieces will be published in the school magazine.

**Staging the Compelling Question**

To stage the inquiry, students will explore the larger idea of *What is freedom?* To get students thinking about the idea of freedom, write the word on the board in large letters. Play a song about freedom as students explore this idea.

1. Students will engage in a Frayer model to explore the word *Freedom*.
   - Students work independently to complete the model then exchange information (and record new information) in a pair-share activity.
   - Whole class discussion of Frayer Model (students add new information to their models).
2. Students brainstorm the rights and freedoms that are most important to themselves.
3. Students list the things that are obstacles to these freedoms (as applicable).
4. Students write about a right or freedom that was denied to them and how it made them feel.
Supporting Question 1

**What does Patrick Henry’s speech to the Second Virginia Convention teach us about America & freedom?**

After exploring what freedom means and a discussion on what freedoms are most important to them, the students will read an excerpt from Patrick Henry’s speech to the Second Virginia Convention to answer the question, “What does Patrick Henry’s speech teach us about America & freedom?” In March of 1775, Henry was convinced that war between the colonists and Britain was imminent. He gave a speech to convince the assembled delegates to agree to adopt a defensive stance against Great Britain by voting for secession from Britain and fighting back against them. In this famous speech, Henry detailed the reasons why the colonists should revolt, ending it with the famous phrase, “Give me liberty, or give me death!” Less than a month after he gave this speech, the first battle of the Revolutionary War occurred at Lexington and Concord. The words, “Liberty or Death” became a motto of the Revolutionary War.

The following formative tasks are based on the reading and analyzing of Henry’s speech to the Second Virginia Convention (Source A). Students will read the text independently and annotate. The students will then work in small groups to rank the arguments in Henry’s speech from the most persuasive to least persuasive. The groups will create a poster to represent their final ranking order and present the poster to the class, explaining their ranking order. An extension of this can be a discussion about how their order differed from the original order in Henry’s speech. Once this has been completed, a Four Corners activity can be used to discuss the supporting question.

**Teachers may implement this task with the following procedures...**

1. Students will read the speech and underline/highlight Henry’s arguments
2. Place students into small groups (4-5) to discuss the arguments
3. Student groups rank arguments from the strongest to the weakest in terms of persuasiveness
4. On a large poster sheet, groups will attach arguments in order from the strongest to the weakest in terms of persuasiveness
5. Students will present and explain why they ranked the arguments the way they did
6. Full class discussion to answer supporting question with students taking a side

**The scaffolds and other materials may be used to support students as they work with sources...**

- Audio of Henry's Speech to the Second Virginia Convention
- Teacher prepared guided notes for video analysis
- Teacher prepared list of arguments from speech

**Key Vocabulary Terms**

1. **treason** (noun): the offense of acting to overthrow one's government or to harm or kill its sovereign
2. **insidious** (adjective): intended to entrap or beguile; stealthily treacherous or deceitful
3. **reconcile** (verb): to bring into agreement or harmony; make compatible or consistent; to win over to friendliness; cause to become amicable

4. **remonstrated** (verb): to say or plead in protest, objection, or disapproval

5. **supplicated** (verb): to pray humbly; make humble and earnest entreaty or petition

6. **prostrated** (verb): to cast (oneself) face down on the ground in humility, submission, or adoration

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Supporting Question 1: Featured Source A

*Speech to the Second Virginia Convention Full Text - Text of Henry’s Speech*
Supporting Question 2

What do these documents about the Annexation of Hawaii teach us about America & freedom?

The second supporting question in the inquiry asks students, “What do these documents about the Annexation of Hawai‘i teach us about America & freedom?” In responding to this question, students use the sources to understand the Hawaiian’s resistance to annexation and their actions against annexation. To properly understand the situation and respond to this supporting question, students review The Bayonet Constitution and the overthrow of Queen Lili‘uokalani to gain the essential background of the annexation and its impact on Hawai‘i and Hawaiians. Why was Hawai‘i so important to America? How did America justify their actions in Hawai‘i? In the tasks, students examine various sources to list the arguments against annexation to better understand the Hawaiians’ thoughts about annexation and why they opposed it. What were the reasons Hawaiians opposed annexation? How did they protest against annexation? The examination of this supporting question encourages students to take a look at the illegal actions of the US government in annexing Hawai‘i alongside Partick Henry’s speech to connect back to the compelling question, Does America Really Stand for Freedom?

The formative task is to compose a written personal response comparing freedom after watching the videos and to use a Thinking Map to list and compare arguments against annexation (Compared to Henry’s speech). Full class discussion to answer the supporting question, “What do these documents about the illegal overthrow of the Kingdom of Hawai‘i teach us about America & freedom?”

Teachers may implement this task with the following procedures…

1. Students complete a KWL chart on The Bayonet Constitution and the overthrow of Queen Lili‘uokalani and return after viewing the videos
2. Show images to students and have them examine the images, full class discussion on student observations
3. Ask students what they know about the annexation and how Hawaiians protested annexation
4. View video of Hui Aloha ‘Āina, read Kaulia, a speech and article by Miriam Michelson
5. Generate list of arguments against annexation and resistance efforts of Hawaiians
6. Complete a venn diagram for comparing and contrasting with Henry’s speech
7. Read and discuss the Apology resolution in a full class discussion

The scaffolds and other materials may be used to support students as they work with sources…

- Reciprocity Treaty of 1875 (A) & Reciprocity Treaty Reciprocity Treaty of 1875 (B)
- Teacher prepared guided notes for video analysis
- Teacher prepared questions for image examination
- Teacher prepared article summary
- Abridged/shorter versions of article
- Displaying closed caption for video
Key Vocabulary Terms (Source A)

1. **constitutional monarchy** (noun): A government type in which king or queen rules within laws which limit his or her power.
2. **concession** (noun): a thing that is granted, especially in response to demands
3. **sovereignty** (noun): the authority of a state to govern itself or another state; a self-governing state.
4. **suffrage** (noun): the right to vote in political elections
5. **abdication** (noun): an act of abdicating or renouncing the throne

Key Vocabulary Terms (Source B)

1. **mainstay** (noun): a person or thing on which something else is based or depends
2. **revoked** (verb): put an end to the validity or operation of (a decree, decision, or promise)

Key Vocabulary Terms (Source D)

1. **Aliʻi** (noun): nobles, aristocrats
2. **lāhui** (verb): to assemble, gather together
3. **aloha ʻāina** (noun): Hawaiian patriotism

Key Vocabulary Terms (Source E)

1. **admonitions** (noun): counsel, advice, or caution
2. **Mother Hubbards of calico** (noun): type of long gown of unbleached and often not fully processed cotton
3. **repose** (verb): the state of reposing or being at rest; rest; sleep
4. **ʻAʻole loa** (noun): memory
5. **reap** (verb): to get as a return, recompense, or result
6. **contemptuously** (adverb): showing or expressing contempt or disdain; scornful; disrespectful
7. **perseverance** (noun): steady persistence in a course of action, a purpose, a state, etc., especially in spite of difficulties, obstacles, or discouragement
8. **apathy** (noun): absence or suppression of passion, emotion, or excitement
9. **virulent** (adjective): violently or spitefully hostile
10. **plaintive** (adjective): expressing sorrow or melancholy; mournful

Key Vocabulary Terms (Source G)

1. **indigenous** (adjective): native
2. **impelled** (verb): to drive or urge forward; press on; incite or constrain to action
3. **relinquished** (verb): to give up; put aside or desist from
4. **inherent** (adjective): existing in someone or something as a permanent and inseparable element, quality, or attribute
5. **plebiscite** (noun): a direct vote of the qualified voters of a state in regard to some important
6. **ramifications** (noun): a related or derived subject, problem, etc.; outgrowth; consequence; implication

7. **reconciliation** (noun): the process of making consistent or compatible

The following sources were selected to …

**Sources A & B:** ensure that students understand the events that led to the overthrow, the PBS video is a brief summary of when *The Bayonet Constitution* was signed, the events that led up to the drafting and subsequent signing of *The Bayonet Constitution*, the contents of *The Bayonet Constitution*, and its impact on the people of Hawai‘i and King Kalākaua of the Kingdom of Hawai‘i. On June 6, 1887, King Kalākaua signed *The Bayonet Constitution*, so named because the King signed it at gunpoint. The second video is a short PBS video to review the illegal overthrow of and imprisonment of Queen Liliʻuokalani. The video is a brief overview and review of the events that led to Queen Liliʻuokalani’s unwilling signing of the documents that abdicated her right to the throne as the rightful reigning monarch of Hawai‘i and the dismantling of Hawai‘i as an independent nation. This video also connects back to the previous video in establishing the role of the sugar plantation and America’s desire to control Pearl Harbor in both situations.

**Sources C-F:** support students in understanding the impact of the annexation on Hawai‘i. The following sources present opinions on the annexation and actions Native Hawaiians took in opposition to annexation. The selected images are from the time of annexation and depict Hawaiians’ opinions of annexation. The video is an overview of actions of Hui Aloha ‘Āina in gathering names to petition against the Treaty of Annexation of 1897 and the resulting success in preventing the Treaty from being approved. Source E is an excerpt from a speech James Kaulia gave in protest against annexation, Source F is an article written about the efforts of Hui ‘Āina in petitioning the Treaty of Annexation of 1897; this source also serves as a record of Hawaiians’ opinions of annexation and reasons against it.

**Source G:** This text is an excerpt of the formal apology by the US government delineating the actions of the US government in the illegal overtaking of the Kingdom of Hawai‘i and other wrongdoings against the people of Hawai‘i and Hawai‘i itself. It is a statement of both apology and intentions of reconciliation between the US and Native Hawaiian people.

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**Supporting Question 2: Featured Source A**

*PBS The Bayonet Constitution*. This source was selected as a short video to review *The Bayonet Constitution*.

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**Video Synopsis**

In this video from *American Experience*, witness the events of 1887 that limited the power of Hawaiian King David Kalākaua. By then, most of the wealth of Hawai‘i was in the hands of the owners of sugar plantations, descendants of American missionaries who had come to the islands earlier in the century. A secret league of landowners, joined by an armed militia, forced the king to sign what came to be called "The Bayonet Constitution," making him a puppet ruler and giving the sugar plantation owners a greater say in the government. Soon afterward, Kalākaua had to sign a reciprocity agreement with the U.S. government,
allowing the U.S. to establish a permanent naval base at Pearl Harbor

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**Supporting Question 2: Featured Source B**

PBS The Overthrow of Queen Liliʻuokalani. This source was selected as a short video to review the illegal overthrow of Queen Liliʻuokalani.

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**Video Synopsis**

Learn about the causes and the aftermath of the coup d'état of January 1893 that overthrew the Hawaiian monarchy, in this video from AMERICAN EXPERIENCE: Hawaii's Last Queen. Find out how the "Committee of Safety," a secret group organized by white sugar plantation owners, businessmen, and descendants of missionaries, set up a provisional government to replace the Hawaiian monarchy. Defying U.S. President Grover Cleveland, their ultimate goal was to overthrow Queen Liliʻuokalani and seek annexation of the Hawaiian Islands by the United States.

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**Supporting Question 2: Featured Source C**

Images/Cartoons of Annexation of Hawaiʻi. These sources were selected to provide a visual representation of the opinions about the annexation.

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Print shows a shotgun wedding between Uncle Sam and a young woman labeled "Hawaiʻi"; a former Confederate general labeled "Sen. Morgan" with a "Jingo" feather in his hat, stands behind them, holding a shotgun labeled "Bluster", as a minister labeled "McKinley" reads from the "Annexation Policy".

https://www.loc.gov/item/2012647635/
CARTOON: ANNEXATION, 1897. 'The Reluctant Bridegroom.' An American cartoon on the growing annexation movement. Secretary of State John Sherman officiates, President William McKinley is Uncle Sam's Best Man, and the President of the Republic of Hawai‘i, Sanford B. Dole, is giving the bride away. Cartoon, 1897.

https://www.granger.com/results.asp?image=0011326

Supporting Question 2: Featured Source D

Youtube: Annexation Petition of 1897  This source was selected as a short video of how the Hui Aloha `Āina and their efforts to petition against the annexation of Hawai‘i were able to defeat the Treaty of Annexation of 1897.

Video Synopsis

When the self-proclaimed Republic of Hawai‘i, made up of traitors who had engineered a coup d’état against Queen Lili‘uokalani and her government, attempted a treaty of annexation to the United States, loyal Hawaiian Kingdom subjects voiced their opposition. Traveling by foot, horse, train and inter-island steamship, the men and women of the Hui Aloha `Āina gathered the signatures of virtually every adult citizen of the islands in a "monster petition" that was delivered to Congress. The treaty was defeated.
This is a clip from the program "Aloha Quest - Part One," a one-hour program covering various historical events in Hawai‘i from 1840 through 1898.

Supporting Question 2: Featured Source E

James Kaulia 1897 speech against the Annexation of Hawai‘i This source is an excerpt from a larger text wherein James Kalia addresses an audience in front of Iolani Palace and argues against annexation, comparing it to being buried alive.

We have an independent government that was formed by the Kamehamehas, who are now at rest. And the right that they sought to build an independent government, is the reason for our happiness today. Therefore, what are the problems that grow out of our continuing independence?

The independence that our beloved Ali‘i sought as a rightful inheritance/legacy for the lāhui Hawai‘i of which I speak, that is what they desire to be buried alive; consenting for our nation to be subsumed within America is like agreeing that we, the nation, be buried alive with the many hardships that would follow annexation.

Do not be afraid! Stand firm in love for this land and unify in this thought: vigorously protest the annexation of Hawai‘i with America until the very last aloha ‘āina patriot who loves this land.

Let our independence continue, as an independent government under its own true laws! Do not agree to let our land be joined with America!

Key Vocabulary Terms

1. Ali‘i (noun): nobles, aristocrats
2. lāhui (verb): to assemble, gather together
3. aloha ‘āina (noun): Hawaiian patriotism

Supporting Question 2: Featured Source F

"Strangling Hands Upon a Nation’s Throat" This source is an excerpt from an article that was published in The San Francisco Call in September of 1897. The full article can be found at https://hawaiiankingdom.org/pdf/San_Francisco_Call_(1897).pdf

Supporting Question 2: Featured Source G

Presidential Apology for Overthrow On November 23, 1993, 100 years after the overthrow of the Kingdom of Hawaii, US President Bill Clinton signed an apology to Native Hawaiians for the illegal overtaking of Hawai‘i.
Supporting Question 3

The third and last supporting question asks students, “What do these (current) news articles teach us about America & freedom?” The sources showcase major news events in America and in responding to the question, students watch an analysis of violations of American freedoms. The sources allow a discussion of What things are accurately/inaccurately portrayed in the sources?

An analysis of a 2018 music video of the song “This is America” by Childish Gambino sets the stage of Is this really America today? What is the message of the song itself? What current events went into the creation of this video? In the task, students read one of three current news articles and complete a worksheet. A group share provides opportunity to garner the information from all three articles to discuss how freedom is presented in each article. A full class discussion of the supporting question connects back to the compelling question of “Does America Really Stand for Freedom?”

Teachers may implement this task with the following procedures…

1. Ask students to come up with words to describe America and its culture/people.
2. Play song for students to hear and show analysis video.
3. Discuss how accurate the song is in its portrayal of America and its culture/people.
4. Ask students what they know about the Bill of Rights and the freedom of information.
5. Assign an article to the students and provide a one-pager worksheet for students to complete.
6. Students share their article in small groups followed by a discussion in a large group.

The scaffolds and other materials may be used to support students as they work with sources…

- Teacher prepared guided notes for video analysis
- Sample of completed one-pager
- Teacher assigned roles for jigsaw groups (recorder, definitions expert, summarizer, etc.)
- Abridged/shorter versions of article
- Displaying closed caption for video

Key Vocabulary Terms (Source B)

1. **whistleblower** (noun): a person who informs on a person or organization engaged in an illicit activity
2. **exacerbating** (verb): make (a problem, bad situation, or negative feeling) worse

Key Vocabulary Terms (Source C)

1. **expedient** (adjective): suitable or appropriate
2. **quell** (verb): put an end to (a rebellion or other disorder), typically by the use of force
3. **redacted** (verb): edit (text) for publication
1. **adverse** (adjective): preventing success or development; harmful; unfavorable
2. **detrimental** (adjective): tending to cause harm
3. **mauna** (adjective): mountain
4. **crown lands** (adjective): lands (about a million acres, or one-fourth of the Aina of the islands) that Kamehameha III retained for himself in the Mahele
5. **kanaka** (adjective): human beings

The following sources were selected to …

**Source A:** This source asks students to think about what America is really like today. Is it a violent country? Have we become immune to the violence? Have we accepted racism and discrimination as a way of life in the US? This source is an analysis of a popular song entitled “This is America.” The song was released in 2018 and shows multiple instances of gun violence in the US, mass shootings as well as racism and discrimination. The video analyzes both images and lyrics of the song. A discussion of the video provides students information to answer the third supporting question.

**Source B-D:** These sources are articles that were published recently regarding violations of freedoms in America. Source B is an article by an organization known as Reporters without Borders. The organization was founded in 1985 to defend and promote freedom of information. This source provides students with instances in modern America when freedom of information was threatened or outright denied. Source C is based on events that occurred in Minneapolis in May 2020. The article was published shortly after the incident and explains events that led to the death of Floyd George at the hands of police. The article also talks about the impact of George’s death on race relations in America and the Black Lives Matter movement. Source D is an article covering the government’s efforts to install a telescope on the top of Mauna Kea in Hawai‘i. This source provides deeper insight into the violations of the TMT plan and the resistance of Hawaiians against the telescope on sacred lands. Students gain a deeper understanding of the ways freedoms are violated and provides them with information in which to answer the third supporting question.

**Supporting Question 3: Featured Source A**

**Glover This Is America** The video is an analysis of a song by Donald Glover (also known as Childish Gambino) entitled “This is America.” The video presents life in America as violent and dangerous, worse of all, Americans are depicted as passive by-standers to violence and discrimination.

**Supporting Question 3: Featured Source B**

**Article: Media Freedom in the US Under Threat** This news article is from “Reporters without Borders.” While freedom of information is a basic tenant of the Bill of Rights, the suppression of information and attacks on journalists have become an increasing problem the last few years.
### Supporting Question 3: Featured Source C

**Death of George Floyd**  
**Article: The New York Post**  
This *New York Post* article provides information that led to the death of Floyd George of Minneapolis, MN. In May 2020, Floyd George died in the hands of a Minneapolis police officer while 3 others looked on. Video footage shows Officer Chauvin with his knee on George’s neck, despite George saying he could not breathe.

### Supporting Question 3: Featured Source D

**Mauna Kea**  
This article covers the controversial issue over the installment of a Thirty Meter Telescope (TMT) on Mauna Kea, the most sacred mountain in Native Hawaiian culture. TMT is insistent on building on Mauna Kea, and when the plan to install it in July 2019 began, it was met with resistance from Native Hawaiians trying to preserve their sacred land.
At this point in the inquiry, students have examined Patrick Henry’s speech to the Second Virginia Convention, events that led to the annexation of Hawai‘i and recent events in America as it related to freedom violations.

Students are expected to demonstrate the breadth of their understanding and their abilities to use evidence from multiple sources to support their claims. In this task, students will construct an argumentative paper on the compelling question, “Does America Really Stand for Freedom?” Students will use specific claims and relevant evidence while acknowledging at least one opposing perspective.

Students’ arguments will likely vary, but could include any of the following:

- Yes, America does really stand for freedom
- No, America does not really stand for freedom
- Yes, America generally stands for freedom, except...

To support students in their writing, students will participate in small groups with like-minded students to explore their answer. A SEE template will be provided to support students in stating and elaborating on tier evidence and a rubric will also be provided to guide the student in their overall writing.

To extend their arguments, students will read, annotate and discuss the article Where will you be? Why Black Lives Matter in the Hawaiian Kingdom. This article connects the Black Lives Movement to Hawaiian life and blackness. It also discusses the racism and discrimination that anyone of a dark skin tone endures. The article also contains stories of Hawaiians and how they were discriminated against because they were thought to be black. This article speaks about connections across oceans and land, about solidarity, understanding, compassion and empathy with what is occurring in the world today.

Students have the opportunity to Take Informed Action by participating in a multi-author opinion piece to be published in the school newspaper. The school’s newspaper circulates within the community and is a perfect platform for the students to take informed action, getting this information into our community. Students will collaborate with their peers to write about America and the idea of freedom. An option will be for students to write an opinion piece about any of the text in this inquiry and to publish that multi-author piece.