

A Guide to Celebrate Freedom Week

and Other Federal and State Mandated Observances

1. The History and Text of Constitution Day and Celebrate Freedom Week

In compliance with federal statute, Constitution Day is observed each year on September 17 as a commemoration of the signing of the U.S. Constitution on September 17, 1787.

This practice originated in 1940, when Congress passed a joint resolution requesting the President to issue annually a proclamation to deem the third Sunday in May for public acknowledgment of those who had achieved American citizenship. This was designated as "I Am An American Day." This observance became known as "Citizenship Day."

In 1952 Congress changed the date of observance to September 17 to coincide with the day the Constitution was ratified and urged educational leaders to make plans for observance of that day, yet the date remained about a commemoration of citizenship and was still designated as "Citizenship Day."

In 2004 Congress changed the title of the day to "Constitution Day and Citizenship Day." Congress also added new requirements for observance of the day. One was for the head of every federal agency to provide employees with training materials related to the Constitution and the other was to require that schools receiving federal funding hold programs for students on September 17th. This has now come to be known as "Constitution Day."

In 2001, the Texas Legislature mandated that social studies classrooms observe Celebrate Freedom Week during the week of September 17 by passing legislation that reads:

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that 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--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Celebrate Freedom Week Curriculum Guide Texas

Rachel Hutchins



Celebrate Freedom Week Curriculum Guide Texas:

The Patchwork of World History in Texas High Schools Stephen Jackson, 2022-11-30 This book traces the historical development of the World History course as it has been taught in high school classrooms in Texas a populous and nationally influential state over the last hundred years Arguing that the course is a result of a patchwork of competing groups and ideas that have intersected over the past century with each new framework patched over but never completely erased or replaced the author crucially examines themes of imperialism Eurocentrism and nationalism in both textbooks and the curriculum more broadly The first part of the book presents an overview of the World History course supported by numerical analysis of textbook content and public documents while the second focuses on the depiction of non Western peoples and persistent narratives of Eurocentrism and nationalism It ultimately offers that a more global accurate and balanced curriculum is possible despite the tension between the ideas of professional world historians who often de center the nation state in their quest for a truly global approach to the subject and the historical core rationale of state sponsored education in the United States to produce loyal citizens Offering a new conceptual understanding of how colonial themes in World History curriculum have been dealt with in the past and are now engaged with in contemporary times it provides essential context for scholars and educators with interests in the history of education curriculum studies and the teaching of World History in the United States

Politics and the History Curriculum K. Erikson, 2012-05-31 The politicians and pastors who revised the Texas social studies standards made worldwide headlines Politics and the History Curriculum sets the debate over the Texas standards within a broad context of politics religion media and education providing a clear analysis of these events and recommendations for teachers and policy makers

Radical Educators Rearticulating Education and Social Change Jennifer Gale de Saxe, Tina Y. Gourd, 2018-10-03 This book is a collection of six case studies of teacher agency in action centering on voices of educators who engaged in activist work throughout the history of education in the US Through a lens of teacher agency and resistance chapter authors explore the stories of individual educators to determine how particular historical and cultural contexts contributed to these educators activist efforts By analyzing specific modes and methods of resistance found within diverse communities throughout the last century of US education this book helps to identify and place into theoretical and historical context an underemphasized narrative of professional teacher activists within American education

The Elusive Thomas Jefferson M. Andrew Holowchak, Brian W. Dotts, 2017-11-20 Thomas Jefferson s writings on morality have largely been ignored His thoughts on the subject never developed in any formal work are said to be unsystematic a judgment reinforced by his shift from Stoicism intentions are critical to Utilitarianism consequences are critical later in life Yet his writings and the moral works he recommended reveal much about his moral sense and views on good living Jefferson valued personal moral improvement had great respect for moral exemplars and drew inspiration from moralists sermonizers novelists poets historians and such role models as Professor William Small and his friend George

Wythe **Nationalism and History Education** Rachel Hutchins, 2016-02-26 History education by nature transmits an official version of national identity National identity is not a fixed entity and controversy over history teaching is an essential part of the process of redefining and regenerating the nation France and the United States have in particular experienced demographic and cultural shifts since the 1960s that have resulted in intense debates over national identity This volume examines how each country s national history is represented in primary schools social studies textbooks and curricula and how they handle contemporary issues of ethnicity diversity gender socio economic inequality and patriotism By analyzing each country separately and comparatively it demonstrates how various groups including academics politicians and citizen activists have influenced education and how the process of writing and rewriting history perpetuates a nation Drawing on empirical studies of the United States and France this volume provides insight into broader nationalist processes and instructive principles for similar countries in the modern world **Texas Education Laws and Regulations 2003** LEXIS Publishing, Texas, 2003 **The Yearbook of Education Law 2008** , 2008 **Education Code** Texas, 1972 Supporting Students' Intellectual Freedom in Schools: The Right to Read Sachdeva, Danielle E., Hull, Samantha L., Kimmel, Sue C., Whitaker, Westry A., 2023-12-21 In today s developing view of education a disquieting trend looms the erosion of students right to choose what they read This erosion fueled by an alarming surge in censorship attempts casts a shadow over the very essence of intellectual exploration Recent years have witnessed an unprecedented number of challenges aimed at restricting access to books targeting themes that embrace human diversity inclusivity and the tapestry of life itself As educators administrators and scholars grapple with this critical juncture Supporting Students Intellectual Freedom in Schools The Right to Read serves as a comprehensive resource they can turn to for support and knowledge This book is a call to action resonating with teachers school librarians administrators and scholars who refuse to let censorship erode the foundations of education As censorship attempts proliferate its chapters offer fortification providing educators at all levels with the tools to safeguard students intellectual freedom From the hallowed halls of academia to the vibrant classrooms of K 12 the insights within these pages shape curricula conversations and a collective commitment to nurturing minds that thrive on diversity and inquiry In a world clamoring for unwavering advocates of intellectual freedom Supporting Students Intellectual Freedom in Schools is not just a solution it is a declaration of resolute solidarity in the pursuit of knowledge and the unassailable right to read **Student Life** , 1954

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