It is recommended that teachers review the entire lesson plan and make any changes as desired. Review the resources. Review the Gallery information with special notice to the highlighted artifacts and experiences that directly link to this lesson. Notify parents of this lesson and the learning that will be assessed. Ensure that all field trip details are completed. Share student evaluation at the conclusion.

**TEKS directly related to the exhibit Freedom Matters:**

**Grade 12**

1.A explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government;

1.B identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;

1.C identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;

1.D identify the contributions of the political philosophies of the Founding Fathers, including John Adams, Alexander Hamilton, Thomas Jefferson, James Madison, John Jay, George Mason, Roger Sherman, and James Wilson, on the development of the U.S. government;

1.E analyze debates and compromises that impacted the creation of the founding documents; and

6.A explain the importance of a written constitution;
6.B explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution;
6.C analyze how the Federalist Papers such as Number 10 and Number 51 explain the principles of the American constitutional system of government;
6.D evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
6.E describe the constitutionally prescribed procedures by which the U.S. Constitution can be changed and analyze the role of the amendment process in a constitutional government; and
6.F identify how the Declaration of Independence and the U.S. Constitution continue to shape American beliefs and principles in the United States today.

8.A explain why the Founding Fathers created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;
11.A compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics; and
12.A explain the roles of limited government and the rule of law in the protection of individual rights;
12.B identify and define the unalienable rights;
12.C identify the freedoms and rights protected and secured by each amendment in the Bill of Rights;
12.F explain the importance of due process rights to the protection of individual rights and in limiting the powers of government; and
12.G recall the conditions that produced the 14th Amendment and describe subsequent efforts to selectively extend some of the Bill of Rights to the states through U.S. Supreme Court rulings and analyze the impact on the scope of fundamental rights and federalism.

13.A describe scenarios where good citizenship may require the subordination of personal desire for the sake of the public good;
13.B explain the responsibilities, duties, and obligations of citizenship such as being well informed about civic affairs, serving in the military, voting, serving on a jury, observing the laws, paying taxes, and serving the public good; and
15.A analyze different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and
15.B analyze the importance of the First Amendment rights of petition, assembly, speech, and press and the Second Amendment right to keep and bear arms.
16.A evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and
16.B explain changes in American culture brought about by government policies such as voting rights, the Servicemen's Readjustment Act of 1944 (GI Bill of Rights), the Immigration and Nationality Act of 1965, the Immigration Reform and Control Act of 1986, affirmative action, and racial integration.
Lesson Overview
The George W. Bush Presidential Center will support student understanding and provide an experiential learning opportunity to transfer their knowledge of government to individual rights for both majority and minority populations. Students will act as both leader and citizen in discussing what rights and freedoms a government supports as well as deciding which freedoms, they believe are worth fighting for.

Students will engage in pre-research, explore the museum exhibit Freedom Matters with primary sources of rights and freedoms, and transfer their learning through critical thinking. Students will learn individually, in pairs, and in small groups.

Assessments
Tasks that can be assessed: research, organizational visual, group visual creation and presentation, leader presentation speech, and citizen presentation speech.

Essential Questions
What documents represent the best and sometimes worst of the American Experiment?
What freedoms are worth fighting for?

Objectives (Students will…)

- **Pre-learning - Acquisition Learning:** The George W. Bush Presidential Center will support student understanding and provide an experiential learning opportunity to transfer their knowledge of government and Freedom Documents. Students will engage in pre-research and work in small groups to develop a definition of “freedom”.

- **Application learning:** From their research and museum experience, students will conduct a gallery walk to complete a worksheet involving Freedom documents.

- **Transfer learning:** After their museum experience, working individually or in small groups, students will complete the guided questions and debriefing questions.
Pre-learning/Acquisition Learning

Introduce students to the George W. Bush Presidential Center and specifically the Freedom Matters Exhibit.

Prepare students for their museum experience.

- Remind students that they share the exhibit space with other guests.
- In the exhibit and library only pencils, phones, or tablets can be used for taking notes
- Get close enough to see artifacts, but not lean on cases.
- Running and excitement are not the same thing.
- This is a “classroom on wheels.”

Help them prepare using the following resources:


Activity 1:

Prior to museum arrival students should use the statement list below to fill in the chart under the correct personal, political or economic freedom category. They will determine the correct answer in Area 2 of the Freedom Matters exhibit space.

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<tr>
<th>Personal Freedom</th>
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<td>Think, speak, and worship freely in public and private</td>
<td>Run for office</td>
<td>Choose and change your occupation</td>
</tr>
<tr>
<td>Move and travel without restriction</td>
<td>Vote without fear or intimidation</td>
<td>Sell and by goods on the open market</td>
</tr>
<tr>
<td>Have access to free and independent media</td>
<td>Join or form a political party</td>
<td>Acquire, use, and own property</td>
</tr>
<tr>
<td>Assemble in or organize a public demonstration</td>
<td>Elected officials determine laws and policies</td>
<td>Have access to reliable currency</td>
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- Elected officials determine laws and policies
- Sell and by goods on the open market
- Have access to free and independent media
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- Acquire, use, and own property
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- Choose and change your occupation
- Join or form a political party
• Assemble in or organize a public demonstration
• Think, speak, and worship freely in public and private
• Vote without fear or intimidation
Application Learning/Lesson Plan

Gallery 2: Defining Freedom

Essential Question: What is the origin of Freedom?

Consider this question from the perspective of:

- John Winthrop
- The Dalai Lama
- Calvin Coolidge
- John Locke
- Jean-Jacques Rousseau
- Mary Wollstonecraft

Question #1

Think about how the role of religion, politics, philosophy, and gender shaped the life experiences of the individuals highlighted in this gallery. How might these life experiences influence their definition of freedom? __________________________________________________________________________
_____________________________________________________________________________________

Question #2

How might _________________________ (choose one individual from the list and write their name) and _________________________ (choose one individual from the list and write their name) view freedom differently? Write your answer here:
_____________________________________________________________________________________
_____________________________________________________________________________________

Question #3

Defend _________________________ choose someone from the list not mentioned in question #2 above. Include arguments from various points of view.
_____________________________________________________________________________________
_____________________________________________________________________________________

Question #4

What are some similarities among these multiple interpretations of freedom?
_____________________________________________________________________________________
_____________________________________________________________________________________

Question #5

How does viewing freedom from multiple perspectives help you better understand the topic?
_____________________________________________________________________________________
_____________________________________________________________________________________

Essential Question: What do free societies look like?

Background:

The featured artifact in this gallery is a version of the Magna Carta. Think of this document as the “tap-root” of English liberties. A “tap-root” is the root of a plant that grows deeper than any of its other roots. From this root, the plant is able to access the nutrients that will nourish the plant to life. From the Magna Carta emerged the principles of limited government and rule of law. This means that:

- Those in positions of power must exercise their power according to the rule of law.
- No person, group, organization, or governmental entity can ignore the law.
- Everyone must obey the law and be held accountable if they break the law.
- Laws must be clear and known to all.
- Laws must be equally, fairly, and consistently enforced.

One of the most important, and often quoted, provisions, number 39 resembles that part of the U.S. Constitution found in Amendments 5 and 14.

39. “No freeman shall be seized, imprisoned, dispossessed [deprived of his land], outlawed, or exiled, or in any way destroyed; nor will we proceed against or prosecute him except by the lawful judgment of his peers [equals], or by the law of the land.”

Question 6: Look up the 5th and 14th Amendments. Quote key elements from both amendments that were influenced by Number 39 of the Magna Carta.

5th Amendment: ______________________________________________________________

14th Amendment: _____________________________________________________________

The men who later wrote and adopted the U.S. Constitution as well as its Bill of Rights were clearly influenced by some of the ideas found in the Magna Carta.

The ideas of limited government and the rule of law have been adopted by many countries. Leaders in some countries ignore these rules. And in some countries the rules don't apply. What follows are some activities that outline different forms of government, some of which promote freedom and some that do not. Look for evidence of the Magna Carta as you work through these activities.
**Activity 1: Ranking**

As you explore this gallery, think about the extent to which laws are obeyed. To complete the chart, locate a specific document, person, or event found in Galleries 2-5 that represent the idea and rank each concept in a column according to its importance, with 5 most critical for inclusion and 0 could be eliminated from the Preamble. Artifacts and ranking numbers can only be used once.

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**Activity 2: Analogy**

Prepare an analogy sentence for describing the importance of the Declaration of Independence, selecting one of the following items to use in your analogy: **Key, Hole Punch, Tweezers, Battery, Flashlight, Ruler, Rubber Band, Glue Stick, Highlighter, White Out**. Fill in the blanks of the stem sentence to show how the item is similar to the definition of the type of government. Write this sentence in the column marked “analogy.”

**Stem Sentence:**
__________________________ is like ____________________ because _________________________.

(Term from chart)   (Item)    (Explanation)

**Example:** *Democracy is like a battery because it is the people that POWER the government.*

**Gallery 4: The American Experiment**

**Essential Question:** What are the challenges to and the successes of securing freedom in the United States?

**Activity 3: A Dinner Party**

A dinner party has been planned for the following individuals. Your task is to decide who sits at which of the three tables. Each table will sit six individuals. At each table, the dinner guests will discuss a topic of your choosing. Each dinner guest will bring a gift (artifact from the exhibit) that they will explain to the others. Complete the diagram as you learn more about the people and artifacts of this gallery.

Possible individuals include:

- Senator Stephen Douglas
- Frederick Douglass
- Abraham Lincoln
- William Lloyd Garrison
- Sojourner Truth
- Mrs. E. Jackson
- Harriet Beecher Stowe
- Harriet Tubman
- George H. W. Bush
- Elizabeth Cady Stanton
- Calvin Coolidge
- Susan B. Anthony
- Dr. Martin Luther King
- Thomas Jefferson
- Lyndon Johnson
- Secretary Norman Mineta
- John Locke
- Alice Paul
- Senator Alan Simpson
- Alexander Hamilton
- James Madison
- Mary Wollstonecraft
Possible topics include:

- **Closing the gap** between the ideas of the Declaration of Independence and the sometimes painful realities of American life.
- **Taking a risk** to practice the ideas of American Freedom.
- **Civil conversations** with people who have diverging views.
- **Women's rights** and how they have evolved and what still needs to be done.
- **How civil rights** have changed and expanded for multiple groups.
Post Assessment/Debriefing

Complete the following without repeating or duplicating names and topics.

I would most like to sit between _________________________ and _________________________ discussing the topic of _________________________. Between the two gifts (artifacts) each brought, the one that most intrigues me is _______________________. To learn more about this gift (artifact), I would talk with _________________________ at the table discussing _____________________________. If I was sitting with _________________________, I would get a very different view of _________________________ than were I sitting with _________________________. Conversely, were I sitting with _________________________, he/she would want most to introduce me to _________________________ because of their view of _________________________.

Freedom Matters Debriefing

On paper or in small group discussion format have students answer the following questions:

1. What remains unclear about freedom?
2. What ideas are still unresolved about freedom?
3. What is yet unknown about freedom?
4. In what ways is information about freedom still incomplete or lacking?
5. How can you make a difference in a free society?
Student Worksheet

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Consider this question from the perspective of:
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**Gallery 3: Securing Freedom**

**Essential Question: What do free societies look like?**

**Background:**
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**Gallery 4: The American Experiment**

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A dinner party has been planned for the following individuals. Your task is to decide who sits at which of the three tables. Each table will sit six individuals. At each table, the dinner guests will discuss a topic of your choosing. Each dinner guest will bring a gift (artifact from the exhibit) that they will explain to the others. Complete the diagram as you learn more about the people and artifacts of this gallery.

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Possible topics include:

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- **Women’s rights** and how they have evolved and what still needs to be done.
- **How civil rights** have changed and expanded for multiple groups.

![Guest and gift (artifact) they will bring](image)

![Topic to discuss](image)
Post Assessment/Debriefing

Complete the following without repeating or duplicating names and topics.

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Freedom Matters Debriefing

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