

**State of Texas Grade 9 World Geography  
TEKS/Lesson Plan**

**FREEDOM  
MATTERS**

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**AT THE GEORGE W. BUSH PRESIDENTIAL CENTER**

Special Exhibit in the Bradford M. Freeman Exhibition Gallery  
March 2, 2023 through December 31, 2023

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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 9**

14.B. compare how **democracy**, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries

17.C. compare economic, political, or social opportunities in different cultures for underrepresented populations such as women and ethnic and religious minorities

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## **Lesson Overview**

Students will explore 7 different governmental systems that hold differing opportunities for individual rights and freedoms. 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 and creative classroom presentations. Students will learn individually, in pairs, in small groups, and present to their peers.

The Exhibit Overview offered below highlights the museum artifacts and experiences that directly support this lesson. Provided in this lesson:

- Essential Questions
  - Student Learning Objectives
  - Definitions and examples of the 7 government systems that will be viewed at the museum
  - Student evaluation of the lesson experience
  - Resources for pre-learning and overview for the lesson as well as specific government systems to be researched
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## **Assessments**

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

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## **Essential Questions**

Where does freedom originate? God? Nature? Society?  
What freedoms are worth fighting for?

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## **Objectives (Students will...)**

- Pre-learning - Acquisition Learning: Students will research each of the 7 examples of historical governmental systems and understand the rights and limits on freedoms of majority and minority citizens.
- Application learning: From their research and museum experience, students will create within a group a visual to describe the differences (contrast) in individual

economic, political, and social freedoms of each of the 7 governmental systems. The classroom will conduct a gallery walk for students to compare their conclusions with others.

- Transfer learning: After their museum experience, students will choose or be assigned to take on the persona of the leader of one of the seven comparative historical governments and be prepared to present a 3-minute speech to a “model UN assembly” on the economic, political, and social freedoms of individual citizens (including those citizens in minority populations) living under their governmental system at the historic time(s) stated.
  - Transfer learning: After their museum experience, students will choose or be assigned one of the seven historical government systems and identify a right that has not or is not yet offered to a majority or minority citizen. Students will choose a “right worth fighting for” and create and deliver a 3-minute speech before a “model UN assembly.”
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## 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.”

Prepare students using the following resources:

<https://www.bushcenter.org/events-and-exhibits> and  
You Tube <https://www.cbsnews.com/texas/video/check-out-the-freedom-matters-exhibit-at-the-bush-center/#x>.

Use the following anticipatory experiences to introduce students to the concepts of rights and freedoms and the limitations that may be experienced by those who lived in different historical times or parts of the world. Have students explain or discuss how or why governments may limit or expand individual freedoms. What effect does the expansion or limitation of freedoms mean for the government, leader, citizens in the majority, and citizens in the minority?

Offer students research time and a visual organizer (like the one included) to begin their pre-learning and understanding before the museum visit. Have students work individually or in pairs to complete the organizer for each of the 7 governmental systems in the historical time provided. Explain what a majority and minority citizen is as needed. Use a research rubric to evaluate student learning and paired process.

Have them take their government organizers with them to add to their knowledge. Have students take any notes that the teacher feels would be beneficial and provide a focused learning for students.

Sample Handout for Research and Knowledge Comparison

Government System \_\_\_\_\_

Country or Region \_\_\_\_\_

Historical Time \_\_\_\_\_

	Economic Freedoms	Political Freedoms	Social Freedoms
Majority Rights			
Minority Rights			

### Definitions and Examples of 7 Historical Government Systems:

**Direct Democracy:** In a direct democracy, decisions are made by citizens. The majority rules.

Ancient Athens. It's 461 BCE, and Pericles is the new leader of the government. All male citizens convene on the Acropolis to make and vote on the laws. All citizens are expected to serve on juries to decide cases and interpret the law when trial are held.

**Representative Democracy:** In representative democracies, citizens elect decision-makers, who act on their behalf. Many representative democracies are republics, governed by elected representatives and a president. A constitution defines individual rights and balances power between branches of government. United States of America. It's 2023. Your country's constitution spells out what your government can and cannot do. Your new nation has three branches of government. The legislative branch, including the House of Representatives and the Senate, is elected to make the laws. The president and vice president form the executive branch. They carry out the laws. The judicial branch, made up of the court system, interprets the laws and protects the rights of citizens. What expansions of individual rights and liberties have occurred since our country's founding in 1789? Hint: look at our constitutional amendments.

**Constitutional Monarchy:** The ruler inherits the position by birth, but formal documents limit the monarch's power.

Victorian England. It's 1898. Your monarch inherited the throne at a young age. Under the leadership of a prime minister like Benjamin Disraeli, the empire has grown to become the largest in world history. During your monarch's reign, power of the government has shifted to the elected body in Parliament, called the House of Commons, which elects both the prime minister and the cabinet.

**Absolute Monarchy:** A ruler inherits power by birth and has complete control.

France during King Louis XIV' reign. It's 1678. The king has absolute control over the government, military, and national culture. He believes he has a divine right to rule and is call the "Sun King." He has gathered all nobles of his luxurious palace Versailles, where he can oversee and control their actions.

**Theocracy:** A deity is recognized as supreme and one or a few people rule in the deity's name.

Ayatollah's Iran. Its 1979. Religious extremists have violently removed the shah, or king, from power. A "Supreme Leader" takes over all religious and political authority in the nation. There

are elected officials, but all candidates must gain the approval of religious clerics who follow the Supreme Leader, giving the clerics power to shape the government.

**Oligarchy:** Authority is vested in a small group that does not represent the majority of people either through economic wealth or political power.

South Africa during Apartheid. It's 1984. Your country is racially segregated under a policy enforced by the government known as apartheid. Even though the vast majority of people in your country are Black, they have limited rights and are treated as second-class citizens. They are not allowed to participate in government. Your president was elected by the white ruling class, a minority.

**Dictatorship/Totalitarianism:** Dictatorships/Totalitarianism governments often come to power by force. Once in charge, the dictator has absolute control.

Nazi Germany. It's 1944. Your chancellor came to power legally in 1933, but he has suspended basic rights and crushed all opposition. His government controls all aspects of life, including the economy, police, and media. By invading Poland, he started World War II. The Nazis are obsessed with "racial purity." They have imprisoned, abused, or murdered over 6 million people they deem inferior – primarily Jews, but also Catholics, homosexuals, political dissidents, Roma (gypsies) and the disabled.

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# Application Learning/Lesson Plan

## Gallery 1: Introduction

As students enter this gallery, they will be greeted by the voices of unidentified individuals discussing freedom and why it matters. They will meet these voices again at the end of the exhibit in the final video. As the voices speak, their words are projected on the gallery's walls one at a time.

Freedom is...

- *the permanent hope of mankind, the hunger in dark places the longing of the soul.*
- *a universal aspiration. Yet the path to freedom is not linear—or inevitable.*
- *the shared responsibility of free people.*
- *standing up for the meaning and promise of liberty. It means helping others determine their path, find their voice, and attain their freedom.*
- *a way together, we can light the way to a more just world.*

## Gallery 2: Defining Freedom

Gallery 2 defines freedom, introduces students to different philosophical perspectives about the origin of freedom, and gives examples of personal, political, and economic freedoms. Students will be encouraged to participate in an interactive game to identify each of these freedoms.

Featured Artifacts:

- John Locke, Two Treatises of Government. Printed, 1698.
- Jean-Jacques Rousseau. A Treatise on the Social Compact, 1764.

## Gallery 3: Securing Freedom

In Gallery 3, students are introduced to authoritarian and democratic forms of government to match how much freedom is provided in different forms of government. Most significantly, this gallery discusses the concept of the “rule of law,” exemplified by the Magna Carta, and highlights an early form of democracy in Ancient Greece.

Authoritarian governments limit the rights of their citizens in order to maintain control. Democratic governments aim to protect the political, economic, and personal freedoms of the individual. Democracies follow the rule of law.

Featured Artifact:

- Magna Carta and Vetera Statuta Angliae, the Magna Carta and other Statutes of the Realm. Decorated manuscript on parchment, early 14th century.

Magna Carta copy: King John of England was extremely unpopular. He lost British land, taxed his subjects heavily, and made an enemy of the Church. In 1215, King John was forcibly required by a group of English barons to sign a royal charter of rights called the Magna Carta. Two of the most critical clauses

in the Magna Carta are still in British law today. Clause 39 guarantees due process—fair treatment in the judicial system. The “rule of law” provides that laws must be fair, publicized, understood, and reliable. The rule of law prevents governments and leaders from abusing power. Clause 40 establishes that the law applies to everyone, including the king.

#### Gallery 4: The American Experiment

In Gallery 4 multiple documents reflect the successes and even failures of the American Experiment.

Featured Artifacts:

- *Declaration of Independence*, Peter Force, 1831.
- The Federalist,
- The *Constitution of the United States*
- Journal of the First Session of the United States Senate, including the *Bill of Rights*

Located in the middle of Gallery 4 is a two-sided island that features a rare version of the *Declaration of Independence*. Written primarily by Thomas Jefferson in 1776, the *Preamble* includes the Declaration’s best-known lines: “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.” The founders needed to inspire Americans to believe in these ideals and endure the challenges of revolution. It argued that the purpose of government is to secure these rights. On the opposite side of the island, students will learn what influenced the Declaration. The 27 complaints against King George III were framed as “the causes which impel them to separation.” While the documents of Locke and Rousseau inspired concepts in the *Declaration of Independence*, the words in the document were revolutionary. They inspired a new system of government and a new era of freedom. At the end, Congress boldly declares to Americans and the world “that these United Colonies are, and of Right ought to be Free and Independent States.”

Gallery Copy: Since its founding over two centuries ago, the United States has sought to become a more perfect union and fulfill the ideals enshrined in its founding documents. At times, we’ve lived up to that goal. We’ve also fallen short. But in every generation, extraordinary and ordinary Americans have fought for freedom and the rights of others, pushing for change to secure the blessings of liberty for all. A government of the people, by the people, for the people. That is the American experiment.

Other documents in Gallery 4 include: *The Declaration of Independence*, the *Constitution of the United States*, and the *Bill of Rights*, collectively known as the nation’s “*Charters of Freedom*.”

Students will learn that while the *Declaration of Independence* announced separation from England and lists the founding principles of the United States, the *Constitution of the United States* is the law of the land. It describes the framework of a new federal government.

The *Bill of Rights* protects the liberty of American citizens, including freedom of speech, press, religion, and assembly. In 1789, the First Congress submitted the first 12 constitutional amendments to the



Constitution to the states for ratification. By 1791, the states ratified 10 of those amendments, which became known as the *Bill of Rights*.

Students will also learn how *The Federalist Papers* promoted the ratification of the Constitution, explained the philosophy and intent of the framers, and justified a strong central government. This version is a rare first edition printed for the government. Sold as two volumes, this is the first edition of the complete set of 85 essays written by Hamilton, Madison, and Jay.

To demonstrate the cyclical nature of history, students are invited to find references to the *Declaration of Independence* within many case studies and documents showcased elsewhere in Freedom Matters that influenced the founding of the United States. Students should consider which rights (political, economic, or personal) were gained or lost throughout each case study.

Locke's Second Treatise, seen in Gallery 2, is identified as a document that influenced the Declaration of Independence. In the Seneca Falls convention, Elizabeth Cady Stanton and Lucretia Mott created a "*Declaration of Sentiments*" modeled after the *Declaration of Independence*. Dr. Martin Luther King, Jr. references the *Declaration of Independence* in his "I Have a Dream" speech of 1963. President George H. W. Bush references the Declaration in his remarks at the signing of the *Americans with Disabilities Act*.

### **Gallery 5: Be (We) The People**

Gallery 5 invites students to take in what they've learned and experienced through the exhibit and think specifically about the role of the individual in a free society. Students will be asked to take a short quiz about how they can Be (We) The People on one of the three kiosks. The quiz asks them to consider the responsibilities and opportunities afforded to people who live in a free society and offers suggestions on things they can do in their own communities.

The fifth gallery also hosts a video from the Bush Institute's Freedom Collection. Students will be reminded of the voices they heard when they entered the gallery, but this time, they will see the faces and names corresponding to the voices.

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## **Post Assessment/Debriefing**

Post Assessment/Debriefing: Have students choose or assign them to take on the persona of the leader of one of the seven comparative historical governments and prepare to present a 3-minute speech of a “model UN assembly” on the economic, political, and social freedoms of individual citizens (including those citizens in minority populations) living under their government system as the historic time(s) stated. Students may choose to “dress” as the persona. In historical periods where video is available, student may listen to their leaders and provide a realistic interpretation of their speaking style. Student may research the speeches of their leaders to provide enhanced understanding of the language, rhetorical, and presentation of their leader. Teachers may choose to videotape their student presentations and have students evaluate their peers. Use a presentation rubric to evaluate each student.

Another higher level option would be for students to choose or be assigned one of the seven historical governmental systems and identify a right that has not or is not yet offered to citizens among the majority or minority group. Student will choose a “right worth fighting for.” They will create and deliver a 3-minute speech before a “model UN assembly.” This presentation should be delivered as a rights advocate using the rhetoric as appropriate for the time period and the presentation arena (United Nations). Students may also dress for the time period. Have a short conference with each student as they choose their “right worth fighting for” to ensure that it is appropriate and valid for the classroom and aligns with the leader and country of the time. Teachers may choose to offer students practice time in the classroom in front of a partner before the presentation. Use a presentation rubric for evaluation of each student. Offer students a self-evaluation of their learning using the one included or another questionnaire format. Share evaluations with students, administration, and parents.

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## Student Evaluation of Experience

A Likert Scale Evaluation can be given to students at the conclusion of the lesson. Sample questions may be...

1. My understanding of governmental systems throughout history was increased by this lesson.

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

2. My understanding of economic, political, and social rights was increased by this lesson.

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

3. I found this lesson engaging and exciting.

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

4. I was engaged in the classroom presentations.

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

5. The George W. Bush Museum experience was memorable

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

6. This lesson allowed me to experience the freedoms I currently enjoy

Strongly Agree                  Agree                  Disagree                  Strongly Disagree

7. After experiencing the museum, the most important freedom is \_\_\_\_\_.

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## **Building Background and Research Resources**

Enlightenment to US Founding Documents: <https://www.ushistory.org/gov/2.asp>

Magna Carta's Influence on the US Founding Fathers and Documents  
<https://www.history.com/news/magna-carta-influence-us-constitution-bill-of-rights>

Freedom House rates people's access to political rights and civil liberties in 210 countries and territories through its annual Freedom in the World report. Individual freedoms—ranging from the right to vote to freedom of expression and equality before the law—can be affected by state or non-state actors. Click on a country name below to access the full country narrative report.

<https://freedomhouse.org/countries/freedom-world/scores>

A Brief History of Human Rights Documents Throughout Time  
<https://usidhr.org/a-brief-history-of-human-rights-documents-throughout-time/>

Direct Democracy Ancient Athens 461 BCE  
<https://www.history.com/topics/ancient-greece/ancient-greece-democracy>

Representative Democracy USA 2023 Brief History of Rights and Freedoms  
<https://www.aclu.org/other/bill-rights-brief-history>

Constitutional Monarchy Victorian England 1898  
<https://www.britannica.com/biography/Victoria-queen-of-United-Kingdom/Widowhood>

Absolute Monarchy France King Louis XIV  
<https://www.britannica.com/place/France/France-1715-89>

Theocracy Ayatollah's Iran 1979  
[https://en.wikipedia.org/wiki/Human\\_rights\\_in\\_the\\_Islamic\\_Republic\\_of\\_Iran](https://en.wikipedia.org/wiki/Human_rights_in_the_Islamic_Republic_of_Iran)

Oligarchy South Africa Apartheid 1984  
<https://www.sahistory.org.za/article/history-apartheid-south-africa>

Dictatorship/Totalitarianism: Nazi Germany 1944  
<https://www.annefrank.org/en/anne-frank/go-in-depth/germany-1933-democracy-dictatorship/>

Examples of Political and Economic Freedoms

<http://civics.councilforeconed.org/documents/978-1-56183-662-8-visuals-lesson-16.pdf>

26 Examples of Freedoms: Political, Economic, and Social

<https://simplicable.com/society/freedom>

Universal Declaration of Human Rights – United Nations

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Human Rights – An Introduction

<https://humanrights.gov.au/our-work/education/introduction-human-rights>