

State of Texas TEKS/Lesson Plan  
Grade 10 World History

# FREEDOM MATTERS

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:**

TEKS Grade 10 World History

- 1.E identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the **Enlightenment's impact on political revolutions**; and
- 3.A describe the major **political, religious/philosophical**, and cultural influences of Persia, India, China, Israel, **Greece, and Rome**;
- 4.B describe the major characteristics of and the factors contributing to the development of the **political/social system of feudalism** and the economic system of manorialism;
- 9.A compare the causes, characteristics, and consequences of the **American** and French **revolutions**, emphasizing the **role of the Enlightenment**;
- 9.D identify the influence of ideas such as **separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty**, human rights, **constitutionalism**, and nationalism on **political revolutions**.
- 18.A identify the **characteristics of monarchies** and theocracies as forms of government in early civilizations; and
- 18.B identify the characteristics of the following political systems: theocracy, **absolute monarchy, democracy, republic**, oligarchy, **limited monarchy**, and totalitarianism.

19.A explain the development of **democratic-republican government** from its beginnings in Judeo-Christian legal tradition and **classical Greece and Rome** through the French Revolution;

19.B identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, **Magna Carta**, the **English Bill of Rights**, the **Declaration of Independence**, the **U.S. Constitution**, and the Declaration of the Rights of Man and of the Citizen;

19.C) explain the political philosophies of individuals such as **John Locke**, **Thomas Hobbes**, Voltaire, Charles de Montesquieu, **Jean Jacques Rousseau**, Thomas Aquinas, John Calvin, and William Blackstone; and

20.B describe the rights and responsibilities of citizens and noncitizens in **civic participation** throughout history; and

21.A summarize the development of the **rule of law** from ancient to modern times;

21.B identify the origins of ideas regarding the right to a **"trial by a jury of your peers"** and the concepts of **"innocent until proven guilty"** and **"equality before the law"** from sources including the Judeo-Christian legal tradition and in Greece and Rome;

21.F identify examples of American ideals that have advanced human rights and **democratic ideas throughout the world**.

23.A describe the **changing roles** of **women**, children, and families during major eras of world history; and

24.B summarize the **fundamental ideas** and institutions of Western civilizations that originated in **Greece and Rome**;

26.C explain the impact of the **printing press** on the Renaissance and the Reformation in Europe;

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## 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 and creative classroom presentations. Students will learn individually, in pairs, in small groups, and present to their peers.

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## Assessments

Tasks that can be assessed: research, organizational visual, participating in a mock trial.

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## Essential Questions

Where does freedom originate? God? Nature? Society?

What is the impact of the Enlightenment thinkers on the American Experiment?

Why is the Magna Carta essential to understand the nature of the American Experiment?

What freedoms are worth fighting for?

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## Objectives (Students will...)

- **Pre-learning - Acquisition Learning:** Students will consider how personal, economic and political freedom is connected to the freedom granted by government. They will consider the origins of freedom and the role of government.
  - **Application learning:** From their research and museum experience, students will Think-Pair-Share-Jigsaw to determine the importance of Greek democracy, the significance of the Magna Carta, and the relevance to the American system of democracy. The class will conduct a gallery walk to compare their conclusions with others.
  - **Transfer learning:** After their museum experience, students will place King John on trial for violating the freedoms of his subjects. Students will assume one of several roles during the trial.
  - **Transfer learning:** After their museum experience, students will answer several questions either individually in writing or as either small/large group discussion regarding the special exhibit.
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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.”

Help them prepare 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>.

Individually in writing, in small groups, or as a large group discussion, have students answer the following 3 questions:

Is Man, by his basic nature, good or evil?

If Man is good or evil, then what is the role of government? (How much freedom should be given?)

If Man is good or evil, then should revolution be allowed? (revolution could be destructive or as simple as voting a different party into office)

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# Application Learning/Lesson Plan

## Gallery 2: Defining Freedom

What ideas from gallery 2 would best describe each of the following individual's ideas?

Philosophe	Philosophy
John Locke	
Jean Jacques Rousseau	
Mary Wollstonecraft	

Question 1:

The philosophe that best corresponds with my personal idea of freedom is \_\_\_\_\_ because \_\_\_\_\_

Question 2:

After playing the game with the pucks, which freedom (political, economic, or personal) is most important? Why?

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## Gallery 3: Securing Freedom

Think-Pair-Share-Jigsaw. Divide the class into 4 small "expert" groups. Groups do not need to be equal in size. Each group will work together to complete one area of the chart (Rule of Law, Fairness of laws and enforcement, Commitment to "due process" of law, **or** Respect economic rights) based on the prompts below. When completed re-divide the students to become new groups so at least one member of the previous "expert" group is pulled from each area on the chart so all categories are represented in the new group (Rule of Law, Fairness of laws and enforcement, Commitment to "due process" of law, **and** Respect economic rights). Have them compare their charts to be the same list in each category.

### Activity 1: Magna Carta

Use the ideas below to complete the chart based on the significant portions of the Magna Carta. Not all columns of the chart will have the same number of provisions.

Rule of Law	Fairness of laws and enforcement	Commitment to “due process” of law	Respect economic rights
Powers of the king are clearly defined	Laws must be reasonable	Procedures consistent with all cases	Right to property
Restrictions of king’s power were clearly defined	Equal justice under the law	Evidence must be presented at trial, <i>habeas corpus</i>	Standard weights and measures
	Recognition of “common law”	Local courts and judges	Property must be restored and compensated if unjustly taken
	Punishment must fit the severity of the crime	Speedy trial	Merchants are free to move about to conduct business
		Public access to trials	Women can own property
		Trial by jury of peers	

### **Magna Carta Provisions**

Equal justice under the law

Evidence must be presented at trial, *habeas corpus*

Laws must be reasonable

Local courts and judges

Merchants are free to move about to conduct business

Powers of the king are clearly defined

Procedures consistent with all cases

Property must be restored and compensated if unjustly taken

Public access to trials

Punishment must fit the severity of the crime

Recognition of “common law”

Restrictions of king’s power were clearly defined

Right to own property

Speedy trial

Standard weights and measures

Trial by jury of peers

Answer the following questions individually

**Question 3:**

Which type of Authoritarian Government would best describe the reign of King John prior to signing the Magna Carta? \_\_\_\_\_

**Question 4:**

What evidence supports your answer?

\_\_\_\_\_

**Question 5:**

Which type of Democratic Government would best describe the reign of King John after signing the Magna Carta? \_\_\_\_\_

**Question 6:**

What evidence supports your answer?

\_\_\_\_\_

**Question 7:**

What type of government would originate from Greece in the Age of Pericles would ultimately be utilized in the United States?

\_\_\_\_\_

**Question 8:**

Why would the Founding Fathers of the United States choose the Greek form as best suited for their time?

\_\_\_\_\_

**Gallery 4: The American Experiment**

The *Declaration of Independence* reads:

*"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, and among these are life, liberty, and the pursuit of happiness. Whenever any such form of government becomes destructive to these ends, it is the right of the people to alter or abolish it. Prudence indeed with dictate that governments long established, should not be changed for light or transient causes."*

**Question 9:**

Which wording from the *Preamble* of the *Declaration of Independence* has been taken from the ideas of Locke and Rousseau?

**Question 10:**

**Using the Bill of Rights, found at ceiling level of the exhibit space, which amendment concepts were adopted from the Magna Carta?**

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**Gallery 5: Be (We) the People**

**List 3 activities a student can use to be an active participant as part of the (We) in We The People using the kiosk.**

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## Post Assessment/Debriefing

It is time to put King John I on trial for violating the freedoms given by God. In canon law courts it would be the Archbishop of Canterbury that would serve as the judge. Have 2-3 students serve as legal counsel for the King and the same for the prosecution. A jury of peers, 3-6 Barons, will make the final decision for the King's guilt or innocence and determine punishment if required. Witnesses for the prosecution will represent one of each accusation made in the chart from the Magna Carta (see Activity 1-Gallery 3 in Application Learning/Lesson Plan). They will bear witness based on the story they have created from the accusation they have either been assigned or have been randomly drawn to portray. The same will be true for defense witnesses.

### Debriefing:

Individually in writing, in small groups, or as a large group discussion, have students answer the following questions:

- If only one document from the exhibit could be rescued from a disaster, which one would it be and why?
  - If you could go back in time to one time period, Age of Pericles in Greece, Signing the Magna Carta in the Medieval Age or writing a constitution just after the American Revolution, which would you do to witness an expansion of freedom and why?
  - What can students do to actively become a part of the We in We the People?
  - Based on your experiences in the George W. Bush Presidential Center, would you say your understanding of freedom has increased or remained the same?
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## Student Worksheet

### Gallery 2:

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### Gallery 3:

**Think-Pair-Share-Jigsaw.** The class will be divided into 4 small "expert" groups. Each group will work together to complete one area of the chart (Rule of Law, Fairness of laws and enforcement, Commitment to "due process" of law, **or** Respect economic rights). New groups will be created so at least one member of the previous "expert" group is pulled from each area on the chart so all categories are represented in the new group (Rule of Law, Fairness of laws and enforcement, Commitment to "due process" of law, **and** Respect economic rights). Compare your chart to be the same list in each category.

**Activity 1: Magna Carta**

Use the ideas below to complete the chart based on the significant portions of the Magna Carta. Not all portions of the chart will have the same number of provisions.

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**Gallery 5:**

Use the kiosk to determine what activities a student can use to be an active participant as part of the We in We The People.

