

**State of Texas TEKS/Lesson Plan**  
**Grade 11**  
**U.S. History since Reconstruction**

# 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

---

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 11**

- 1.A analyze and evaluate the text, intent, meaning, and importance of the **Declaration of Independence** and the **U.S. Constitution**, including the **Bill of Rights**;
- 1.C explain the meaning and historical significance of the mottos "**E Pluribus Unum**" and "In God We Trust."
- 3.A analyze political issues such as **Indian policies**, the growth of political machines, and civil service reform;
- 3.C analyze **social issues** affecting **women**, **minorities**, children, **immigrants**, and urbanization.
- 5.A analyze the impact of Progressive Era reforms, including initiative, referendum, recall, and the passage of the 16th, 17th, 18th, and **19th amendments**;
- 5.B evaluate the impact of muckrakers and reform leaders such as Upton Sinclair, **Susan B. Anthony**, Jane Addams, Ida B. Wells, and W.E.B. DuBois on American society; and
- 6.A analyze causes and effects of events and social issues such as immigration, Social Darwinism, the Scopes Trial, **eugenics**, **race relations**, **nativism**, the Red Scare, Prohibition, and the **changing role of women**; and

- 7.C analyze major issues of World War II, including the Holocaust, **the internment of Japanese Americans** as a result of **Executive Order 9066**, and the development of atomic weapons;
- 9.A trace the historical development of the civil rights movement from the late 1800s through the 21st century, including the **13th, 14th, 15th, and 19th amendments**;
- 9.B explain how Jim Crow laws and the Ku Klux Klan created obstacles to civil rights for minorities such as the suppression of voting;
- 9.C describe the roles of political organizations that promoted African American, Chicano, **American Indian**, and **women's civil rights**;
- 9.D identify the roles of significant leaders who supported various rights movements, including **Martin Luther King Jr.**, Cesar Chavez, Dolores Huerta, **Rosa Parks**, and Betty Friedan;
- 9.E compare and contrast the approach taken by the **Black Panthers** with the nonviolent approach of **Martin Luther King Jr.**;
- 9.F discuss the impact of the **writings of Martin Luther King Jr.** such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement;
- 9.G describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the **Civil Rights Act of 1964**, and the **Voting Rights Act of 1965**;
- 9.I evaluate changes in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process; and
- 9.J describe how *Sweatt v. Painter* and **Brown v. Board of Education** played a role in protecting the rights of the minority during the **civil rights movement**.
- 17.D identify the actions and outcomes of government policies intended to create economic opportunities for citizens such as the **Great Society**, **affirmative action**, and **Title IX**; and
- 20.B explain why landmark **constitutional amendments** have been proposed and ratified from 1877 to the present.
- 22.A identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, **non-violent protesting**, **litigation**, and amendments to the U.S. Constitution;
- 22.B evaluate various means of achieving equality of political rights, including the **19th, 24th, and 26th amendments** and congressional acts such as the **American Indian Citizenship Act of 1924**;
- 22.C explain how participation in the democratic process reflects our national identity, patriotism, and **civic responsibility**; and

**Guiding Questions:** Where does freedom come from? What does it mean? What do free societies look like? How can you make a difference in a free society?

**Activities:**

Gallery 2 (see attached), Gallery 3 (see attached), Gallery 4 (see attached)

*Freedom Matters* Debriefing (see attached)

---

## 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>.

Before arrival to the Bush Center have students answer the following questions on paper or in discussion format:

Where does freedom originate? Is freedom viewed differently according to each of the following: a religious leader, a president, a slave, a woman, and/or someone physically challenged?

# Application Learning/Lesson Plan

## Gallery 2: Defining Freedom

**Essential Question: Where does Freedom originate?**

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?

---

---

---

---

### Gallery 3: Securing Freedom

**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:** Look up the 5<sup>th</sup> and 14<sup>th</sup> Amendments. Quote key elements from both amendments that were influenced by Number 39 of the Magna Carta.

5<sup>th</sup> Amendment:

14<sup>th</sup> 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, create a simple icon/illustration/symbol for the Magna Carta (e.g. a “tap-root” see above for explanation) and rank how close each country falls to upholding the principles of the Magna Carta. Sketch your icon for each country under the appropriate number. A “0” denotes a “tap-root” that is poisoned and never grows and a “5” denotes a “tap-root” that is fully nourished and continues to grow with each cultivation.

Country	0	1	2	3	4	5
Nazi Germany						
Apartheid South Africa						
Ayatollah’s Iran						
France During King Louis XIV’s Reign						
Victorian England						
Ancient Athens During the Golden Age						
The United States						

How would you relate *contemporary trends* to the events of those countries that you ranked low? \_\_\_\_\_  
\_\_\_\_\_ that you ranked high? \_\_\_\_\_  
\_\_\_\_\_

**Activity 2: Analogy**

Read each definition and highlight the most important words in the definition. You should not highlight more than 3 words. Prepare an analogy sentence for each term by 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.*

Term	Definition	Analogy (stem sentence)
Absolute Monarchy	A ruling position that is passed down with a certain family (hereditary). Monarchies usually refer to a King or a Queen. Rules are established by one.	
Constitutional Monarchy	A form of government that limits the power of the King or Queen through a governing body.	
Authoritarian	A form of government that controls all aspects of citizens' economic, political, and social lives, usually through a totalitarian dictator.	
Republic	a form of indirect democracy in which voters hold sovereign power through elected representatives responsible to the people.	
Theocracy	A form of government based on religion. In a pure theocracy, the leader of the government is thought to lead the country based on guidance from the divine.	
Direct Democracy	Direct democracy is a government in which all citizens cast a vote directly on government issues and laws. It exists in small societies where it is practical for everyone to assemble, discuss, and vote	

## Gallery 4: The American Experiment

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

### Activity: A Dinner Party

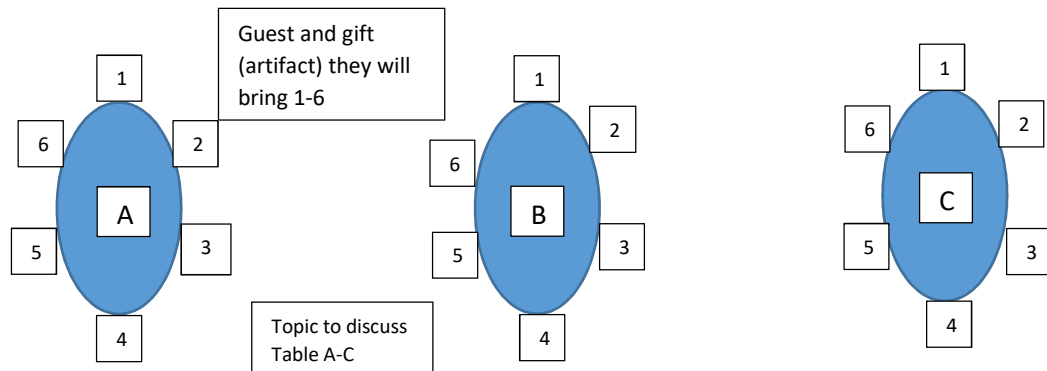
A dinner party has been planned for the following individuals. Your task is to decide who sits at which of the three tables. Each table will sit six individuals. At each table, the dinner guests will discuss a topic of your choosing. Each dinner guest will bring a gift (artifact from the exhibit) that 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 Activity.

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 \_\_\_\_\_. The one guest I would most like to emulate is \_\_\_\_\_ because \_\_\_\_\_. All the participants agree that Freedom Matters because \_\_\_\_\_

---

---

### ***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**

**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?

---

---

---

---

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

5<sup>th</sup> Amendment:

14<sup>th</sup> Amendment:

**Activity 1: Ranking**

As you explore this gallery, think about the extent to which laws are obeyed. To complete the chart, create a simple icon/illustration/symbol for the Magna Carta (e.g. a “tap-root” see above for explanation) and rank how close each country falls to upholding the principles of the Magna Carta. Sketch your icon for each country under the appropriate number. A “0” denotes a “tap-root” that is poisoned and never grows and a “5” denotes a “tap-root” that is fully nourished and continues to grow with each cultivation.

Country	0	1	2	3	4	5
Nazi Germany						
Apartheid South Africa						
Ayatollah’s Iran						
France During King Louis XIV’s Reign						
Victorian England						
Ancient Athens During the Golden Age						
The United States						

How would you relate *contemporary trends* to the events of those countries that you ranked low? \_\_\_\_\_  
 \_\_\_\_\_ that you ranked high? \_\_\_\_\_  
 \_\_\_\_\_

**Activity 2: Analogy**

Read each definition and highlight the most important words in the definition. You should not highlight more than 3 words. Prepare an analogy sentence for each term by 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.*

Term	Definition	Analogy (stem sentence)
Absolute Monarchy	A ruling position that is passed down with a certain family (hereditary). Monarchies usually refer to a King or a Queen. Rules are established by one.	
Constitutional Monarchy	A form of government that limits the power of the King or Queen through a governing body.	
Authoritarian	A form of government that controls all aspects of citizens' economic, political, and social lives, usually through a totalitarian dictator.	
Republic	a form of indirect democracy in which voters hold sovereign power through elected representatives responsible to the people.	
Theocracy	A form of government based on religion. In a pure theocracy, the leader of the government is thought to lead the country based on guidance from the divine.	
Direct Democracy	Direct democracy is a government in which all citizens cast a vote directly on government issues and laws. It exists in small societies where it is practical for everyone to assemble, discuss, and vote	

**Activity: A Dinner Party**

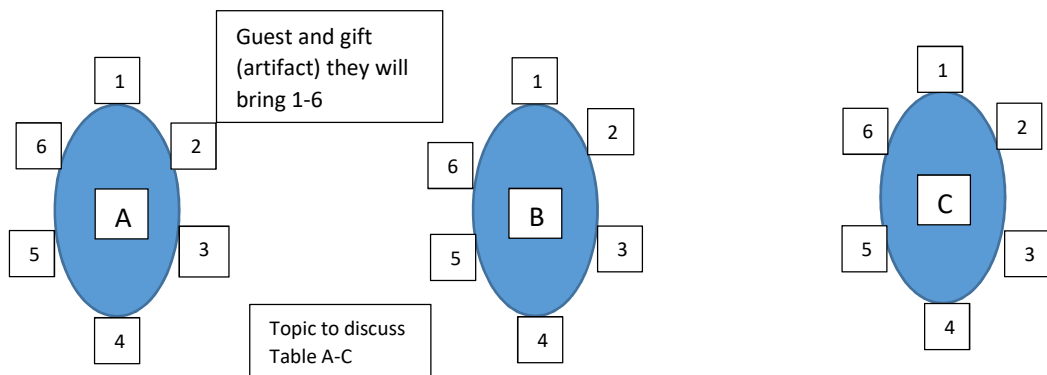
A dinner party has been planned for the following individuals. Your task is to decide who sits at which of the three tables. Each table will sit six individuals. At each table, the dinner guests will discuss a topic of your choosing. Each dinner guest will bring a gift (artifact from the exhibit) that 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 Activity.

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 \_\_\_\_\_. The one guest I would most like to emulate is \_\_\_\_\_ because \_\_\_\_\_.

All the participants agree that Freedom Matters because \_\_\_\_\_

---

---

---

### Sources:

J. Taylor Publishing Co.

Law Related Education, State Bar of Texas