

State of Texas TEKS/Lesson Plan
Grade 12 Government

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 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
- 1.F identify significant individuals in the field of government and politics, including **George Washington**, **Thomas Jefferson**, John Marshall, Andrew Jackson, **Abraham Lincoln**, Theodore Roosevelt, **Franklin D. Roosevelt**, and Ronald Reagan.

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

Where does freedom originate? God? Nature? Society?

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.
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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>.

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.

Personal Freedom	Political Freedom	Economic Freedom
Think, speak, and worship freely in public and private	Run for office	Choose and change your occupation
Move and travel without restriction	Vote without fear or intimidation	Sell and buy goods on the open market
Have access to free and independent media	Join or form a political party	Acquire, use, and own property
Assemble in or organize a public demonstration	Elected officials determine laws and policies	Have access to reliable currency

- Elected officials determine laws and policies
- Sell and buy goods on the open market
- Have access to free and independent media
- Have access to reliable currency
- Run for office
- Acquire, use, and own property
- Move and travel without restriction
- 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
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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?

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 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

What was the reason for ranking the 0 choice as low?

What was the reason for the one ranked high?

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

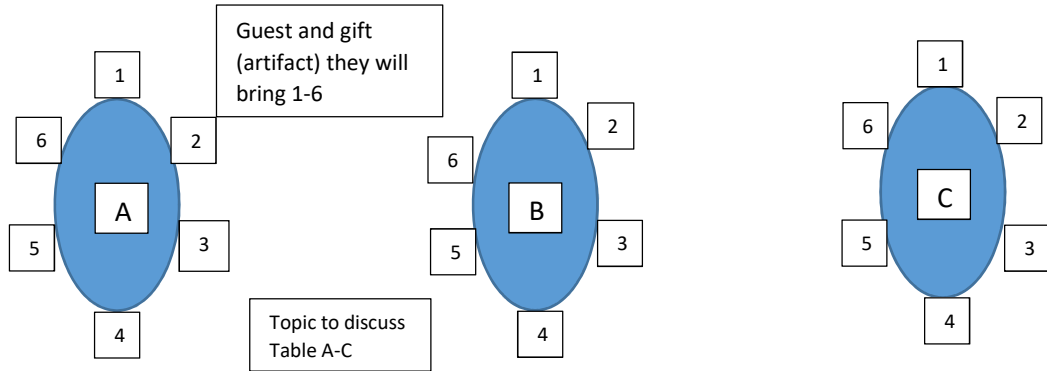
A dinner party has been planned for the following individuals. Your task is to decide who sits at which of the three tables. Each table will sit six individuals. At each table, the dinner guests will discuss a topic of your choosing. Each dinner guest will bring a gift (artifact from the exhibit) that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

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alter or abolish it								
Prudence dictates that governments long established should not be changed for light or transient causes								

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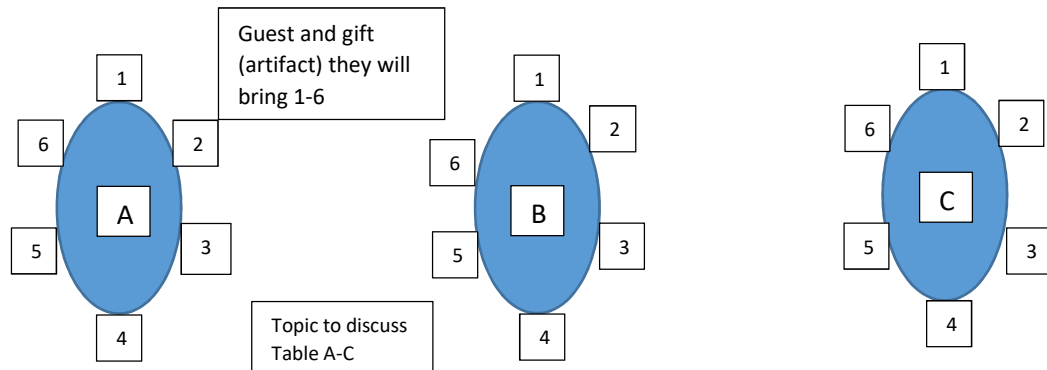
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