

**State of Texas TEKS/Lesson Plan  
Grade 5 U.S. History to 1877**

# 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 5**

2.B identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, **Thomas Jefferson**, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period; and

2.C summarize the results of the American Revolution, including the establishment of the United States.

(3) History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. The student is expected to identify the contributions of **Founding Fathers James Madison** and George Mason who helped create the U.S. Constitution.

4.D explain the central role of the **expansion of slavery** in causing **sectionalism**, disagreement over **states' rights**, and the Civil War;

4.E explain the effects of the Civil War, including Reconstruction and the **13th, 14th, and 15th amendments** to the U.S. Constitution; and

5.A explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the **civil rights movement**, and military actions;

5.C identify the accomplishments and contributions of individuals and groups such as **Susan B. Anthony, Martin Luther King Jr., Rosa Parks**, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of **civil rights, women's rights**, military actions, and politics.

13.A compare the systems of government of early European colonists, including **representative government** and **monarchy**; and

13.B identify examples of **representative government** in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.

(14) Government. The student understands important ideas in the **Declaration of Independence**, the U.S. Constitution, and the **Bill of Rights**. The student is expected to:

14.A explain the purposes, key elements, and the importance of the **Declaration of Independence**;

14.B explain the purposes of the **U.S. Constitution** as identified in the **Preamble**; and

14.C explain the reasons for the creation of the **Bill of Rights** and its importance.

17.A explain why individuals have a **duty to participate** in civic affairs at the local, state, and national levels; and

(19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. The student is expected to describe the **fundamental rights** guaranteed in the **Bill of Rights**, including freedom of religion, **speech**, and press; the **right to assemble and petition the government**; the right to keep and bear arms; the **right to trial by jury**; and the right to an attorney.

21.B summarize the **contributions** of people of various **racial, ethnic, and religious groups** to our **national identity**.

### **TEKS Vocabulary:**

**Grade 5 (U.S. History)** Founding Fathers, sectionalism, states' rights, civil rights, division of labor, representative government, monarchy, three branches, checks and balances, duty to participate, fundamental rights, trial by jury, women's rights

### **Featured Documents:**

**Grade 5 (U.S. History)** 13<sup>th</sup> amendment, 14<sup>th</sup> amendment, 15<sup>th</sup> amendment, Declaration of Independence, Bill of Rights, U.S. Constitution, and Preamble

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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 and Freedom Documents. Students will engage in pre-research and work in small groups to develop a definition of “freedom”.
  - From their research and museum experience, students will conduct a gallery walk to complete a worksheet involving Freedom documents.
  - After their museum experience, working in small groups, students will use their worksheet to create and record a newscast to share with the class.
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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 work in small groups of 4 or 5 and have each group develop a definition of “freedom”.
  - Application learning: From their research and museum experience, students will conduct a gallery walk to complete a lesson involving Freedom documents.
  - Transfer learning: After their museum experience, working in small groups, students will use their worksheet to create a newscast to share with the class.
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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.”

<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>.

**Goal:** The students will understand key elements of freedom, comparing examples of limited and unlimited governments and the relationship of individual rights, responsibilities, duties, and freedoms in societies with representative governments.

### Instructions:

- Place students in small groups of 4 or 5 and have each group develop a definition of “freedom”. They should include meaning and different aspects of freedom. Give students about 5 minutes.
- All students should record answers on their own paper or tablet.
- Allow groups to share their ideas, recording their answer on the whiteboard for the class to discuss.
- Together, as a class, develop a class definition of Freedom and different ways people experience freedom: Personal, Political, and Economic. Make list on the board of activities that would fall under each of these areas.

### Class Discussion Questions:

- Can we have fair treatment without laws and government?
- What type of government ensures freedom?
- What type of government restricts freedom?

## Instructions:

- Place students in small groups of 4 or 5. Assign each group a type of government (either democratic or authoritarian).
  - All students should record answers on their own paper or tablet.
  - Using classroom resources, have groups find one specific example of the type of government they are researching. Groups should:
    - Name the country and type of government
    - Provide characteristics of in that country of the type of government
    - Consider the impact of this type of government on the citizens
    - List responsibilities citizens have who live in this type of government
    - When finished, each group reports to the class what they learned
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# Application Learning/Lesson Plan

As students move between the galleries have them complete the following questions and activities:

## Gallery 1

Freedom is explained as: “the permanent hope of mankind, the hunger in dark places, the longing of the soul.” It is a universal aspiration. Yet the path to freedom is not linear—or inevitable.

Freedom is...

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

When defining freedom, help students to understand that all people have the desire to be free but freedom comes with responsibilities. People who are free have a responsibility to help others to be free as well.

### **Question 1:**

*What is Freedom?*

“Freedom, not tyranny; democracy, not dictatorship.” – Tony Blair

### **Question 2:**

*What are three types of freedom?*

Personal Freedom Political Freedom Economic Freedom

### **Question 3:**

*Name and describe three types of government that would be considered democracies:*

1. Direct Democracy

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2. Representative Democracy

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3. Constitutional Monarchy

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## Gallery 2

### Activity 1:

Students will be given different perspectives about where freedom comes from. Have students complete the chart below using the examples of personal, political, and economic freedoms as they work through the game using the pucks.

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

## Gallery 3

**Goal:** Students will learn the difference between an authoritarian and democratic forms of government. This gallery discusses the concept of the rule of law, exemplified by the Magna Carta. Two important guarantees that apply to today are:

1. The rule of law, which holds institutions and individuals accountable to the same rules. In countries that respect the rule of law, no one is above the law, not even leaders and lawmakers.
2. The rule of law provides due process – fair treatment in the judicial system.
  - a. Laws must be fair, publicized, understood, and enforceable (satisfying the appropriate conditions).
  - b. The rule of law prevents governments and leaders from abusing power.

## Gallery 4: Securing Freedom

Students will learn how the United States has sought to live up to the ideals in the founding documents, including where we have succeeded and where we have fallen short.

### Question 4:

*Name three of America's founding documents and name at least one fact that demonstrates the importance of the document:*

1. The Federalist–encouraged all states to ratify the constitution

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2. The Constitution-established federal system of government

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3. The Bill of Rights-lists individual liberties not specified in the Constitution

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The *Declaration of Independence*: Written primarily by Thomas Jefferson in 1776, the *Declaration of Independence* asserted the unalienable rights of life, liberty, and the pursuit of happiness. It argued that the purpose of government is to secure these rights. This document Declared Independence and separated from England:

- 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.
- The 27 complaints against King George III were framed as “the causes which impel them to separation.” Here, Congress was asking potential allies to stand with them on the side 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.”

The *Declaration of Independence*, the *Constitution of the United States*, and the *Bill of Rights* are collectively known as the nation’s *Charters of Freedom*. Students will learn that while the

- *Declaration of Independence* announced separation from England and states the founding principles of the United States,
- The *Constitution of the United States* is the law of the land. It describes the framework of the federal government.
- The *Bill of Rights* protects the liberty of American citizens, including freedom of speech, press, religion, and assembly.

Students will also learn how the founding fathers promoted the ratification of the Constitution, explained the philosophy and intent of the framers, and justified a strong central government.

Draw students’ attention to the Amendments the Constitution around the room. Specifically, the:



- Thirteenth Amendment – Summarize, neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.
- Fourteenth Amendment – Summarize, all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.
- Fifteenth Amendment – Summarize, the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.
- Nineteenth Amendment – Summarize, the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

**Activity 2:**

Amendments to the Constitution – create an illustration or emoji to help remember each of the following Constitutional amendments:
13 <sup>th</sup> <b>neither slavery nor involuntary servitude, shall exist within the United States</b>
14 <sup>th</sup> <b>all persons born or naturalized in the United States, are citizens of the United States</b>
15 <sup>th</sup> <b>the right of citizens of the United States to vote shall not be denied</b>
19 <sup>th</sup> <b>the right of citizens of the United States to vote shall not be denied on account of sex</b>
Find one other Amendment or Act that you feel is very important and create an <b>illustration or emoji</b> to help you remember it.
<b>Civil Rights Act, 1964; Voting Rights Act, 1965; Americans with Disabilities Act</b>

A way to remember these amendments is: Free-Citizens-Vote

- 13th – Free (Abolition of Slavery)
  - 14th – Citizens (Equal Protection and Other Rights)
  - 15th – Vote (Right of Citizens to Vote)
  - 19th – Women can vote (Women’s Suffrage)
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## Post Assessment/Debriefing

**Goal:** The students will internalize key elements of freedom, and the importance of freedom to the ideas in the Declaration of Independence and the reasons for the creation of the Bill of Rights, the Constitution, and amendments to the Constitution.

### Instructions:

- Divide the class in to 3 groups. Using classroom resources and their worksheet Freedom Matters, assign each group one of the founding documents to explore: the Declaration of Independence, the Constitution, and the Bill of Rights.
- Explain the students will announce their document a newscast, as early Americans. Each group should have a news anchor who directs the field reporters giving the details, eyewitness interviews, and sketch artist to illustrate the document and how people are feeling.
- Ask each group to present their newscasts to the class.

### Debrief:

**Answer the following questions on paper, in small groups, or in a large group setting:**

- What questions would you want to ask the founding fathers about each document?
- Why do you think there was a need for each of the founding documents?
- What are some key elements about freedom that you learned?
- What is the difference between a right and a privilege?
- What is a current situation that you see a need for the founding documents and/or amendments to the constitution or Acts?

**Additional Resources:** Magna Carta, Declaration of Independence, U.S. Constitution, U.S. Bill of Rights, Emancipation Proclamation, 13, 14, 15, 19<sup>th</sup> Amendments, Executive Order 9066, Martin Luther King, Jr. books and speeches

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## Student Worksheet-Grade 5

### **Question 1:**

Freedom is...

### **Question 2:**

*What are three types of freedom?*

*Name and describe three types of government that would be considered democracies:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **Activity 1:**

**Move the pucks on the table to determine which answer is correct. Write the answer in the chart below.**

Personal Freedom	Political Freedom	Economic Freedom

### **Question 4:**

*Name three of America's founding documents and name at least one fact that demonstrates the importance of the document:*

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_

**Activity 2:**

Amendments to the Constitution – create an illustration or emoji to help remember each of the following Constitutional amendments:
13 <sup>th</sup>
14 <sup>th</sup>
15 <sup>th</sup>
19 <sup>th</sup>
Find one other Amendment or Act that you feel is very important and create an <b>illustration or emoji</b> to help you remember it.

A way to help students remember these amendments is:

- 13th – Free (Abolition of Slavery)
- 14th – Citizens (Equal Protection and Other Rights)
- 15th – Vote (Right of Citizens to Vote)
- 19th – Women can vote (Women’s Suffrage)