

**State of Texas Grade 6
Contemporary World TEKS/Lesson Plan**

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 6 Contemporary World**

- 9.A describe and compare examples of limited and unlimited governments such as **constitutional** (limited) and **totalitarian** (unlimited);
 - 9.B identify reasons for limiting the power of government; and
 - 9.C identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups.
 - 10.A identify and give examples of governments with **rule by one, few, or many**;
 - 10.C identify historical origins of **democratic forms of government** such as **Ancient Greece**.
 - 11.A describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States; and
 - 11.B explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies.
 - 12.A identify and explain the duty of civic participation in societies with representative governments; and
 - 12.B explain relationships among **rights, responsibilities, and duties in societies with representative governments**.
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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.

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 freedoms are worth fighting for?

Objectives (Students will...)

- Pre-learning/Acquisition Learning: Students will research the concept of freedom.
 - Application Learning: From their research and museum experience, students will conduct a gallery walk to complete a worksheet involving Freedom documents.
 - Post-Assessment/Debriefing: 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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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>.

What is Freedom?

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.

Class Discussion Questions:

- Why would a government want to restrict the freedoms of its citizens?
 - How did the citizens respond to the authoritarian governments you researched? How would you respond?
 - Why would a government want to ensure freedoms for its citizens?
 - What responsibilities do citizens have in a democracy?
 - What is the relationship between rights, responsibilities, and duties in societies with a representative government (democracy)?
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Application Learning/Lesson Plan

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

Gallery 1: Introduction

Question 1:

What is Freedom? _____

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

Freedom is explained as: 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.

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 means helping others determine their path, find their voice, and attain their freedom.

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 2:

What are three types of freedom?

- **Personal Freedom**

- **Political Freedom**

- **Economic Freedom**

- _____

Gallery 2: Defining Freedom

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: Securing Freedom

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: The American Experiment

Goal: 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.

Documents included:

- 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”.
- Abolitionist books: Frederick Douglass, Sojourner Truth, Harriet Tubman, Uncle Tom’s Cabin
- The women’s suffrage movement
- Indian Citizenship Act
- Japanese Internment Act
- Civil Rights books and letter
- *Americans with Disabilities Act*

Question 3:

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

2. **The Constitution**-established federal system of government

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

Activity 2:

Acts and Amendments – Find three amendments and/or Acts that you feel are very important and create an illustration or emoji to help you remember it.	
Amendment or Act:	Illustration or Emoji

Gallery 5: Be (We) the People

Question 4:

List three responsibilities and opportunities afforded to you because you live in a free society:

1. _____

2. _____

3. _____

Question 5:

Give 2 suggestions on things you can do in your own community (school, neighborhood, city, state, and/or country) as a citizen in a free society:

1. _____

2. _____

Post Assessment/Debriefing

Goal: The students will internalize key elements of freedom, and the relationship of individual rights, responsibilities, duties, and freedoms in societies with representative governments.

Instructions:

Prior to class, write 4 or 5 of the following documents or case studies the students learned about in Gallery 4 on sheet slips of paper and place in a cup.

- *The Declaration of Independence*
- America's Founding Documents
- Reconstruction Amendments
- *The 19th Amendment*
- *Indian Citizenship Act*
- Japanese American Internment/Incarceration
- *Civil and Voting Rights Acts of 1964 and 1965*
- *Americans with Disabilities Act*
- *Marriage Equality*

Place students in 4 or 5 groups and allow each group to draw out one slip to learn their case study. Students should use classroom resources and their Freedom Matters worksheet to help develop their newscast.

Explain to the students they will announce the details of their case study in a newscast as if it had just happened. Each group should have a news anchor who directs the field reporters giving the details, eyewitness interviews, and sketch artist to illustrate the case study and how people are feeling.

Ask each group to present their newscasts to the class.

Discussion:

- What questions would you want to ask the creators of each of these acts?
- Why do you think there was a need for each act?
- What are some key elements about freedom that you learned from the acts and amendments?
- What responsibilities do you have as a citizen of a free society?
- What can you do to help your community (school, neighborhood, city, state, and/or country)?

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

Student Worksheet-Grade 6

Answer the following questions and complete the activities as you move through the exhibit space.

Question 1:

What is Freedom? _____

Question 2:

What are three types of freedom?

1. _____
2. _____
3. _____

Activity 1:

Complete the chart below using the examples of personal, political, and economic freedoms as you work through the game using the pucks.

Personal Freedom	Political Freedom	Economic Freedom

Question 3:

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

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Give suggestions on things you can do in your own community (school, neighborhood, city, state, and/or country) as a citizen in a free society:

Question 4:

List three responsibilities and opportunities afforded to you because you live in a free society:

1. _____
2. _____
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Question 5:

Give 2 suggestions on things you can do in your own community (school, neighborhood, city, state, and/or country) as a citizen in a free society:

1. _____
2. _____

