

State of Texas TEKS/Lesson Plan
Grade 7 Texas 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

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 7 Texas History**

- 1.A identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the **Civil War and Reconstruction**; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; **Civil Rights**; and Contemporary Texas; and
- 1.B explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, **Civil War begins**; **1876, adoption of current state constitution**; and 1901, discovery of oil at Spindletop.
- 5.A explain the central role the **expansion of slavery** played in the involvement of Texas in the Civil War;
- 5.C explain the political, economic, and social effects of the **Civil War and Reconstruction** in Texas.
- 7.C describe and compare the impact of **reform movements in Texas** in the 19th and 20th centuries such as progressivism, populism, **women's suffrage**, agrarianism, labor reform, and the conservative movement of the late 20th century;

13.A identify how the Texas Constitution reflects the **principles of limited government, republicanism, checks and balances, federalism**, separation of powers, **popular sovereignty**, and **individual rights**; and

13.B compare the **principles and concepts** of the Texas Constitution to the **U.S. Constitution**, including the Texas and **U.S. Bill of Rights**.

15.A explain **rights of Texas citizens**; and

15.B explain civic responsibilities of Texas citizens and the importance of **civic participation**.

16.B describe the importance of **free speech and press** in a democratic society.

17.B identify the contributions of Texas leaders such as Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. Gonzalez, Kay Bailey Hutchison, **Barbara Jordan**, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr

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.

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 create a 2 minute news segment as if some artifacts have just been uncovered from a trunk in someone's attic 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.”

Prepare students 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. Students will determine the correct answer in Area 2 of the Freedom Matters exhibit space using game.

| 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
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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
- 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:

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**. From the Magna Carta emerged the principles of *limited government* and *rule of law*.

Question 3:

The **rule of law** means that _____

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. Look for evidence of the Magna Carta as you work through these activities

Gallery 4: The American Experiment

Essential Question: What artifacts represent the most challenges to and the successes of securing freedom for individuals and specific groups in the United States?

Activity 1: Ranking

As you explore this gallery, think about if there were a catastrophe of some kind and you had to choose which artifacts should be most important to be rescued in the order of their importance. To complete the chart, locate a specific document found in Gallery 4 and rank each artifact according to its importance, with 1 as the most critical for rescue and 8 as less important. Ranking numbers can only be used once. Explain why this ranking was given.

| Artifact | Ranking 1-8 | Why this ranking? |
|---|----------------|-------------------|
| Declaration of Independence | | |
| <i>U.S. Constitution</i> | | |
| Narrative of the Life of Frederick Douglass | | |
| Narrative of Sojourner Truth | | |
| Scenes in the Life of Harriet Tubman | | |
| <u>Uncle Tom's Cabin</u> | | |
| <i>Emancipation Proclamation</i> | | |
| <i>The Revolution</i> | | |

Activity 2: Analogy

Prepare an analogy sentence to describe the importance of the most important artifact to save chosen among the documents above: **House Key, Chair, Light Bulb, Battery, Flashlight, Ruler, Rubber Band, Glue Stick, Highlighter, Plate**. Fill in the blanks of the stem sentence to show how the item is most important. Write this sentence completely

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.*

Area 5

Using the kiosk in Area 5 look for the following:

List 3 ways freedom can be kept alive and responsibilities citizens have to part of We the People.

1. _____
2. _____
3. _____

Post Assessment/Debriefing

After viewing the exhibit and working in small groups, create a 2 minute newscast segment that describes three of the artifacts in the exhibit as if they have just recently been uncovered from an old trunk found in someone's attic. Include a description of the artifact from the page viewed, the significance of the artifact in historical terms, as well as why it would be important to Texas History.

Possible uncovered artifacts could include:

- *Declaration of Independence* printed by Peter Force, 1831
- *U.S. Constitution*, Columbian Magazine, 1787
- Narrative of the Life of Frederick Douglass
- Narrative of Sojourner Truth
- Scenes in the Life of Harriet Tubman
- Harriet Beecher Stowe' Uncle Tom's Cabin, 1852
- *Emancipation Proclamation* carried by Union soldiers
- *The Declaration of Sentiments*, 1848
- *The Revolution*, edited by Elizabeth Cady Stanton, published by Susan B. Anthony 1868-1871

Freedom Matters Debriefing

On paper or in small group discussion format have students answer the following questions:

1. What ideas or areas are still unresolved for freedom?
 2. What are 3 ways to keep freedom alive and participate in that process?
 3. Why is it important to save documents related to freedom?
 4. Is freedom growing or shrinking in society today? Give an example of each.
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Student Worksheet

Activity 1:

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| | | |
| | | |
| | | |

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Area 5

Question 4:

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 2. _____
 3. _____
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