

State of Texas TEKS/Lesson Plan
Grade 8 U.S. History (to 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 8

- 1.A identify the major eras in U.S. history through 1877, including colonization, **revolution**, creation and **ratification of the Constitution**, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and **Reconstruction**, and describe their causes and effects; and
- 1.B explain the significance of the following dates: 1607, founding of Jamestown; 1620, arrival of the Pilgrims and signing of the Mayflower Compact; **1776, adoption of the Declaration of Independence**; **1787, writing of the U.S. Constitution**; 1803, Louisiana Purchase; and **1861-1865, Civil War**.
- 4.B explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Crispus Attucks, **King George III**, Patrick Henry, **Thomas Jefferson**, the Marquis de Lafayette, Thomas Paine, and George Washington;
- 4.D analyze the issues of the **Constitutional Convention of 1787**, including the **Great Compromise** and the **Three-Fifths Compromise**.
- 5.F explain the impact of the election of Andrew Jackson, including **expanded suffrage**; and
- 7.B compare the effects of political, economic, and social factors on **slaves** and **free blacks**;

7.D identify the provisions and compare the effects of congressional conflicts and **compromises prior to the Civil War**, including the role of John Quincy Adams.

8.A explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and **Abraham Lincoln**, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;

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

8.C explain significant events of the Civil War, including the firing on Fort Sumter; the battles of **Antietam**, Gettysburg, and Vicksburg; the **Emancipation Proclamation**; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln; and

8.D analyze **Abraham Lincoln's** ideas about liberty, equality, union, and government as contained in his first and second inaugural addresses and the Gettysburg Address and contrast them with the ideas contained in Jefferson Davis's inaugural address.

12.B explain reasons for the development of the **plantation system**, the **transatlantic slave trade**, and the **spread of slavery**; and

14.A explain why a free enterprise system of economics developed in the new nation, including **minimal government regulation**, taxation, and **property rights**; and

14.B describe the characteristics and the benefits of the U.S. free enterprise system through 1877.

15.A identify the influence of ideas from historic documents, including the **Magna Carta**, the **English Bill of Rights**, the Mayflower Compact, and the **Federalist Papers**, on the U.S. system of government;

15.B summarize the strengths and weaknesses of the **Articles of Confederation**;

15.C identify **colonial grievances** listed in the **Declaration of Independence** and explain how those **grievances** were addressed in the **U.S. Constitution** and the **Bill of Rights**;

15.D analyze how the U.S. Constitution reflects the principles of **limited government**, **republicanism**, **checks and balances**, **federalism**, **separation of powers**, **popular sovereignty**, and **individual rights**; and

15.E explain the role of significant individuals such as Thomas Hooker, Charles de Montesquieu, and **John Locke** in the development of self-government in colonial America.

16.A summarize the purposes for **amending the U.S. Constitution**; and

16.B describe the impact of the **13th**, **14th**, and **15th amendments**.

17.A analyze the arguments of the **Federalists** and **Anti-Federalists**, including those of **Alexander Hamilton**, Patrick Henry, **James Madison**, and George Mason; and

17.B explain **constitutional issues** arising over the issue of **states' rights**, including the Nullification Crisis and the **Civil War**.

19.A define and give examples of **unalienable rights**;

19.B summarize rights guaranteed in the **Bill of Rights**; and

19.C identify examples of **responsible citizenship**, including obeying rules and laws, staying **informed on public issues**, **voting**, and **serving on juries**.

20.A evaluate the contributions of the Founding Fathers as models of civic virtue; and

20.B analyze reasons for and the impact of selected examples of **civil disobedience** in U.S. history such as the Boston Tea Party and Henry David Thoreau's refusal to pay a tax.

21.C summarize historical events in which compromise resulted in a resolution such as the **Missouri Compromise**, **Compromise of 1850**, and **Kansas-Nebraska Act**.

22.A analyze the leadership qualities of elected and appointed leaders of the United States such as George Washington, John Marshall, and **Abraham Lincoln**; and

22.B describe the contributions of significant political, social, and military leaders of the United States such as **Frederick Douglass**, John Paul Jones, **Susan B. Anthony**, and **Elizabeth Cady Stanton**.

23.E identify the political, social, and economic contributions of women to American society.

24.A describe and evaluate the historical development of the abolitionist movement; and

24.B evaluate the impact of reform movements, including **educational reform**, temperance, the **women's rights movement**, prison reform, the labor reform movement, and **care of the disabled**.

25.B describe religious influences on social movements, including the impact of the first and second Great Awakenings; and

25.C analyze the impact of the **First Amendment** guarantees of religious freedom on the American way of life.

Lesson Overview

The George W. Bush Presidential Center will support student understanding and provide an experiential learning opportunity to transfer student 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:** 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 the museum experience, students will answer a series of questions and create a dinner party scenario.
 - **Transfer learning:** After their museum experience, students will answer a series of debriefing questions in small groups, in writing, or as a large group discussion.
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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. 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
-

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 4:

This means

One of the most important, and often quoted, provisions of the Magna Carta, 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 5: 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

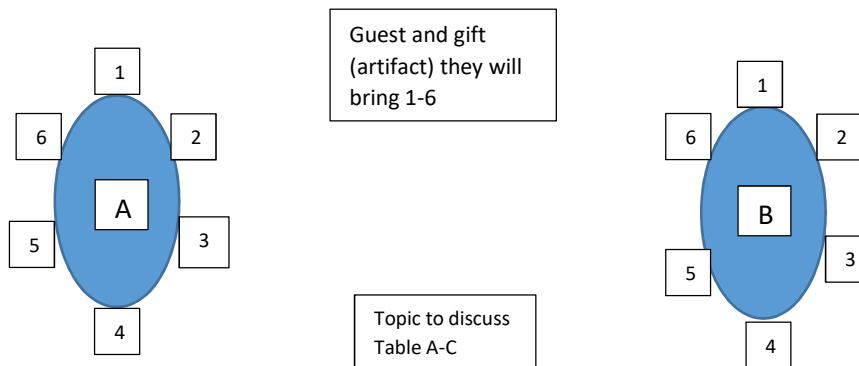
A dinner party has been planned for the following individuals. Your task is to decide who sits at which of the two tables. Each table will sit six individuals. At each table, the dinner guests will discuss a topic of your choosing. Each dinner guest will bring a gift (artifact from the exhibit) that 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
Sojourner Truth	John Locke	Alexander Hamilton
Harriet Beecher Stowe	Harriet Tubman	James Madison
Elizabeth Cady Stanton	Susan B. Anthony	King George III
Thomas Jefferson		

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.



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, if I
were sitting with _____, he/she would want most to introduce me to
_____ because of their view of _____.

Post Assessment/Debriefing

Freedom Matters Debriefing

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

1. If you had to rescue two artifacts from the exhibit, which would they be and why?
 2. What ideas or areas are still unresolved for freedom?
 3. What are 3 ways to keep freedom alive and participate in that process?
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Student Worksheet

Activity 1:

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- 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

Check your answers when you arrive in Gallery 2 using the electronic pucks.

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? _____

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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:

Essential Question: What do free societies look like?

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Activity 1: Ranking

As you explore this gallery, think about the extent to which laws are obeyed. To complete the chart, locate a specific document, person, or event found in Galleries 2-5 that represent the idea and rank each concept in a column according to its importance, with 5 most critical for inclusion and 0 could be eliminated from the Preamble. Ranking numbers can only be used once.

Declaration of Independence Preamble	0	1	2	3	4	5	6	7
We hold these truths to be self-evident								
all men are created equal								
they are endowed by their creator								
with certain unalienable rights								
among these are life, liberty and the pursuit of happiness								
When any form of government becomes destructive of these ends it is the right of the people to alter or abolish it								
Prudence dictates that governments long established should not be changed for light or transient causes								

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

What was the reason for the one ranked high?

Activity 2: Analogy

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Activity 3: A Dinner Party

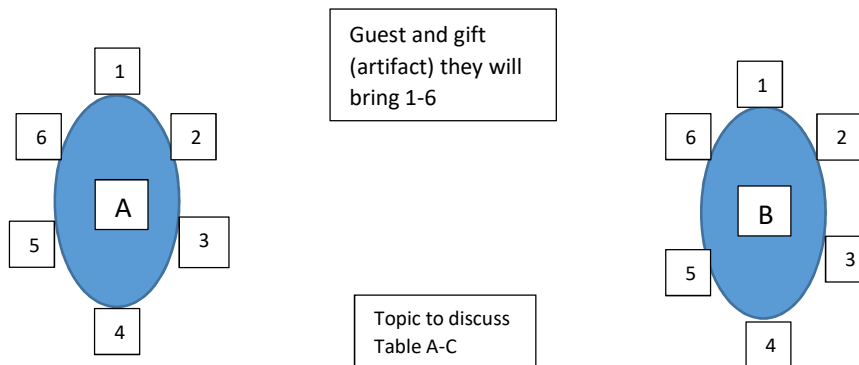
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|-------------------------|--------------------|--------------------|
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| Harriet Beecher Stowe | Harriet Tubman | James Madison |
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