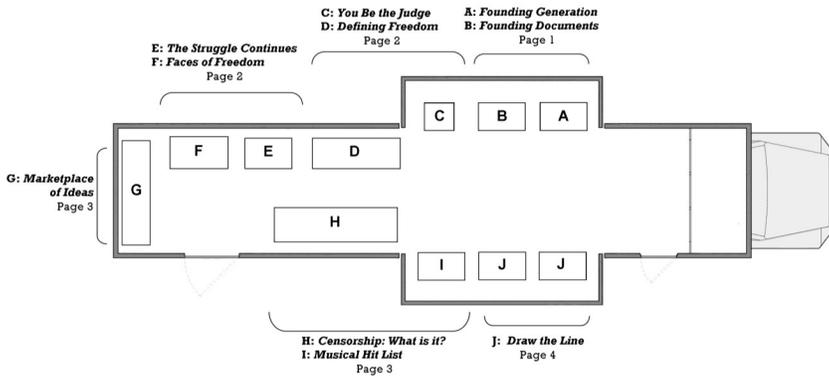


NOTE TO EDUCATORS:

Your students will be using the Student Exploration Guide to help them navigate through and engage with the exhibits on the Freedom Express. This Educator Guide serves as a sample answer key to the Student Exploration Guide so that you can help students who have questions.

After your students visit the museum, you may keep the Student Exploration Guides to assess what the students have learned about the First Amendment during their visit. Additionally, you may use these guides to continue discussing these topics in the classroom. *Please note that your students' answers will vary and this is just a sample answer key.*

If students do not finish, please visit our online Exhibit Guide to learn more about each exhibit: www.McCormickFoundation.org/ExhibitGuide



Your 1st Amendment Freedoms

Fill in each blank with one of the five freedoms. If you're unsure, ask the museum staff for help.



The freedom of **religion** prohibits the government from creating an official religion. It also allows us to practice whatever religion we want, or no religion at all.



The freedom of **speech** allows us to express ourselves through words, symbols and actions so that our society can enjoy a free exchange of opinions and ideas.



The freedom of **press** gives journalists the right to report facts and opinions without government approval.



The freedom of **assembly** guarantees our right to gather in groups to discuss what we want. It also gives us the right to stage protests in public places.



The freedom of **petition** gives us the right to contact elected politicians about issues that concern us. We can also gather signatures to let politicians know that there are others who share the same concerns.

Exhibits A & B... The Roots of Freedom

Exhibit A: Founding Generation

- Some founders believed the Constitution provided enough rights for Americans, but some thought it needed to be amended with a bill of rights to further protect our individual rights. Fill in the information in the boxes below.

Name a founder who **supported** the Bill of Rights:

Mercy Otis Warren

This founder **supported** the Bill of Rights because...

she opposed centralized power and aristocracy.

Name a founder who **opposed** the Bill of Rights:

Alexander Hamilton

This founder **opposed** the Bill of Rights because...

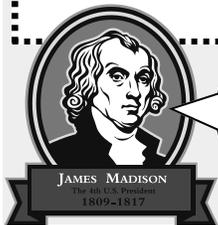
he felt it was unnecessary and even dangerous. He believed that a bill of rights could limit people's rights only to what is stated in the document.

Exhibit B: Founding Documents

- Match each document with its definition by drawing a line from the document's name to the appropriate definition box.

Bill of Rights	Constitution	Declaration of Independence
Lists complaints American colonists had against England and explains why the colonies wanted to be a free, separate country. Ratified in 1776.	Lists our specific individual rights that limit the government's power. First 10 amendments to our country's Constitution. Ratified in 1791.	Defines the structure of our three branches of government and balances powers between the nation and the states. Ratified in 1789.

- When you're done matching, touch the Learn button to find out interesting facts about each document by touching the plus signs.



I wrote the Bill of Rights... You're welcome!

Did you know...
George Washington and George Mason ended their friendship over the Bill of Rights?

THINK about it...
What would you do if you and a friend disagreed on a topic you were both passionate about?

Exhibit C: You Be The Judge

The First Amendment uses broad language, which allows people of all ages to test the meaning of these rights. One way to test these rights is by bringing issues to the Supreme Court for additional interpretation.

You "Rule!" Review all five court cases in this exhibit and hand down your ruling for each case. Then, answer the following question:

Which cases were taken to court by a teenage student in public school?

Check all that apply.

- Westside School District v. Mergens* (Religion)
- Tinker v. Des Moines* (Speech)
- New York Times v. Sullivan* (Press)
- Gregory v. Chicago* (Assembly)
- Brown v. Louisiana* (Petition)



Exhibit D: Defining Freedom

These orange boards define our freedoms and then ask a series of questions. The answers are based on court decisions that may change since the First Amendment is constantly being reinterpreted.

Flip the top board to learn the definition of each freedom. Then, apply this definition to help you answer the questions on the rest of the boards.

After reading all the boards, answer the questions in the box below.

1. **Do you agree with the answers to all of the questions of the board?**
HINT: *There is no right or wrong answer. Share your opinion.*
 Yes No *Answers will vary according to the students' opinions.*
2. **If you checked no, copy the question you disagree with below:**
Sample Answer:
Does freedom of speech mean you can burn the United States flag?
3. **Check the answer written on the board for this question:**
 Yes No Usually It depends
4. **Explain why you disagree with this answer:**
HINT: *There is no right or wrong answer. Share your opinion.*
Some people do find that burning the American flag is offensive. In some instances, such an action may cause violence as the American flag is a revered symbol of freedom; desecrating this symbol can offend someone enough to react violently.

Exhibits E & F... Freedom for All?

Exhibit E: The Struggle Continues

This touch-screen exhibit highlights six current and controversial debates.

Use the left and right arrows on the exhibit screen to browse through two sides of each debate. Then, answer the questions in the box below.

Answers will vary according to the students' opinions. Although two were selected below, students should pick one side and explain why.

1. **Which debate in this exhibit do you find most interesting? Check one:**
 Smokers' Rights Disability Rights
 Gun Rights Gay Marriage
 Property Rights Abortion
2. **Which side of this debate do you agree with? Circle one side:**
Smokers' Rights: A Ban or No Ban
Disability Rights: Equal Access or Cost
Gun Rights: Right to Bear Arms or Gun Control
Gay Marriage: Equality or Preserving an Institution
Property Rights: Individual Rights or Public Use
Abortion: Pro-Choice or Pro-Life
3. **Why do you agree with this side?**
Preserving: I do not support gay marriage because I believe it is strictly a union between a man and a woman. Also, states already regulate marriage in many ways.
Equality: I support gay marriage because it would bring the United States closer to equality for all its citizens. The government should not determine who can/cannot marry.

Exhibit F: Faces of Freedom

Investigate the six people in this area who were initially excluded from the freedoms guaranteed by the Bill of Rights. Then, answer the questions below:

Answers will vary according to the students' opinions.

1. **Check the name of the person you find most interesting:**
 Sequoyah Sojourner Truth
 Alice Paul Dr. Martin Luther King Jr.
 Eugene V. Debs Mary Tsukamoto
2. **Check the cause for which this person fought:**
 Native American Rights Abolition of Slavery
 Women's Suffrage Civil Rights
 Workers' Rights Immigrants' Rights
3. **Which First Amendment freedoms did this person exercise to challenge social norms, further their cause, and create change? Check all that apply:**
Please note that all of the applicable freedoms are not listed overtly in the exhibit. The capitalized answers refer to the freedoms that can be found directly in the exhibits. See the bullets below for answers to each issue:
 - Native American Rights: Sequoyah used the freedoms of speech and PRESS to help fight for Cherokee rights.*
 - Abolition of Slavery: Sojourner Truth used the freedoms of speech, PETITION, and RELIGION (preached slavery was inconsistent with Christianity) to fight for the abolition of slavery.*
 - Women's Suffrage: Alice Paul used the freedoms of SPEECH (lobbied Congress), press, petition and ASSEMBLY to fight for the rights of women.*
 - Civil Rights: Dr. Martin Luther King Jr. used the freedoms of SPEECH, RELIGION, and ASSEMBLY (rallies) to achieve equality for all races.*
 - Workers' Rights: Eugene Debs used the freedoms of speech and ASSEMBLY (organized strikes) to fight for the rights of laborers.*
 - Immigrants' Rights: Mary Tsukamoto used the freedoms of SPEECH, PRESS (wrote articles), PETITION.*

Exhibit G: Marketplace of Ideas (Film repeats every 4 minutes)

The 'marketplace of ideas' is a public forum where we share, test, adopt or reject ideas through discussion and debate. Because of the First Amendment, we live in a society that allows the expression of all types of ideas... even ideas we may hate.

Watch this video to see how students like you used their First Amendment rights to express their conflicting ideas.

Imagine you were a student at Homewood-Flossmoor High School and were part of this t-shirt debate. Which First Amendment rights would you use to express your opinions on homosexuality while demonstrating respect for other's perspectives? Write your thoughts below:

Answers will vary according to the students' opinions. Sample answer:
I would try to work with a teacher/school club to have regular discussions on such controversial topics to promote open and respectful discussion.



By wearing t-shirts to express their views, which of the five freedoms guaranteed by the First Amendment were the students at Homewood-Flossmoor High School exercising? Check one box below.

HINT: People express their ideas and opinions through words, drawings, actions, clothing, music, etc.

- RELIGION
- SPEECH
- PRESS
- ASSEMBLY
- PETITION



Exhibits H & I... Censorship

Exhibit H: Censorship: What is it?

The First Amendment relates to *government* censorship, and generally does not apply when we as private individuals/groups suppress forms of expression we find inappropriate. Limiting government censorship supports a healthy democracy where we can share ideas and access information freely.

To better understand censorship, answer the question below:

Give two reasons why governments try to censor some forms of expression.

Hint: You can find two reasons on the wall titled "Defining Censorship."

1. Governments censor information they disagree with or do not like.
2. Governments censor information they think is harmful.



Spin the wheels to see examples of government censorship around the world. Then, answer the question below.

Does the First Amendment allow us (private individuals/groups) to censor books by burning them without harming others?

Circle yes or no. **Hint:** Read the examples in the BOOKS section to help you find the answer.

YES NO



Exhibit I: Musical Hit List

Listen to some of the music that has been banned in the U.S. then answer the four questions below:

* If you were a radio D.J., which song in this exhibit would you play knowing that some of your listeners might be in Kindergarten? List one song title and the artist's name below:

Please see the Appendix on the last page for a list of songs and artists from each decade.

* Explain why you chose this song:

HINT: There is no right or wrong answer. Share your opinion.

Answers will vary according to the students' opinions. Sample answer: I believe there is nothing inappropriate in this song for young people.

* Do you think the song you chose would be acceptable to your grandparents or older generations? Circle one:

YES NO

Answers will vary according to the students' opinions.

* Explain why or why not below:

Sample answer: They might find the language inappropriate.

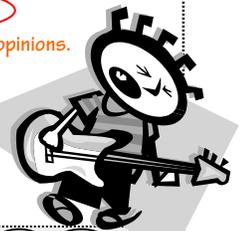


Exhibit J: Draw the Line

Freedom of speech does not mean we can say anything we want. There are some limits to our freedoms. However, since we all have different beliefs and experiences, each of us has our own opinion on where the First Amendment's limits should be drawn.

In this exhibit, you will vote on real situations that have caused debates about the limits to our First Amendment freedoms.

The real life scenarios in this exhibit are categorized into 4 types of expression that **MAY NOT** be protected by the First Amendment. Check these 4 types of expression below:

HINT: To find the answers, look at the main menu.

- Wartime speech/endangering national security
- Playing video games
- Violence
- Hate speech/making threats
- Writing a letter to your Congressman
- Praying by yourself at school
- Indecency

Answers will vary according to the students' opinions.

Check one exhibit scenario that interested you the most:

- Student Email Threats (1996)
- Grand Theft Auto (2000s)
- Janet Jackson's Super Bowl Half-Time Show (2004)
- Geraldo Rivera's coverage of the Iraq War (2003)

Do you think the scenario you chose should be protected by the First Amendment? Circle one:

HINT: There is no right or wrong answer. Share your opinion.

YES NO

Explain why or why not:

It should be up to individuals to decide whether this type of video game is appropriate or not.

How do YOU fit into the ongoing struggle for freedom? Think it over...

This section is not related directly to the exhibits. Please take this opportunity to reflect on your experience in the museum and how you can use our First Amendment rights to make a change.

Write down a problem that exists in your school or community:

It may be helpful to the students if they are guided further on this reflection section in the classroom. Expanding on this reflection through research and including an action component could be a good exercise in civic participation.



THINK about it...
Are there others in your school or community who also believe this is a problem?



How will you use your 1st Amendment Freedoms?

Which First Amendment freedoms will you use to notify others about this problem and contribute to a healthy democracy? Check one or more boxes below. You can also write your own ideas in the blank space below.

- I will read news articles and websites on the issue and share it on social media to encourage others to take up my cause.
- I will write a letter or e-mail to an elected official about the problem.
- I will wear a button, T-shirt, or bracelet to express my beliefs without saying a word.
- I will create a petition (written or online) for a cause I believe in, get signatures, and present it to my local government, principal, or school board.
- I will go to a school board or town council meeting to learn more about how government works.
- I will join or form a club at school that addresses the issue.
- I'll post fliers in my school/neighborhood to support my cause.

Add your ideas here...

Appendix A
Songs from Music Hit List
Station 5, Exhibit I

1950's

Billie Holiday - Love For Sale
The Weavers - Wasn't That a Time
Donald Woods - Death of an Angel
Dean Martin - Wham Bam, Thank You Ma'am
Johnny Standley - It's in the Book
Screaming Jay Hawkins - I Put a Spell on You
Ray Charles - I Got a Woman
Elvis Presley - Santa Claus is Back in Town
Everly Brothers - Wake up Little Susie

1960's

The Beatles - Ballad of John and Yoko
The Doors - The Unknown Soldier
The Who - Substitute
Phil Ochs - Outside a Small Circle of Friends
Janice Ian - Society's Child
Barry McGuire - Eve of Destruction
The Kingsmen - Louie, Louie
The Rolling Stones - (I Can't Get No)
Satisfaction

1970's

John Denver - Rocky Mountain High
Bob Dylan - George Jackson
Crosby, Stills, Nash and Young - Ohio
Loretta Lynn - The Pill
Sex Pistols - God Save the Queen
Peter, Paul and Mary - Puff (The Magic Dragon)
Brewer and Shipley - One Toke Over the Line

1980's

Frank Zappa - I Don't Wanna Get Drafted
Marvin Gaye - Sexual Healing
Olivia Newton-John - Physical
Kool G Rap and DJ Polo - Truly Yours
Cyndi Lauper - She Bop
George Michael - I Want Your Sex
Cat Stevens - Peace Train
Venom - Possessed
NWA - F*** tha Police

1990's

Sheryl Crow - Love is a Good Thing
2 Live Crew - Me So Horny
Michael Jackson - They Don't Care About Us
Ice Cube - No Vaseline
Tim McGraw - Indian Outlaw
Sinead O'Connor - War
KD Lang - Diet of Strange Places
Body Count - Cop Killer

2000's

The Strokes - New York City Cops
Ani DiFranco - Subdivision
Dixie Chicks - Truth #2
Steve Earle - John Walker Blues
Lenny Kravitz - Fly Away
REM - Losing My Religion
Eminem - Real Slim Shady
Henry Rollins and Chuck D (Black Flag Cover) -
Rise Above
Bruce Springsteen - American Skin (41 Shots)