

Student Exploration Guide v1.6

Welcome to the Freedom Express!

This museum illustrates how the First Amendment enables a healthy democracy, where we can freely exchange ideas, consider multiple perspectives, and act on issues that matter to us.

You will begin your exploration of the Freedom Express at one of the 10 exhibits (A-J) illustrated on the map below. This guide has an activity for each exhibit.

HINTS that will help you complete these activities are offered throughout the guide.

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



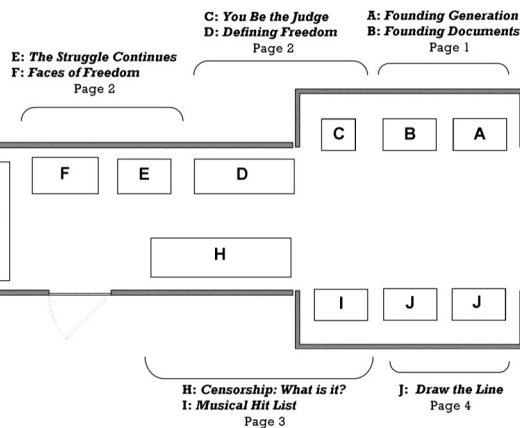
The freedom of _____ guarantees our right to gather in groups to discuss what we want. It also gives us the right to stage protests in public places.



The freedom of _____ 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.



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



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:

This founder supported the Bill of Rights because...

Name a founder who opposed the Bill of Rights:

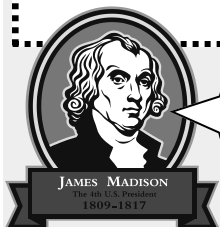
This founder opposed the Bill of Rights because...

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)

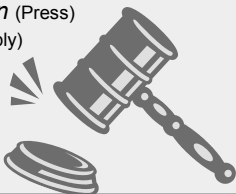


Exhibit D: Defining Freedom

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
2. **If you checked no, copy the question you disagree with below:**
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.*

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.

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

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?**

HINT: *You can write your own thoughts and the points mentioned in the exhibit.*

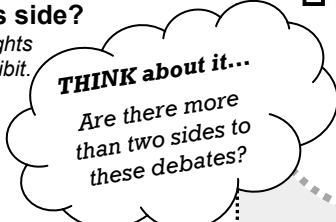


Exhibit F: Faces of Freedom

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:

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:**

- Religion
- Speech
- Press
- Assembly
- Petition

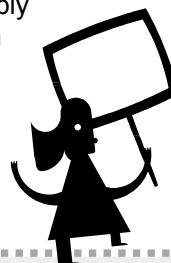


Exhibit G: Marketplace of Ideas (Film repeats every 4 minutes)

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:



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.

2.



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:

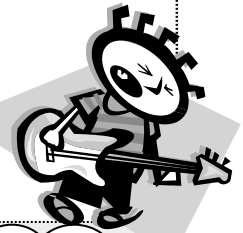
* Explain why you chose this song:

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

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

YES NO

* Explain why or why not below:



THINK about it...

What could cause a radio station or store to ban some music?



THINK about it...

Why do you think the government sets limits on our freedoms?

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

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.

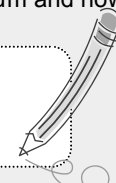
YES NO

Explain why or why not:

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:



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...