Facing Freedom Learning Guide

About this Guide

This Learning Guide is designed for middle and high school students to complement a field trip visit to the *Facing Freedom* exhibition. If you can't visit the exhibition at the Museum, this guide can be used in conjunction with the companion website. The guide contains information about the exhibition and website, classroom activities to prepare your students for their field trip or for using the website, graphic organizers to use during the field trip and online, and post-visit activities to wrap up their experience. We have also included a list of resources if you want to dig deeper into any of the topics featured in the exhibition.

About the Exhibition and Website

The United States began with certain freedoms outlined in the Declaration of Independence and the Constitution, but the framers didn't have the last word. Over time, people have shaped freedom through civic action, service, innovation, and advocacy. In demanding their freedom and creating change, various communities chose to unite, speak out, struggle, and defend. This exhibition uses images, artifacts, and interactive elements to explore eight stories in Chicago's and the nation's past and asks the question: What can we do for freedom?

The *Facing Freedom* website (facingfreedom.org) explores the eight stories featured in the physical exhibition through narrative and accompanying artifacts and media and even includes some materials not currently on display. The My Freedom Collection activity allows students to respond to an inquiry by assembling their own artifact set and writing their reasons for selecting those sources to make their argument.

How to Use this Guide

The activities in this guide frame a visit to the *Facing Freedom* exhibition or having your students use the companion website. We hope you will adapt the instructional strategies to work best with your students. All the student facing materials in the guide are bilingual English/Spanish. The exhibition is also bilingual. The companion website is not currently bilingual but you can choose the translation plug in service that works best for you and your district. The activities are also aligned to state and national learning standards (see the list on the following page).

This Guide Includes

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Two additional downloads are available with Action word signs and gallery images.

FACING FREEDOM

Standards

Illinois Social Science Standards

Middle School

Inquiry Skills
- SS.6-8.IS.1MdC
- SS.6-8.IS.3.MC
- SS.6-8.IS.4.MCa

Civics
- SS.6-8.CV.1MC
- SS.6-8.CV.2.MCa
- SS.6-8.CV.4.LC
- SS.6-8.CV.5.LC

History
- SS.6-8.H.1.MdC
- SS.6-8.H.2.MdC
- SS.6-8.H.3.LC
- SS.6-8.H.4.MC

High School

Inquiry Skills
- SS.9-12.IS.1
- SS.9-12.IS.4
- SS.9-12.IS.9

Civics
- SS.9-12.CV.1
- SS.9-12.CV.3
- SS.9-12.CV.6
- SS.9-12.CV.9

History
- SS.9-12.H.3
- SS.9-12.H.5
- SS.9-12.H.8
- SS.9-12.H.11
- SS.9-12.H.13

NCSS C3 Standards

Middle School

Dimension 1
- D1.1.6-8
- D1.3.6-8
- D1.5.6-8

Dimension 2 - Civics
- D2.Civ.1.6-8
- D2.Civ.2.6-8
- D2.Civ.10.6-8
- D2.Civ.13.6-8
- D2.Civ.14.6-8

Dim. 2 - History
- D2.His.2.6-8
- D2.His.3.6-8
- D2.His.4.6-8
- D2.His.12.6-8
- D2.His.16.6-8

Dimension 3
- D3.1.6-8
- D3.4.6-8

Dimension 4
- D4.1.6-8
- D4.3.6-8

High School

Dimension 1
- D1.1.9-12
- D1.4.9-12
- D1.5.9-12

Dimension 2 - Civics
- D2.Civ.2.9-12
- D2.Civ.4.9-12
- D2.Civ.8.9-12
- D2.Civ.13.9-12
- D2.Civ.14.9-12

Dim. 2 - History
- D2.His.2.9-12
- D2.His.3.9-12
- D2.His.5.9-12
- D2.His.12.9-12
- D2.His.16.9-12

Dimension 3
- D3.1.9-12
- D3.4.9-12

Dimension 4
- D4.1.9-12
- D4.3.9-12

Common Core Anchor Standards

Reading
- 1
- 4
- 7

Writing
- 1
- 2
- 7
- 8

Speaking and Listening
- 1
- 2
- 4
- 5

Standards cited are as of Fall 2026.

Organizing *Facing Freedom*

The *Facing Freedom* exhibition and website are separated into the introduction and four themes with an associated action word and essential question. Two stories per theme act as case studies to explore how people responded. These case studies, like history, are complex and could fit in multiple theme sections. The curator made choices in their research to focus on aspects of the case study to match the theme and action word. The activities here can lead to larger conversations about how historic events can fit in multiple themes. Labels and text are written with headings to draw students in, and essential questions throughout spark inquiry, curiosity, and conversation. The exhibition also features labels in English and Spanish. The chart below outlines the structure of the exhibiton.

Action Word: Describes a way people responded to challnege and identifies the four sections of the exhibiton. For Example: Unite, how peeople come together for change.

Theme: Identifies the topic that connects and organizes the historical stories whtin each section. For example, Unite explores the theme of Workers' Rights through the stories of unionization efforts.

Essential Question: Guides students in exploring how people responded to the challenges related to the section's theme.

Story/Sub Question: Two stories from Chicago and U.S. history are used as case studies to illustrate the theme and provided examples of the response respresented by the action word. Sub-questions augment the essential question, and provide another aspect of that particular case study for students to consider.

Action Word	**Unite**	**Defend**	**Speak Out**	**Struggle**
Theme	Workers' Rights	Protecting Community	Public Protest	Race and Citizenship
Essential Question	What would you risk to form a union?	When do you have to fight to be free?	How do you make your voice heard?	How would you live if you lost your freedom?
Story 1 **Sub-question**	Brotherhood of Sleeping Car Porters and Maids Can a small union defeat racism?	House Music How can music create safe spaces?	Votes for Women Can civic actions change the Constitution?	Japanese Incarceration What challenge did Japanese immigrants face?
Story 2 **Sub-question**	United Farm Workers Union Are workers' rights human rights?	Wounded Knee II Is it rigth to use force to achieve freedom?	CPS School Boycotts How do you challenge injustice?	Abolition How do people fight for freedom for their communities?

Introduction to the *Facing Freedom* Website



The *Facing Freedom* exhibition has a companion website (www.facingfreedom.org) that can be used in conjunction with a field trip visit or as a standalone experience if a visit to the Chicago History Museum is not possible. The website has three areas of content for students to use.

- There are four "theme" pages that introduce each exhibition theme.
- Each story also has its own content page with embedded images. Story pages are accessible through their corresponding theme page.
- Each story page has a link to a collection of related primary source materials, which include 3D objects, documents, photographs, audio components, and some videos.

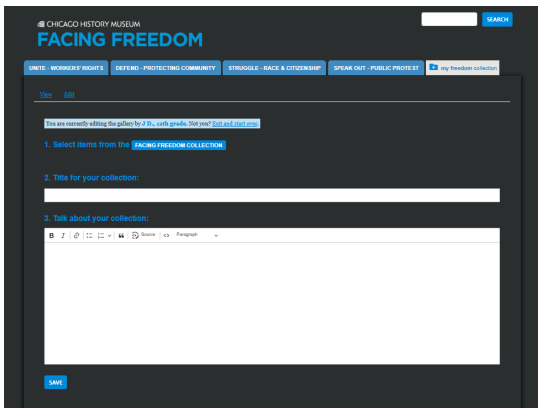
The Analyzing a *Facing Freedom* Story graphic organizer can be used in conjunction with the website to help students identify key details related to one topic. See the post-visit questions for that activity for additional discussion ideas when using the graphic organizer in your classroom.

My Freedom Collection

This online resource allows students to creatively think about *Facing Freedom* as a whole. A topic or question can be set by the teacher. Students use the website to create their own online exhibition by choosing items from the digital collections. Using the provided writing space, students can explain how their choices support the assigned prompt. Each student submission is assigned a unique URL that remains live and editable for one year. The URL can also be sent to the teacher for review and grading.

Suggested prompts include:

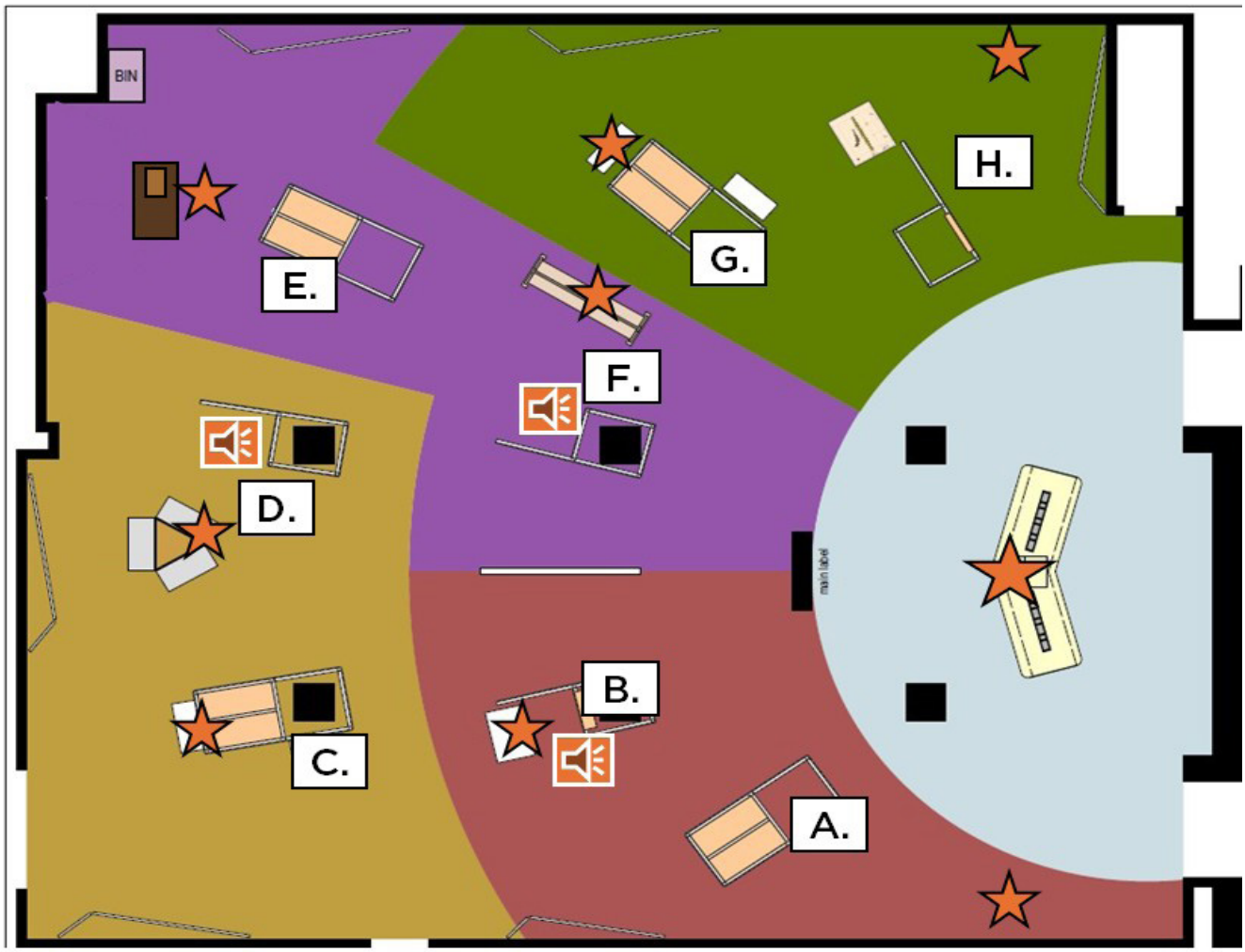
- Find 2–3 objects that inspire you. Explain why they inspire you and how they relate to social justice issues today.
- Describe [insert theme] using 3–5 objects. Explain your choices and how they relate to that theme. Your objects can draw on the collections from both stories within that theme.
- Imagine a being from outer space landed in the United States and had never heard of [insert one of the eight stories]. Choose 3–5 objects that explain that story. Then write about each of your choices.



To access My Freedom Collection, click: https://facingfreedom.org/create-my-freedom-collection

FACING FREEDOM

Facing Freedom Map



Interactive Media

Map Key

Workers' Rights
A. Brotherhood of Sleeping Car Porters
B. United Farm Workers Union

Defend - Protecting Community
C. House Music
D. Wounded Knee II

Speak Out - Public Protest
E. Votes for Women
F. CPS School Boycotts

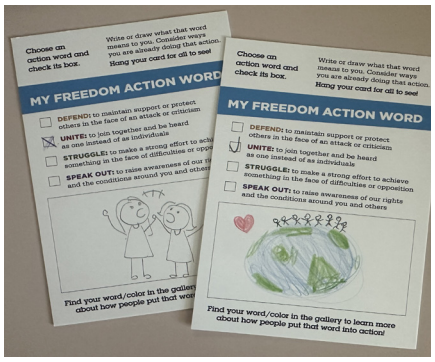
Struggle - Race and Citizenship
G. Japanese Incarceration
H. Abolition

Exhibtion Interactives and Media

The *Facing Freedom* exhibition has interactive elements and media experiences throughout to build on the stories within the gallery. Note: some of the media components are available on the website.

Introduction Activity

Students can complete this anytime during their visit, though it works nicely as a gathering place once students are done looking. Students choose one of the action words (Unite, Defend, Speak Out, or Struggle) and consider what that action means in their own lives and how it connects to social justice movements today.



United Farm Workers, California 1960s

- Interactive: Students take the role of a consumer and determine which grape products they would give up to support the boycott.
- Media: Audio of Dolores Huerta speaking to Studs Terkel about the inhumane conditions facing farm workers.

Brotherhood of Sleeping Car Porters, Chicago 1920s

- Interactive: Students lift flaps to discover more about a Pullman Porter's daily responsibilities, creating context for unionization efforts.

House Music, Chicago 1980s

- Interactive: Students listen to samples of famous house music DJs from Chicago, while looking at a map of clubs, record labels, and stores that supported the house music community with safe spaces for Black, Brown and LGBTQ+ people.

Wounded Knee II, South Dakota 1973

- Interactive: Students lift flaps with images of people involved in Wounded Knee II to read and understand the varied perspectives on the occupation.
- Media: Watch two silent videos from inside the Wounded Knee II occupation. Listen to Agnes Lamont describe her son and his role in the occupation with scrolling images in the background.

Votes for Women, USA 1910s

- Interactive: Students choose a prop from the bin and take a photograph at the podium while making the case for (or against) women's suffrage.

CPS School Boycotts, Chicago 1963–64

- Interactive: Students take a "quiz," based on a flier promoting the Freedom Day II march to explore the differences Black students experienced due to school segregation.
- Media: Watch rare footage of the Freedom Day demonstration on October 22, 1963.

Japanese Incarceration, West Coast 1940s

- Interactive: Students answer the loyalty questionnaire Japanese Americans were forced to take during the 1940s. Following the questionnaire, studnets can hear oral histories from two Japanese Americans wrongfully incarcerated.

Abolition, Chicago 1800s

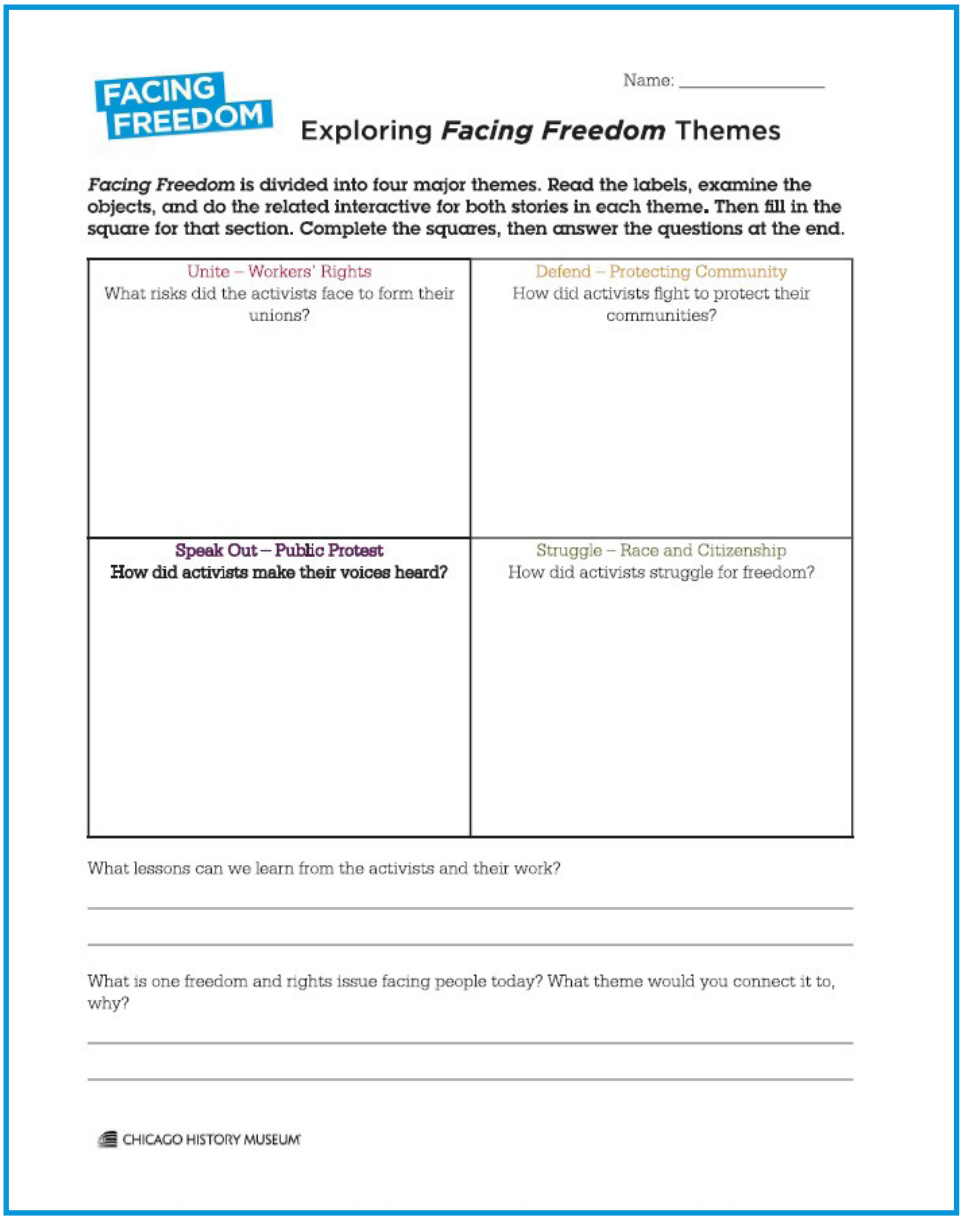
- Interactive: To gain an understanding of the Illinois Black Codes, students match excerpts from them to abolitionist John Jones's arguments for their repeal.

Graphic Organizers

During a field trip, there are two graphic organizer options for *Facing Freedom*. English and Spanish PDF versions are available online and at the end of this guide.

Exploring *Facing Freedom* Themes

This option asks students to look at all four of the major themes (see the chart on page 3) within the exhibition. Students examine the stories within the theme and then answer high level questions centered on that theme. Two synthesis questions invite students to think about the lessons we can learn and consider present-day examples of the themes.



FACING FREEDOM

Name: _____

Exploring *Facing Freedom* Themes

***Facing Freedom* is divided into four major themes. Read the labels, examine the objects, and do the related interactive for both stories in each theme. Then fill in the square for that section. Complete the squares, then answer the questions at the end.**

Unite – Workers' Rights What risks did the activists face to form their unions?	Defend – Protecting Community How did activists fight to protect their communities?
Speak Out – Public Protest **How did activists make their voices heard?**	Struggle – Race and Citizenship How did activists struggle for freedom?

What lessons can we learn from the activists and their work?

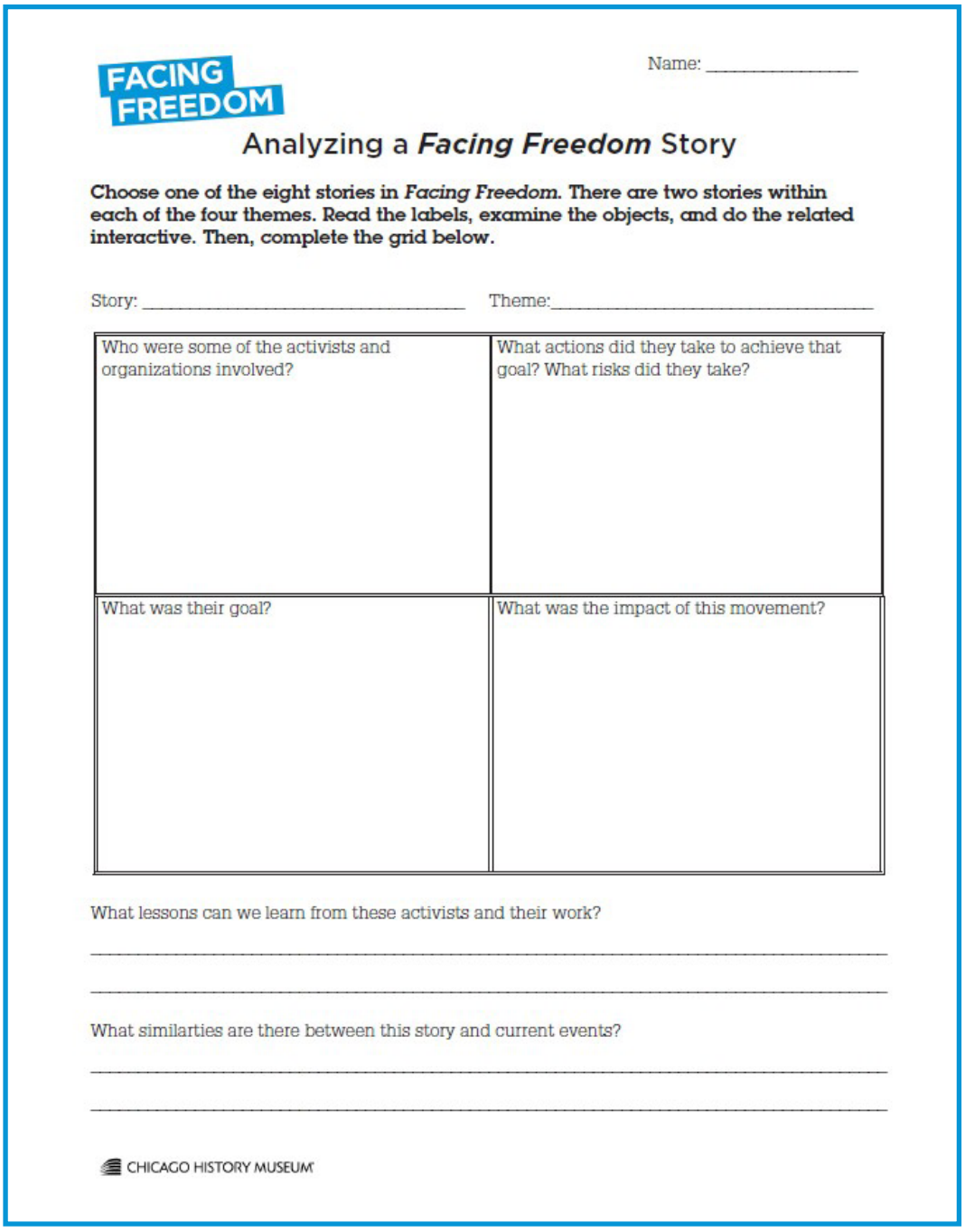
What is one freedom and rights issue facing people today? What theme would you connect it to, why?

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Note: Full-sized versions available at the end of the learning guide or as seperate donwloads.

Analyzing A *Facing Freedom* Story

This graphic organizer asks students to focus on one of the eight stories within the exhibition. Students identify the related theme and then answer questions about the goals, actions, and impacts of that social movement. Students also consider the lessons that can be learned and similarities between the story they examined and today.



FACING FREEDOM

Name: _____

Analyzing a *Facing Freedom* Story

Choose one of the eight stories in *Facing Freedom*. There are two stories within each of the four themes. Read the labels, examine the objects, and do the related interactive. Then, complete the grid below.

Story: _____ Theme: _____

Who were some of the activists and organizations involved?	What actions did they take to achieve that goal? What risks did they take?
What was their goal?	What was the impact of this movement?

What lessons can we learn from these activists and their work?

_____

_____

What similarties are there between this story and current events?

_____

_____

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Note: Full-sized versions available at the end of the learning guide or as seperate donwloads.

Introductory Activity:
Facing Freedom in Action: Our Examples

Materials

- *Facing Freedom* Action Words Definitions sheet
- Blank paper or digital platform, such as a shared slide deck or something similar
- Writing utensils

Actvity Instructions

Part I

Share the four freedom action words with students: Unite, Defend, Speak Out, Struggle. Ask students to write down their own, individual definition of those words. Hold a class discussion to share student generated definitions. Optional: share the dictionary definitions of each word.

Part II

1. Share with students that the *Facing Freedom* exhibition is organized into four sections:
   Unite – Workers Rights Defend – Protecting Community
   Speak Out – Public Protest Struggle – Race and Citizenship.
   To get ready for your field trip, students will share their ideas of how those themes can be found in history.
2. Divide students into four groups; each group will work with one section. You can double up groups as needed.
3. Give the groups a copy of the *Facing Freedom* Themes Definition sheet. Have students discuss the definition and action description of their assigned theme. They can annotate the *Facing Freedom* Themes Definition sheet with their observations and wonderings.
4. Next, give students a designated amount of time (e.g., 10 minutes) to generate a list of examples of this theme in history. Their list can be a combination of events, people, time periods, and movements. When time is up, students should choose ONE item from their list to explore further.
5. Ask students to draw on prior knowledge and some quick research to write some short information about their chosen example and why it is an example of their assigned *Facing Freedom* section. The resource page at the end of this guide features websites and sources that might be helpful for students. Student work can be written on paper or a shared slide deck or similar. Before students start this task, you can share the example on the next page with them.
6. Have each group share their example.
7. Share the map of the *Facing Freedom* exhibition with students and how the exhibition has matched two stories to each theme. Compare and contrast student choices to the Museum's choices.

Optional: if students have not yet studied many of these topics, visit the companion website www.facingfreedom.org. The site includes short articles and images of primary sources for each of the eight stories the exhibition highlights.

FACING FREEDOM

Introductory Activity:
Facing Freedom in Action: Our Examples

Unite - Workers' Rights
History Example: Agnes Nestor

Agnes Nestor worked to improve life for women. She organized them as workers, she was a politician, and she fought for social reforms including women's suffrage. When she was a teenager, she worked for the Eisendrath Glove Company in Chicago. There was no union in place to represent the women workers, and they were taken advantage of. For example, the company required them to rent the machines they used and to provide their own needles. In 1902 Nestor united the women in a 10-day strike. The company met their demands, giving them a raise, and taking over responsibility for supplies and machinery. Most importantly, the strike spurred the organization of the International Glove Workers Union of America, which secured higher pay and better working conditions for women in Chicago and around the country.



Portrait of Agnes Nestor
Retrato de Agnes Nestor
Chicago History Museum, ICHi-067687

Unirse – Derechos de los trabajadores
Ejemplo histórico: Agnes Nestor

Agnes Nestor se dedicó a mejorar la vida de las mujeres. Fue una líder sindical, se involucró en la política y luchó por reformas sociales, como el voto femenino. Cuando era adolescente, trabajó para la empresa Eisendrath Glove Company en Chicago. Allí no había ningún sindicato que representara a las trabajadoras, y se aprovechaban de ellas. Por ejemplo, la empresa las obligaba a rentar las máquinas que usaban y a proveer sus propias agujas. En 1902, Nestor unió a las mujeres en una huelga de 10 días. La empresa accedió a sus demandas, concediéndoles un aumento de sueldo y haciéndose cargo de los suministros y la maquinaria. Lo más importante es que la huelga impulsó la creación del Sindicato Internacional de Trabajadoras de Guantes de Estados Unidos, que logró salarios más altos y mejores condiciones de trabajo para las mujeres en Chicago y en todo el país.

FACING FREEDOM

Wrap Up Activity:
Discussion Prompts

After your visit to CHM or the website, use the graphic organizers students completed to help them discuss their learnings.

If you used the Exploring *Facing Freedom* Themes graphic organizer:
Have a whole class discussion covering one theme at a time or assign small groups a theme to discuss. *Note:* these questions can be cut out and given to groups.

Unite – Workers' Rights:

- What are the benefits and risks associated with unionization?
- Why is "unite" a good action word for Workers' Rights?
- How do people unite for movements today?

Unirse – Derechos de los trabajadores:

- ¿Cuáles son los beneficios y riesgos relacionados con la sindicalización?
- ¿Por qué "unirse" funciona como buen verbo de acción para los derechos de los trabajadores?
- ¿Cómo se unen las personas en los movimientos de hoy en día?

Defend – Protecting Community:

- How did activists fight to protect their communities?
- Why is "defend' a good action word for Protecting Community?
- How do people defend communities today?

Defender – Proteger a la comunidad:

- ¿Cómo lucharon los activistas para proteger a sus comunidades?
- ¿Por qué "defender" es un buen verbo de acción para proteger a la comunidad?
- ¿Cómo se defienden las comunidades hoy en día?

Speak Out – Public Protest:

- What methods did the activists use to make their voices heard?
- Why is "speak out" a good action word for Public Protest?
- How do people speak out for movements today?

Alzar la voz – Protesta pública:

- ¿Qué métodos usaron los activistas para hacer oír su voz?
- ¿Por qué funciona "alzar la voz" como un término para referirse a la protesta pública?
- ¿Cómo alzan la voz las personas en los movimientos de hoy en día?

Struggle – Race and Citizenship:

- How did activists struggle for freedom?
- Why is "struggle" a good action word for Race and Citizenship?
- What struggles around race and citizenship do we see today?

Luchar – Raza y cuidadanía:

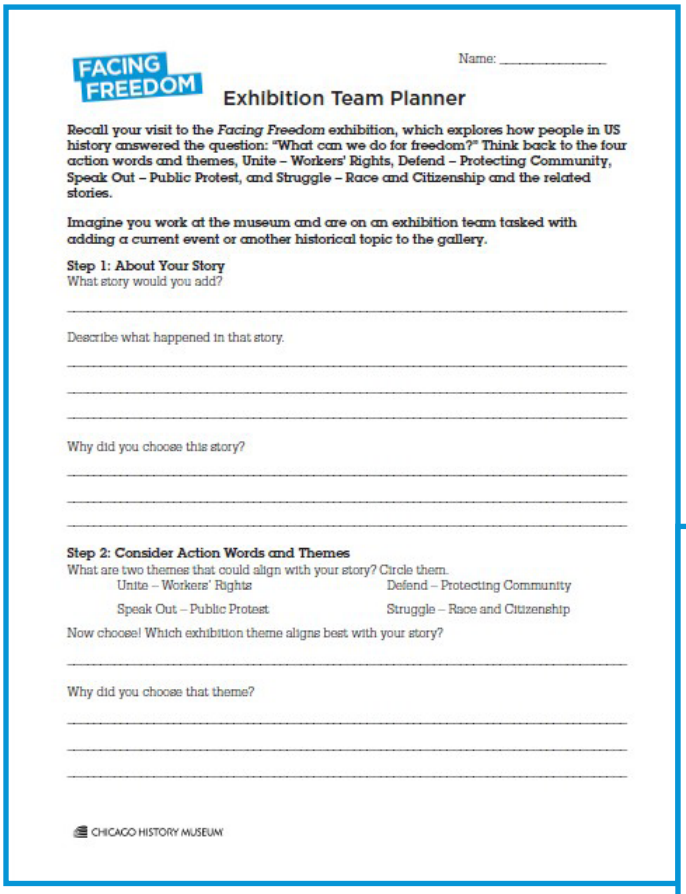
- ¿Cómo lucharon los activistas por la libertad?
- ¿Por qué el término "luchar" funciona bien para hablar de raza y ciudadanía?
- ¿Qué luchas relacionadas con la raza y la ciudadanía existen hoy en día?

If you used the Analyzing a *Facing Freedom* Story graphic organizer:

- Organize students into groups based on the story they chose to discuss their answers on the graphic organizer.
- Reorganize groups to jigsaw them with students representing different stories. This will enable them to take on the role of teaching each other about the individual stories.

Final Project:
Facing Freedom Exhibition Team

In this activity, students select and research a social justice movement (from the past or today) to "add" to the *Facing Freedom* exhibition. They can use the Exhibition Team Planner (2 pages and Exhibition Case to describe and draw their addition. This includes identifying the types of objects, oral histories, documents, and interactives, etc. that could be included.



FACING FREEDOM

Name: _____

Exhibition Team Planner

Recall your visit to the *Facing Freedom* exhibition, which explores how people in US history answered the question: "What can we do for freedom?" Think back to the four action words and themes, Unite – Workers' Rights, Defend – Protecting Community, Speak Out – Public Protest, and Struggle – Race and Citizenship and the related stories.

Imagine you work at the museum and are on an exhibition team tasked with adding a current event or another historical topic to the gallery.

Step 1: About Your Story
What story would you add?

Describe what happened in that story.

Why did you choose this story?

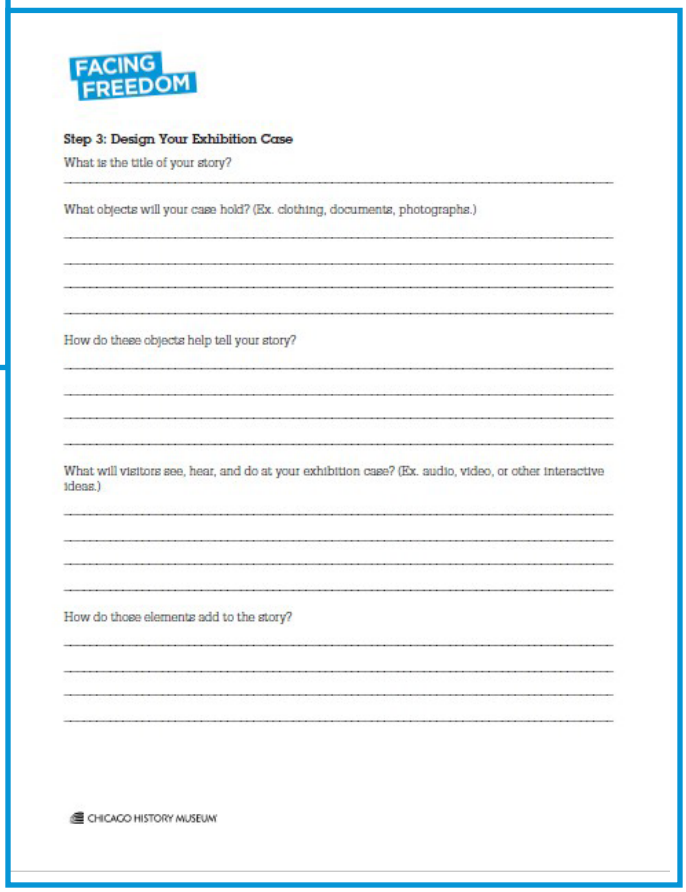
Step 2: Consider Action Words and Themes
What are two themes that could align with your story? Circle them.

Unite – Workers' Rights | Defend – Protecting Community
Speak Out – Public Protest | Struggle – Race and Citizenship

Now choose! Which exhibition theme aligns best with your story?

Why did you choose that theme?

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Step 3: Design Your Exhibition Case

What is the title of your story?

What objects will your case hold? (Ex. clothing, documents, photographs.)

How do these objects help tell your story?

What will visitors see, hear, and do at your exhibition case? (Ex. audio, video, or other interactive ideas.)

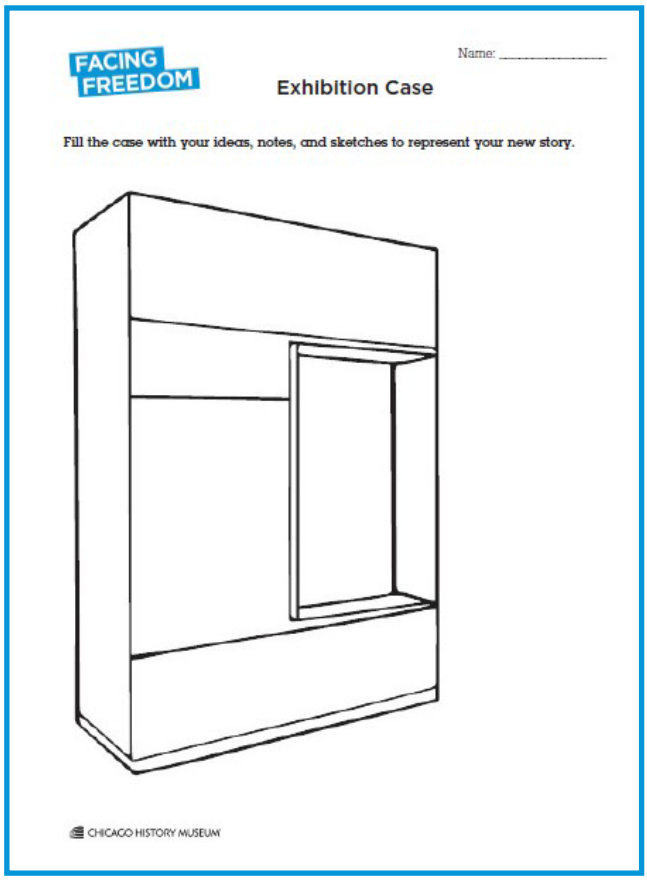
How do those elements add to the story?

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Note: Full-sized versions available at the end of the learning guide or as seperate donwloads.

Final Project:
Facing Freedom Exhibition Team

Below is the Exhibition Case portion of the graphic organizer and an sample using the example with Agnes Nestor.



FACING FREEDOM

Name: _____

Exhibition Case

Fill the case with your ideas, notes, and sketches to represent your new story.

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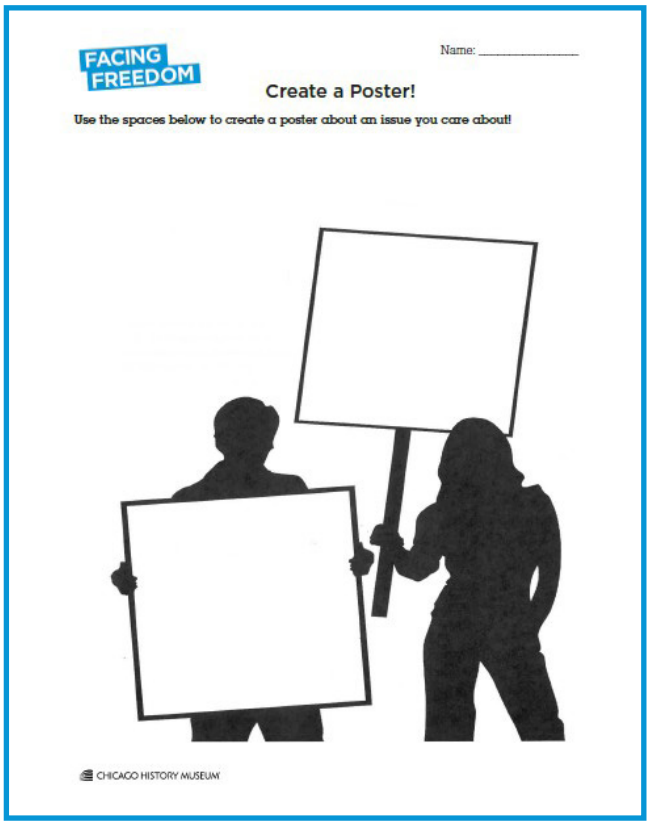
Note: Full-sized versions available at the end of the learning guide or as seperate donwloads.

Extension Activity 1
Spread the Word with Protest Signs

Materials:

- *Facing Freedom* Action Word Definition sheet
- Optional: *Facing Freedom* Action Word signs (seperate download)
- If you have students make physical signs, you will need:
  - Small poster boards
  - Paint stirrers, large popsicle sticks, or dowl rods
  - Tape (mailing tape or painter's tape work well)
  - Markers

If making physical signs is too difficult, use the provided sign template.



Note: Full-sized versions available at the end of the learning guide or as seperate donwloads.

Activity Instructions

1. If you did the pre-visit activity, distribute copies of the *Facing Freedom* Action Word Definition sheet to students. Remind students that in the pre-visit activity they identified their own history example for one of the sections. Then, during their field trip or using the website they saw additional examples from history.
2. Have a class discussion with students. What issues are on your mind today? Hand out the *Facing Freedom* Action Word Definition sheet. How do those issues relate to Unite, Defend, Speak Out, or Struggle? Generate a list of issues identified by students.
3. Have students select one issue and make a protest sign about it. Prompt students to consider short messages and slogans that grab attention and any colors or symbols associated with that issue.
4. Hang the *Facing Freedom* Action Word signs in your classroom (on a bulletin board, wall, or white board). Ask students to share their posters and choose the Action Word they think best fits their issue. They can hang their protest poster near that sign.
5. To wrap up, review the *Facing Freedom* Action Word Definition sheet.
   - What does it look like to Unite, Defend, Speak Out, or Struggle in response to their issue?
   - What specific actions do students think can be taken to address their issue?

FACING FREEDOM

Extension Activity 2
My Point of View

Materials:
- Internet access
- Digital devices
- Paper
- Writing utensils

If mailing correspondence, envelope and postage.

Activity Instructions

1. If students have created protest posters (Extension Activity 1), have them start with the issue their sign addressed. If you did not do that activity with students, follow steps 1 and 2 in the extension activity.
2. Give students time to do some online research. They should take notes on any statistics associated with their issue, the impact it has had, and one action they want to be taken to address the issue. If there are organizations working to adddress the issue, students should note what those organizations are doing or proposing to be done. Are they effective? Are they are a reliable, trustworthy group to support?
3. Speak with students about the levels of government and where they think their issues is best addressed. Is it a hyper-local issue? Is it something they think the state needs to be involved in? Do they believe it is an issue that needs federal support? Help students find out who the elected official is at the level they have identified and how to contact that person.
4. Give students time to write letters to their identified local official or representative. If multiple students are working on the same issue, they could co-write a letter. Their letter should include:
    - Date
    - Greeting
    - Outline of the issue with specific examples of impact
    - Who they are and why they care about this issue
    - One idea of a concrete action they want taken
    - If applicable, efforts/groups already working to improve the issue and how the elected official can support those efforts
    - A closing
5. Pair and share. Have students exchange letters and proofread one another's writing. They can catch any grammatical errors, give advice on any improvements that would make a better case, and point out strengths in the letter. After the pair and share, students can revise and finalize their letters.
6. Send letters to the elected officials. This can be done online through contact portals, or you can mail physical letters.
7. Alternatively, you could as a class identify one issue and send a batch of letters about that issue, or one letter from the whole class.

Resources

Chicago History Museum: *Facing Freedom* Websites

The companion website (referenced in this Learning Guide) features content from the exhibition and activities that can be used before, after, or in place of a visit to the onsite exhibition.

https://facingfreedom.org/

The exhibition webpage includes information about upcoming events and additional content with links to related CHM blogs and external websites.

https://www.chicagohistory.org/exhibition/facing-freedom/

Specific Content Resources

Workers Rights

Brotherhood of Sleeping Car Porters

The Library of Congress wrote a short introduction to the BSCP and outlines printed books, LOC Digital collections, and internet sources about the organization and related labor issues.

https://guides.loc.gov/this-month-in-business-history/august/brotherhood-of-sleeping-car-porters

The National A. Philip Randolph Pullman Porter Museum's website includes information on museum activies. Blogs and articles give aditional information about the labor movement.

https://www.thepullmanportersmuseum.org/

United Farm Workers

The Dolores Huerta Research Center for the Americas wepage includes an about Dolores Huerta page with articles, primary sources and informaiton about her activism.

https://huertacenter.ucsc.edu/about/dolores-huerta/

The official website for the United Farm Workers includes a "Research" tab which includes articles on the history of the organization, papers, and external links to related foundations and histories.

https://ufw.org/

Protecting Community

Wounded Knee II

This *Osage News* article written in 2013 includes quotes and reflections from members of the Osage Nationa who travelled to Wounded Knee to join the occupation.

https://osagenews.org/osages-reflect-on-wounded-knee-occupation-of-1973/

The Minnesota Historical Society has created a digital encyclopedia. Entries include informational text, related articles, audio, and photographs, chornologies, and bibliographic information.

https://www.mnhs.org/mnopedia/search/index/group/american-indian-movement-aim?_gl=1*dac8a6*_gcl_au*MTU4MDAzNjc5OS4xNzkyMTgxNTg3

House Music

Explore WTTW Chicago's documentery and supporting website about House music and how Chicagoans created safe spaces for LGBTQ+ communities and communities of color.

https://www.wttw.com/chicago-stories/house-music

The Grammy Museum website features a timeline realted to the history of House music.

https://www.wttw.com/chicago-stories/house-music

Public Protest

Votes for Women

The *Democracy Limited: Chicago Women and the Vote* explores activism for suffrage in Chicago.
https://democracylimited.com/

This Library of Congress website explores suffrage through documents and images.
https://www.loc.gov/classroom-materials/elections/voters/women-suffrage/

Chicago Public Schools Boycott

The Zinn Education Project-October 22, 1963 explores the events around the school boycotts and highlights related parts of the Civil Rights movement.
https://www.zinnedproject.org/news/tdih/1963-chicago-school-boycott/

This Facing History and Ourselves lesson plan explores the activism of the students and their role as changemakers.
https://www.facinghistory.org/resource-library/10-questions-past-1963-chicago-public-schools-boycott

Race and Citizenship

Japanese Incarceration

The Japanese American Historical Society has created a series of classroom resources about the Incarceration camps and offers boxes that can be used for classroom instruction.
https://www.njahs.org/for-educators/

The National Park Service has organized the individual websites and resources related to Japanese American Incarceration into one webiste with links to the various individual spaces.
https://www.nps.gov/subjects/japaneseamericanconfinement/index.htm

Abolition

"Concert is Power" is a two-part digital exhibition about Chicago's first Black generation and their activism. It includes information on John and Mary Richardson Jones.
https://www.chicagohistory.org/exhibition/concert-is-power/

CHM created a set of classroom resources for John and Mary Richardson Jones examining their portraits, freedom certificates, and related artifacts.
https://www.chicagohistory.org/african-american-life-in-the-nineteenth-century/

Additional History Websites

The Encyclopedia of Chicago features short articles related to themes and topics in the exhibition.
https://www.chicagohistory.org/encyclopedia-of-chicago/

History Makers documents the stories and contributions of African Americans from the past and today.
https://www.thehistorymakers.org/maker-directory

The Women and the American Story website, created by New York Historical Society outlines women's actions through social movements across history.
https://wams.nyhistory.org/

The National Museum of the American Indian developed a series of essential understandings to offere new learning experiences and includes lessons and additional resources.
https://americanindian.si.edu/nk360/about/essential-understandings

The Asian American Education Project has assembled lesson plans and resources from aross the U.S. for teachers and students to use.
https://asianamericanedu.org/

Name: _____

Exploring *Facing Freedom* Themes

***Facing Freedom* is divided into four major themes. Read the labels, examine the objects, and do the related interactive for both stories in each theme. Then fill in the square for that section. Complete the squares, then answer the questions at the end.**

Unite – Workers' Rights What risks did the activists face to form their unions?	Defend – Protecting Community How did activists fight to protect their communities?
Speak Out – Public Protest How did activists make their voices heard?	Struggle – Race and Citizenship How did activists struggle for freedom?

What lessons can we learn from the activists and their work?

_____

_____

What is one freedom and rights issue facing people today? What theme would you connect it to, why?

_____

_____

Nombre: _____

Explorando los temas de *Facing Freedom*

***Facing Freedom* está dividido en cuatro temas principales. Lee las etiquetas, examina los objetos y realiza las actividades interactivas correspondientes a ambas historias de cada tema. Luego, llena el cuadro de esa sección. Completa todos los cuadros y, después, responde a las preguntas al final.**

Unirse – Derechos de los trabajadores ¿Qué riesgos tuvieron que enfrentar los activistas para formar sus sindicatos?	Defender – Proteger a la comunidad ¿Cómo lucharon los activistas para proteger a sus comunidades?
Alzar la voz – Protesta pública ¿Cómo lograron los activistas que se escucharan sus voces?	Luchar – Raza y cuidadanía ¿Cómo lucharon los activistas por la libertad?

¿Qué podemos aprender de los activistas y su trabajo?

_____

_____

¿Cuál es un tema relacionado con la libertad y los derechos que afecta a la gente hoy en día? ¿Con qué tema lo conectarías y por qué?

_____

_____

FACING FREEDOM

Name: _____

Analyzing a *Facing Freedom* Story

Choose one of the eight stories in *Facing Freedom*. There are two stories within each of the four themes. Read the labels, examine the objects, and do the related interactive. Then, complete the grid below.

Story: _____ Theme:_____

Who were some of the activists and organizations involved?	What actions did they take to achieve that goal? What risks did they take?
What was their goal?	What was the impact of this movement?

What lessons can we learn from these activists and their work?

_____

_____

What similarties are there between this story and current events?

_____

_____

Nombre: _____

Analizando una historia de *Facing Freedom*

Elige una de las ocho historias de *Facing Freedom*. Hay dos historias dentro de cada uno de los cuatro temas. Lee las descripciones, observa los objetos y completa la actividad interactiva correspondiente. Luego, llena la tabla de abajo.

Historia: _____ Tema:_____

¿Quiénes fueron algunos de los activistas y organizaciones que participaron?	¿Qué acciones tomaron para lograr ese objetivo? ¿Qué riesgos asumieron?
¿Cuál era su objetivo?	¿Cuál fue el impacto de este movimiento?

¿Qué podemos aprender de estos activistas y de su trabajo?

_____

_____

¿Qué similitudes hay entre esta historia y los acontecimientos actuales?

_____

_____

FACING FREEDOM

Facing Freedom Action Word Definitions

Unite - Workers' Rights



Definition:
To join together and be heard as one instead of as individuals.

What this might look like:
You connect with others. You join groups with similar ideas to create strength in numbers.



Defend - Protecting Community

Definition:
To maintain support or protect others in the face of an attack or criticism.

What this might look like:
You participate in protests, sit-ins, and gatherings. You boldly stand up to protect civic, social, and human rights.

Speak Out - Public Protest



Definition:
To raise awareness of our rights and the conditions around you and others.

What this might look like:
You use words and creative ways to make your message heard. You use public speaking, artmaking, and writing to inspire people to action.



Struggle - Race and Citizenship

Definition:
To make a strong effort to achieve something in the face of difficulties or opposition.

What this might look like:
Sometimes change takes time. While that can be frustrating, you know that if you stay involved, change will happen.

Facing Freedom Definiciones de palabras de acción

Unirse - Derechos de los trabajadores



Definición:
Juntarse para que se nos escuche como uno solo en lugar de como individuos.

En qué consiste:
Te conectas con otros. Te sumas a grupos con ideas similares, y que la unión hace la fuerza.



Defender - Proteger a la comunidad

Definición:
Apoyar o proteger a otros ante un ataque o una crítica.

En qué consiste:
Participas en protestas, sentadas y reuniones. Te enfrentas con valentía para proteger los derechos civiles, sociales y humanos.

Alzar la voz - Protesta pública



Definición:
Crear conciencia sobre nuestros derechos y las condiciones que te rodean a ti y a los demás

En qué consiste:
Usas palabras y formas creativas para que se escuche tu mensaje. Te vales de discursos públicos, el arte y la escritura para inspirar a la gente a actuar.



Luchar - Raza y cuidadanía

Definición:
Hacer un gran esfuerzo para lograr algo ante las dificultades o la oposición.

En qué consiste:
A veces el cambio lleva tiempo. Aunque eso puede ser frustrante, confías en que el cambio llegará si sigues participando.

FACING FREEDOM

Name: _____

Exhibition Team Planner

Recall your visit to the *Facing Freedom* exhibition, which explores how people in US history answered the question: "What can we do for freedom?" Think back to the four action words and themes, Unite – Workers' Rights, Defend – Protecting Community, Speak Out – Public Protest, and Struggle – Race and Citizenship and the related stories.

Imagine you work at the museum and are on an exhibition team tasked with adding a current event or another historical topic to the gallery.

Step 1: About Your Story

What story would you add?

_____

Describe what happened in that story.

_____

_____

_____

Why did you choose this story?

_____

_____

_____

Step 2: Consider Action Words and Themes

What are two themes that could align with your story? Circle them.

Unite – Workers' Rights

Defend – Protecting Community

Speak Out – Public Protest

Struggle – Race and Citizenship

Now choose! Which exhibition theme aligns best with your story?

_____

Why did you choose that theme?

_____

_____

_____

FACING FREEDOM

Step 3: Design Your Exhibition Case

What is the title of your story?

_____

What objects will your case hold? (Ex. clothing, documents, photographs.)

_____

_____

_____

_____

How do these objects help tell your story?

_____

_____

_____

_____

What will visitors see, hear, and do at your exhibition case? (Ex. audio, video, or other interactive ideas.)

_____

_____

_____

_____

How do those elements add to the story?

_____

_____

_____

_____

Nombre: _____

Planificador de exposiciones en equipo

Recuerda tu visita a la exposición Facing Freedom, donde se explora cómo, a lo largo de la historia estadounidense, la gente respondió a la pregunta: "¿Qué podemos hacer por la libertad?". Piensa en las cuatro palabras de acción y los temas, Unirse – Derechos de los trabajadores, Defender – Proteger a la comunidad, Alzar la voz – Protesta pública, Luchar – Raza y cuidadanía y las historias relacionadas.

Imagina que trabajas en el museo y formas parte de un equipo de exposiciones encargado de incorporar un tema de actualidad u otro tema histórico a la galería.

Paso 1: Sobre tu historia

¿Qué historia agregarías?

_____

Describe qué pasó en dicha historia.

_____

_____

_____

¿Por qué elegiste esta historia

_____

_____

_____

Paso 2: Piensa en palabras de acción y temas

¿Cuáles son dos temas que podrían encajar con tu historia? Márcalos con un círculo

Unirse – Derechos de los trabajadores
Alzar la voz – Protesta pública
Defender – Proteger a la comunidad
Luchar – Raza y cuidadanía

¡Ahora elige! ¿Qué tema de la exposición encaja mejor con tu historia?

_____

¿Por qué elegiste ese tema?

_____

_____

_____

FACING FREEDOM

Paso 3: Diseña tu vitrina de exposición

¿Cuál es el título de tu historia?

_____

¿Qué objetos incluirás en tu vitrina? (Por ejemplo: ropa, documentos, fotografías.)

_____

_____

_____

_____

¿Cómo ayudan estos objetos a contar tu historia?

_____

_____

_____

_____

¿Qué verán, escucharán y harán los visitantes en tu vitrina? (Por ejemplo: audio, video u otras ideas interactivas.)

_____

_____

_____

_____

¿Cómo contribuyen esos elementos a la historia?

_____

_____

_____

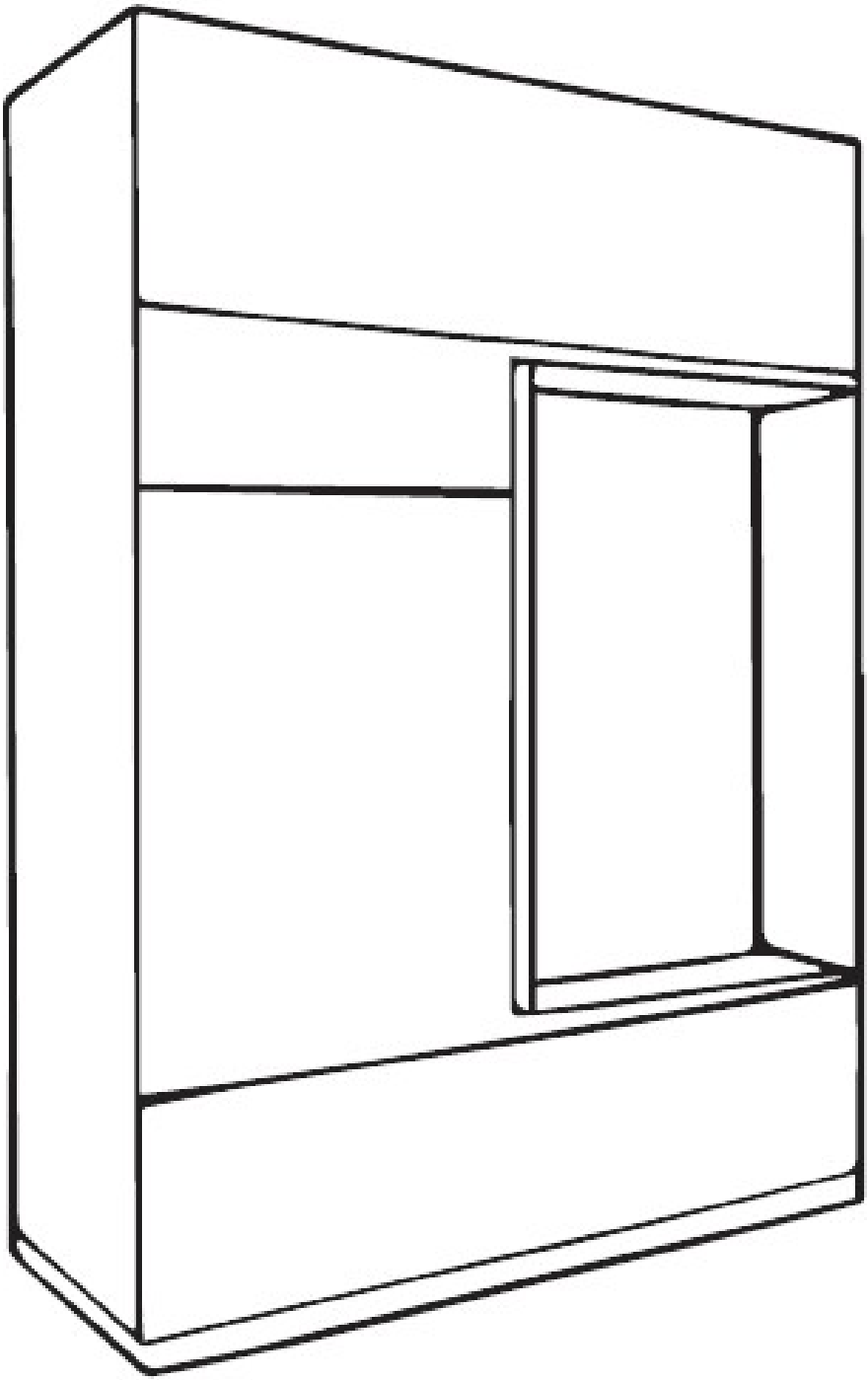
_____

FACING FREEDOM

Name: _____

Exhibition Case | Vitrina de exposición

Fill the case with your ideas, notes, and sketches to represent your new story.
Llena la vitrina con tus ideas, notas y bocetos para representar tu nueva historia.



FACING FREEDOM

Name: _____

Create a Poster! | ¡Crea un póster!

Use the spaces below to create a poster about an issue you care about!
¡Usa los espacios de abajo para crear un póster sobre un tema que te interese!

