



Impact Planning, Evaluation & Audience Research

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**Formative Evaluation:
Freedom Express Mobile Museum**

Prepared for the
**Robert R. McCormick Foundation
Chicago, IL**

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SUMMARY AND DISCUSSION

The Robert R. McCormick Foundation's *Freedom Express* was a mobile museum program that supported the Foundation's Civics mission: to strengthen the civic education system to better facilitate informed and effective lifelong civic engagement in Chicagoland. Due to continued mechanical issues with the tractor-trailer that housed the museum, the program was cancelled in February 2014. During the tenure of the program, the 45-foot traveling museum visited schools within several Chicagoland counties to teach students about the five First Amendment freedoms: the freedom of religion, speech, press, petition and assembly. The program was free of charge and took place during scheduled school time. This report presents the findings from the formative evaluation of the *Freedom Express* mobile museum conducted by Randi Korn & Associates, Inc. (RK&A) that explored students' and teachers' experiences in *Freedom Express* and assessed the degree to which the program supports students toward the achievement of stated outcomes. The following summary and discussion is organized around the outcomes identified for students and teachers.

The findings presented here are among the most salient. Please read the body of the report for a more comprehensive presentation of findings.

SUMMARY AND DISCUSSION BY OUTCOME

STUDENTS HAVE A POSITIVE, PERSONALLY MEANINGFUL EXPERIENCE CONDUCIVE TO FUTURE ENGAGEMENTS WITH MUSEUMS

Most students had positive experiences on *Freedom Express*. Many students related to individuals or scenarios in the exhibits, especially exhibits that included popular culture, such as *Draw the Line*, and *Musical Hit List*. While on the bus, many students remained engaged with the exhibits for the duration of the visit, often congregating around *Draw the Line*, *Musical Hit List*, and *Marketplace of Ideas*. In interviews, about one-third of students shared positive sentiments about the interactive nature of the experience, expressing appreciation for the chance to explore the bus at their own pace and learn about the First Amendment through different means.

The size of the bus, in relationship to the number of students permitted in the bus at any given time resulted in crowding, which students noticed. Slightly more than one-half of students said the museum was too crowded, and several indicated that the crowding limited their ability to explore the exhibits. Slightly less than one-third talked about experiencing technical difficulties with the components, had trouble understanding the information presented, or stated that some of the museum exhibits were boring.

STUDENTS REALIZE THE FIRST AMENDMENT IS PART OF OUR EVERYDAY LIVES

Most students learned that First Amendment rights are part of everyday life, but their understanding of the concept was narrow and vague. When interviewed, slightly more than one-half of students remembered learning about the different freedoms afforded by the First Amendment, with about one-fifth of the students talking about the First Amendment's five freedoms. However, few students were able to articulate specific, accurate examples of the First Amendment's applicability to their lives. When students talked about the exhibits or how they could use the First Amendment to solve a problem, they

often referenced concepts with which they were familiar; for example, when talking about *Draw the Line*, students acknowledged the exhibit content related to their lives because they, or someone they knew, enjoyed some of the controversial things discussed in the exhibit (e.g., *Grand Theft Auto*). Overall, students were most likely to pull examples from *Draw the Line* or *Musical Hit List*, and even then their examples were vague.

STUDENTS APPRECIATE THAT THEY CAN LEARN FROM MULTIPLE PERSPECTIVES AND OPPOSING VIEWPOINTS, WHICH THE FIRST AMENDMENT ENABLES

Few students specifically talked about how they could learn from multiple perspectives; however, most students understood that sometimes expressing one's freedom could upset those who see things differently. *Marketplace of Ideas* was the exhibit that most often encouraged students to think about multiple perspectives and opposing viewpoints, although many students provided vague examples. Several students talked about conflicts over rights, including students who learned that there are two sides to every story. Others learned that when people exercise their rights, doing so may challenge the rights of others.

STUDENTS UTILIZE CRITICAL THINKING SKILLS TO EXPLAIN THAT THE FIRST AMENDMENT EMERGED OUT OF DEBATE, AND WE STILL DEBATE HOW IT IS INTERPRETED TODAY

Most students demonstrated an understanding that the interpretation of First Amendment rights changes over time, an idea that was highlighted in several *Freedom Express* exhibits including *Censorship: What Is It?*, *Musical Hit List*, *Draw the Line*, *You Be the Judge*, and *Defining Freedom*; however, most did not understand that the First Amendment actually emerged out of disagreement and debate between the Founding Fathers.

For students, *Musical Hit List* was one of the exhibits that most clearly highlighted how the interpretation of First Amendment rights has changed over time. Students were often surprised by what had been censored in the past and offered their opinions on what was once seen as inappropriate. Several students who listened to contemporary music at the exhibit were surprised to discover that some banned songs came from artists with whom they were familiar. Additionally, when asked whether they agreed with the statement "People's ideas about what is good and bad to say, believe, and listen to has changed over time," all but a few strongly agreed or somewhat agreed with the statement. Overall, however, students did not explicitly discuss that interpretation of First Amendment rights continues to be debated.

Students had a difficult time understanding that First Amendment rights grew from debate among the Founding Fathers. When asked whether they agreed with the statement "The people who created the First Amendment agreed about most things," more than two-thirds of students strongly or somewhat agreed. Students who strongly agreed with the statement often were not able to give concrete reasons for their beliefs, suggesting that since the Founding Fathers had written the Bill of Rights, they must have agreed on what was written. A small portion of students seemed to see the grey area, speculating that the Founding Fathers may have agreed on some things but disagreed on others.

STUDENTS FEEL EMPOWERED TO UTILIZE PROBLEM SOLVING SKILLS TO DEVISE A SOLUTION FOR AN ISSUE IN THEIR COMMUNITY

Many students understood that First Amendment rights can be used to address an issue in their community. Almost two-thirds of students articulated a problem in their school or community that they felt empowered to solve, and of these, more than one-quarter identified a specific problem they could address or were currently addressing. When asked what First Amendment right they could use to address the problem, many students talked about using freedom of speech, but in general all students had trouble explaining how the rights might be relevant to the problem they presented. Additionally,

students did not clearly articulate how they might responsibly address problems by exercising their First Amendment rights. However, several students provided an example of how ordinary citizens could use their First Amendment rights to address or solve a problem; often these students referenced the *Tinker v. Des Moines* case highlighted in *You Be the Judge*, although other students talked about the role that t-shirts had played in the case highlighted in *Marketplace of Ideas*.

STUDENTS UNDERSTAND THAT THERE ARE LIMITATIONS TO OUR FREEDOMS (AND UNDERSTAND THE LIMITATIONS ARE IN PLACE TO PROTECT SOCIETY)

Overall, students understood that there are limitations on First Amendment freedoms; however, few students specifically noted that these limits are in place to protect society. When asked whether they agreed with the statement, “Some actions and/or words are forbidden when using your First Amendment rights,” about three-quarters of students strongly or somewhat agreed with the statement. Many of these students said that it was unacceptable to use actions or words that are offensive, derogatory, or otherwise dangerous to others. While students were most likely to allude to hate speech, other types of First Amendment limitations (e.g., endangering national security, obscenity/indecency) were largely overlooked. This suggests that students may have a narrow understanding of the reasons for limiting First Amendment freedoms, a finding which is supported by the small number of students who talked about how limitations are in place to protect society.

When asked generally what they had learned about the First Amendment during their *Freedom Express* visit, about only one-fifth of students said they had learned about limitations on First Amendment rights. These students often described different controversies and forms of censorship presented in *Freedom Express* exhibits, such as those outlined in *Musical Hit List*, *You Be the Judge*, and *Marketplace of Ideas*.

STUDENTS DEVELOP AN APPRECIATION FOR THE DISCUSSION OF CURRENT EVENTS AND CONTROVERSIAL ISSUES

Students enjoyed the opportunity to discuss the events and issues that were presented in the exhibits, and were comfortable disagreeing with classmates as they discussed the exhibits. Most students strongly or somewhat agreed with the statement “I liked having the opportunity to discuss the issues and ideas presented in the exhibits with other.” The students said that the opportunity to work with partners or groups, and to discuss the exhibits, enhanced their learning experience and gave them the chance to discuss opinions different from their own. Two students who were given time to discuss the experience after leaving the bus (e.g., during an in-class discussion) said that the experience helped them clarify things they had learned on the bus.

Slightly less than three-quarters of students strongly or somewhat agreed with the statement, “I felt comfortable disagreeing with others when discussing issues and ideas presented in the exhibits.” Students who strongly agreed often said that they believed they had the right to express their opinions, especially if they did so constructively. However, a few students who somewhat agreed with the statement said they wanted to avoid creating conflict or offending people, or suggested that they were hesitant to share an opinion because they were not sure their opinion was correct.

TEACHERS VALUE FREEDOM EXPRESS

Teachers value *Freedom Express* for a number of reasons, including that it supports and enlivens their curriculum. For example, interviewees talked about the way the experience allows students to “engage with the [First Amendment] material in a different, more meaningful, and more memorable way.” Additionally, teachers welcome the opportunity for their students to discuss relevant current events and controversial issues, and many feel that *Freedom Express* causes students to think about ideas in new and different ways and consider different viewpoints on complicated issues.

Although teachers appreciate that *Freedom Express* is mobile, eliminating many challenges associated with field trips (e.g., permission slips, disrupting other classes), there are difficulties inherent in the format. In interviews, several teachers said that the 4-hour time-limit on *Freedom Express* visit meant that special scheduling had to be arranged to allow all students to visit the exhibition. Additionally, the small size of the museum meant that a full-size, 30-student class could not visit together. Teachers had to split classes and arrange for substitute teachers, and often had to bring *Freedom Express* to their school for several days to ensure that there was ample time for the experience. None of the teachers surveyed or interviewed specifically mentioned or said they value that *Freedom Express* is a free program.

TEACHERS LEARN ABOUT AND USE MCCORMICK FOUNDATION RESOURCES

Teachers who had *Freedom Express* come to their school were aware of the variety of resources available on the McCormick Foundation's website (e.g., "rules and expectations for the mobile museum experience," Online Exhibit Guide, Freedom in the News webpage); however the resources specifically related to *Freedom Express* were used most often. Among all the resources, teachers were most aware of and most frequently used the "rules and expectations for the mobile museum experience," *Freedom Express* museum map, and "structure and schedule of the mobile museum experience." Almost two-thirds of questionnaire respondents were aware of the online exhibit guide, and almost one-half used the online exhibit guide. Other resources were used by less than one-half of questionnaire respondents, with the Democracy School Initiative having the lowest level of awareness and the Discovery Trunks having the lowest level of use.

CONCLUSION

Visiting the *Freedom Express* encourages students to explore the First Amendment in a dynamic way; however, most students do not retain an in-depth understanding of the limitations on First Amendment rights or the debate and discussion that continues about these rights to this day. Given how difficult it is for a short, single-visit school field trip to affect measurable changes on students, this lack of depth is not surprising. Overall, students and teachers enjoy and value the opportunity for hands-on learning in an informal environment and the focus on current, youth-centered stories. Additionally, teachers appreciate the ways in which *Freedom Express* exhibits support their curriculum. As the McCormick Foundation partners with new educational outreach providers, they should continue to focus on youth-centered stories while highlighting the ways in which all citizens can use their First Amendment rights.

INTRODUCTION

The Robert R. McCormick Foundation contracted Randi Korn & Associates, Inc. (RK&A) to conduct a formative evaluation of the *Freedom Express* mobile museum program to assess the degree to which the program supports students toward the achievement of stated civic engagement-related outcomes. Specifically, the outcomes for students are:

- ◆ Students have a positive, personally meaningful experience conducive to future engagements with museums;
- ◆ Students realize the First Amendment is part of our everyday lives;
- ◆ Students appreciate that they can learn from multiple perspectives and opposing viewpoints, which the First Amendment enables;
- ◆ Students utilize critical thinking skills to explain that the First Amendment emerged out of debate, and we still debate how it is interpreted today;
- ◆ Students feel empowered to utilize problem solving skills to devise a solution for an issue in their community;
- ◆ Students understand that there are limitations to our freedoms (and understand the limitations are in place to protect society); and
- ◆ Students develop an appreciation for the discussion of current events and controversial issues.

The McCormick Foundation also identified two outcomes for the teacher audience:

- ◆ Teachers value *Freedom Express*; and
- ◆ Teacher learn about and use McCormick resources.

METHODOLOGY AND DATA ANALYSIS

RK&A used three methodologies: observations, questionnaires and interviews. All instruments were approved by an Institutional Review Board (IRB) and by the Chicago Public Schools Research Review Board. Middle- and high-school students at four Chicago-area schools were observed as they experienced the *Freedom Express*. Students from these same schools were interviewed about their experience approximately a week after the visit. All teachers who provided a valid email address were sent a link to an online questionnaire about their *Freedom Express* experience approximately one week after the visit. Teachers who consented to participate in a telephone interview were randomly selected and contacted between a week and a month after their *Freedom Express* visit.

OBSERVATIONS

Observations provide objective, qualitative data about how participants use exhibit components. Students were aware that they were being observed. During each observation, RK&A took detailed notes of participants' behaviors, interactions, and conversations while engaging with the exhibit prototype. In order to ensure that all exhibits were observed, RK&A followed an observation schedule, rotating exhibits every 5 minutes; six or seven exhibits were observed during each class visit and the data collector would skip an exhibit if no students were engaged with the exhibit at the time of observation.

QUESTIONNAIRES

Questionnaires are useful because they collect standardized information from a large sample. The questionnaire included mostly multiple choice and rating questions about visitors' motivations for and experiences with *Freedom Express* (see Appendix A for the questionnaire administered to teachers who had *Freedom Express* visit their school and Appendix B for the questionnaire administered to teachers who saw *Freedom Express* at Cantigny Park). The questionnaire was administered through Survey Monkey, an online survey software. Teachers were sent an invitation to participate in the survey approximately one week after their visit; a reminder email was sent a week later.

All data are quantitative and were analyzed using SPSS 20 for Windows, a statistical package for personal computers. The objectives of the study, as well as our professional experience, were used to inform the analyses, which include descriptive and inferential methods. Appendix C contains a list of all statistical analyses.

DESCRIPTIVE

Frequency distributions were calculated for all categorical variables (e.g., grade taught). Summary statistics, including the median (50th percentile), mean (average) and standard deviation (spread of scores: “±” in tables), were calculated for variables measured at an interval level (e.g., number of years teaching).

INFERENTIAL

Inferential statistics were used to examine differences by variables. A 0.01 level of significance was employed to preclude findings of little practical significance.¹ To examine the relationship between two categorical variables, cross-tabulation tables were computed to show the joint frequency distribution of the variables, and the chi-square statistic (X^2) was used to test the significance of the relationship. For example, the location of the *Freedom Express* visit was compared by other museum visitation to determine any differences.

INTERVIEWS

Interviews are useful because they are open-ended and allow visitors to explain in their own words the meaning they construct from an experience. They are qualitative in nature and complement the standardized, quantitative data generated from questionnaires (see Appendix D for the teacher interview guide and Appendix E for the student interview guide). Student interviews were conducted at the students' school with parental permission, during school hours. Teacher interviews were conducted via telephone during school hours. All interviews were audio recorded and transcribed to facilitate analysis.

Data are qualitative, meaning that results are descriptive. In analyzing qualitative data, the evaluator studies the responses for meaningful patterns and, as patterns and trends emerge, groups similar responses.

REPORTING METHOD

Quantitative data from questionnaires are reported in tables with explanatory text. Qualitative data are presented in narrative bullets with examples from individual interviews as applicable. Trends and themes in the data are presented from most-to least-frequently occurring.

¹ When the level of significance is set to $p = 0.01$, any finding that exists at a probability (p -value) ≤ 0.01 is “significant.” When a finding (such as a relationship between two variables) has a p -value of 0.01, there is a 99 percent probability that the finding exists; that is, in 99 out of 100 cases, the finding is correct. Conversely, there is a 1 percent probability that the finding would not exist; in other words, in 1 out of 100 cases, the finding appears by chance.

SECTIONS OF THE REPORT:

1. Teacher Questionnaires and Interviews
2. Student Interviews

TEACHER QUESTIONNAIRES AND INTERVIEWS

INTRODUCTION

Teachers who had the opportunity to experience *Freedom Express* at their school or at Cantigny Park were eligible to take part in an online questionnaire and/or a brief telephone interview. Findings from both methods are presented here, with quotations and findings from the teacher interviews presented to enhance the questionnaire findings.

QUESTIONNAIRE SAMPLE

Teachers who signed a consent form and provided their email address received a link to an online questionnaire approximately one week after their *Freedom Express* visit and a follow-up email approximately one week later. A total of 50 teachers completed the questionnaire. Almost three-quarters of the teachers experienced *Freedom Express* at their school (74 percent). More than one-quarter visited *Freedom Express* as part of a larger visit to Cantigny Park (26 percent).

Almost one-third of respondents have been teaching for six to 10 years, including the current school year (31 percent) (see Table 1). Almost one-third have been teaching for 11 to 15 years (31 percent). The median number of years teaching is 11 years.

TABLE 1
NUMBER OF YEARS TEACHING

YEARS TEACHING¹ (n = 49)	%
5 or fewer years	16
6 – 10 years	31
11 – 15 years	31
16 – 20 years	6
21+ years	16

¹Years teaching: range = 1 – 29; median years teaching = 11; mean years teaching = 11.84 (± 7.38)

Almost all respondents were classroom teachers (94 percent) (see Table 2). Almost two-thirds teach social studies or history (62 percent and 60 percent, respectively). Almost one-half teach language arts (49 percent).

TABLE 2**TEACHER CHARACTERISTICS**

CLASSROOM TEACHER (n = 50)	%
Yes	94
No ¹	6
SUBJECT TAUGHT (n = 47)	%²
Social Studies	62
History	60
Language Arts	49
Other ³	23
Math	19
Civics	17

¹Non-classroom teachers identified as: Para-educator; Special Ed Assistant; Support Teacher

²Responses add up to more than 100 percent because some respondents teach more than one subject.

³Other responses include: Science (3); Contemporary Issues (2); Biology; Contemporary American History; Economics; Reading; Religion; Special Ed

Almost one-half of respondents teach 8th grade (48 percent) (see Table 3). Almost one-third teach 7th grade and 11th grade (32 percent each). More than one-quarter teach 12th grade (28 percent).

TABLE 3**GRADE LEVELS TAUGHT**

GRADE LEVEL (n = 50)	%¹
6 th grade	14
7 th grade	32
8 th grade	48
9 th grade	6
10 th grade	14
11 th grade	32
12 th grade	28

¹Responses total more than 100 percent because some respondents teach more than one grade level.

More than three-quarters of respondents teach in non-Chicago schools (88 percent), and the remaining teach in Chicago Public Schools (CPS) (12 percent) (see Table 4). Three-quarters of non-Chicago school respondents work in public schools (75 percent). More than one-half teach in a middle school (54 percent) and more than one-third teach in a high school (36 percent).

TABLE 4
TYPES OF SCHOOLS

SCHOOL LOCATION (n = 50)	%
Non-Chicago	88
Chicago ¹	12
TYPE OF NON –CHICAGO SCHOOL (n = 44)	%
Non-Chicago Public School	75
Non-Chicago Private School	18
Non-Chicago Alternative School	7
TYPE OF SCHOOL (n = 50)	%
Middle school	54
High school	36
Other ²	10

¹All responding Chicago teachers teach in CPS Neighborhood schools

²Other responses include: K – 8 (2); Junior Kindergarten through eighth grade; Pre-school through eighth grade; Alternative K – 12

Almost three-quarters of respondents participated in a *Freedom Express* visit one time, including their most recent visit (72 percent) (see Table 5). Almost one-quarter participated two to three times (22 percent). More than one-third of respondents had not taken students on any field trips to a museum, science center, and/or zoo/aquarium in the last school year (36 percent). More than one-third had completed two to three visits in the last school year (34 percent).

TABLE 5
PAST MUSEUM VISITATION

FREEDOM EXPRESS PARTICIPATION (n = 50)	%
1 time	72
2 to 3 times	22
4 to 6 times	6
MUSEUM VISITATION DURING LAST SCHOOL YEAR (n = 50)	%
0 times	36
1 time	26
2 to 3 times	34
4 to 6 times	2
7 or more times	2

SIGNIFICANT FINDINGS

- ◆ Respondents who experienced *Freedom Express* at their school are more likely to have visited *Freedom Express* four to six times (vs. respondents who visited *Freedom Express* at Cantigny Park).
- ◆ Respondents who experienced *Freedom Express* at their school are more likely to have visited museums zero times in the last school year (vs. respondents who visited *Freedom Express* at Cantigny Park).
- ◆ Respondents who teach middle school grades (6th to 8th grade) are more likely to have visited museums two to three times in the last school year (vs. respondents who teach high school grades).

INTERVIEW SAMPLE

Teachers who signed a consent form and provided their telephone number were eligible to participate in a short telephone interview. Interviews took place at least one week after the *Freedom Express* visit and as many as four weeks after the *Freedom Express* visit. A total of eight teachers completed the interviews. Six teachers experienced *Freedom Express* at their school. Two visited *Freedom Express* as part of a larger visit to Cantigny Park.

FREEDOM EXPRESS EXPERIENCE

ON-BOARD EXPERIENCE

QUESTIONNAIRE FINDINGS

Respondents who accompanied their students on-board *Freedom Express* were asked a series of questions about the students' experiences. Almost all respondents accompanied the students on *Freedom Express* (98 percent) (see Table 6).

TABLE 6

TEACHERS ACCOMPANYING STUDENTS ON FREEDOM EXPRESS

ACCOMPANIED ON FREEDOM EXPRESS (n = 50)	%
Yes	98
No	2

Teachers rated six aspects of the on-board experience on a scale of 1, “strongly disagree,” to 7, “strongly agree” (see Table 7). All aspects were highly rated (6.0 and above on a 7-point scale). “The facilitator was welcoming to students” was rated highest (mean = 6.6). “Students could understand questions posted in the Student Exploration Guide (worksheet) and complete it with minimal guidance” was rated lowest (mean = 6.0).

TABLE 7**RATINGS OF *FREEDOM EXPRESS* EXPERIENCE**

SCALE: STRONGLY DISAGREE (1) / STRONGLY AGREE (7)	<i>n</i>	MEAN	±
The facilitator was welcoming to students	49	6.6	1.08
The introduction was effective at orienting students to the rules and layout of the <i>Freedom Express</i>	49	6.3	1.23
The topics of the exhibits were relevant for students	49	6.3	1.18
The introduction was effective at orienting students to the content of the exhibits	49	6.2	1.18
The exhibits were engaging and exciting for students	49	6.1	1.27
Students could understand questions posed in the Student Exploration Guide (worksheet) and complete it with minimal guidance	49	6.0	1.36

A few respondents provided additional feedback about the Student Exploration Guide (worksheet). Many of these respondents felt that the guide was easy to follow and beneficial to students (e.g., “Out of 104 students, about six asked for clarifying directions on how to fill out the Student Exploration Guide”). A few of these respondents offered suggestions to improve the worksheet, such as making it shorter (e.g., “It was a bit lengthy. . . . Students got so caught up in answer[ing] questions that I wonder if some of them actually bothered to really look [at] and reflect on the exhibits”) or providing a general question for students to think about during the entire visit. One respondent recommended different worksheets for middle school and high school students or for students at different knowledge levels.

INTERVIEW FINDINGS

Almost all interviewees visited *Freedom Express* with their students. When asked to describe their role on the bus, interviewees talked about facilitating the experience for their students, “making sure they were on task and following behavior.” Interviewees also engaged with the exhibits, listened to students talk about what they were doing, and helped students answer questions.

Interviewees liked the way the *Freedom Express* educator interacted with students as they experienced the exhibits, saying that the educator got students thinking about the importance of the First Amendment, and “it was a change of pace from a teacher doing it, and it got [students] to look at things from a different perspective.” Interviewees also liked the worksheets, saying they were “user friendly” and “focused kids into what they were supposed to be looking at.” A few interviewees also talked about the self-directed nature of *Freedom Express*. For example, one interviewee said, “They just turned the kids loose to go and experience what they wanted. They didn’t have to do it in a special order or anything.”

One barrier to the *Freedom Express* experience that was mentioned by four of the interviewees was the limited space on the bus. Since the average class size is usually closer to 30 students, interviewees who experienced *Freedom Express* at their school had to split their classes and have the bus visit for two days. Another barrier that was mentioned by three teachers is the four-hour time period *Freedom Express* can spend at a school on any given day. Interviewees said that, in some cases, this meant students had to be pulled from other classes to visit the bus or had to visit during a free period or lunch period.

A few teachers also spoke about challenges they encountered on *Freedom Express*. Two interviewees felt that the introduction was too long and that students lost interest. For example, one interviewee said, “When [students] get on board, they just want to get started. I think a little bit of what is said in the

[introduction] is lost on them because the kids are distracted and just want to begin.” One interviewee said that the open-ended nature of the Student Exploration Guide (worksheet) was challenging for lower level students, saying, “Kids are at different levels in terms of their abilities, and I think the worksheet is kind of a generic packet that [the McCormick Foundation] has for middle through high school, so it’s trying to reach a large group of kids.”

VALUABLE ASPECTS OF FREEDOM EXPRESS

QUESTIONNAIRE FINDINGS

Almost three-quarters of respondents most valued that the “*Freedom Express* presented First Amendment content in a dynamic way” (72 percent) (see Table 8). Two-thirds valued that the “*Freedom Express* is an opportunity for my students to have a museum-based learning experience that is distinct from the classroom experience” (66 percent). Almost two-thirds valued that the “*Freedom Express* provides opportunities for my students to discuss current events and controversial issues” (64 percent).

TABLE 8

MOST VALUABLE ASPECTS

VALUABLE ASPECTS (n = 50)	% ¹
<i>Freedom Express</i> presented First Amendment content in a dynamic way	72
<i>Freedom Express</i> is an opportunity for my students to have a museum-based learning experience that is distinct from the classroom experience	66
<i>Freedom Express</i> provides opportunities for my students to discuss current events and controversial issues	64
<i>Freedom Express</i> provides opportunities for my students to think about ideas in new ways	40
<i>Freedom Express</i> supports my curriculum	28
Other: I most value <i>Freedom Express</i> because... ²	2

¹Responses add up to more than 100 percent because respondents could select up to three items they value most.

²Other response included: “I value the First Amendment.”

INTERVIEW FINDINGS

Interviewees valued a number of things about the *Freedom Express* experience. Five interviewees valued the fact that *Freedom Express* came to their school and got students out of the classroom rather than having to organize a field trip. For example, one of these interviewees said, “They were very accommodating, and it was convenient to have them out here. . . . I didn’t have to disrupt my colleagues’ curriculums.” Another interviewee said, “Kids don’t get [out of the classroom] nowadays. Field trips aren’t allowed.” Four interviewees talked about how *Freedom Express* “bring[s] a lot of our curriculum to life,” suggesting that these teachers value the experience because it supports the curriculum and presents the content in a dynamic way. According to these interviewees, *Freedom Express* “gives real-life examples of situations where the First Amendment came into question.” Three interviewees appreciated how engaging *Freedom Express* is, saying “there were a lot of things for [students] to do, to hold their attention.”

PRE- AND POST-VISIT ACTIVITIES

QUESTIONNAIRE FINDINGS

More than one-half of respondents did not complete a pre-visit activity or discussion with their students prior to visiting *Freedom Express* (56 percent) (see Table 9). More than one-third of respondents who did complete a pre-visit activity had a class discussion about the First Amendment, with a few of these respondents assigning reading or writing exercises to compliment the discussion. A few respondents used McCormick Foundation activities such as the museum map and a review of Supreme Court cases and scenarios involving First Amendment issues. A few respondents were studying the Bill of Rights in class immediately prior to the visit.

TABLE 9
COMPLETION OF PRE-VISIT ACTIVITY OR DISCUSSION

DID STUDENTS DO A PRE-VISIT ACTIVITY OR DISCUSSION (n = 50)	%
No	56
Yes	44

More than one-half of respondents completed a post-visit activity or discussion with their students after visiting *Freedom Express* (54 percent) (see Table 10). More than one-half of respondents who completed a post-visit activity led a class discussion after the visit. Some of these discussions were specifically about what the students experienced on *Freedom Express*, some were about the First Amendment generally, and a few were about current First Amendment issues, such as challenges to First Amendment rights due to technology and social media. A few respondents said that students completed a writing exercise after the *Freedom Express* visit, allowing students the opportunity to reflect on the experience. A few respondents reviewed the answers to the Student Exploration Guide.

TABLE 10
COMPLETION OF POST-VISIT ACTIVITY OR DISCUSSION

DID STUDENTS DO A POST-VISIT ACTIVITY OR DISCUSSION (n = 50)	%
Yes	54
No	46

SIGNIFICANT FINDINGS

- ◆ Respondents who experienced *Freedom Express* at their school are more likely to have completed a post-visit activity (vs. respondents who visited the *Freedom Express* at Cantigny Park).

INTERVIEW FINDINGS

The six interviewees who experienced *Freedom Express* at their school were aware of the pre- and post-visit activities, although none of the interviewees used any of the lesson plans. Five interviewees talked to their students about what to expect when they visited the bus. Three interviewees were studying the Bill of Rights or the Constitution at the time of the bus visit.

Six interviewees led informal discussions about the *Freedom Express* experience following the visit. These interviewees often mentioned being unable to do a larger activity because of a time constraint. For example, one interviewee said “we were in a time crunch because we have a district deadline for [our] Constitution test.” Two interviewees did a jigsaw activity with their students, dividing students into pairs or small groups to “talk with other students who saw exhibits they didn’t see.” One interviewee tied the visit to a lesson about the Vietnam War, talking with students about the Pentagon Papers and whether they should have been published. One interviewee did a larger post-visit lesson, holding a mock trial centering on “a civil case that dealt with a First Amendment issue with freedom of expression” following the *Freedom Express* visit. This interviewee brought in a lawyer to talk about some of the cases featured on *Freedom Express* and then had students prepare and take part in a mock trial.

IMPACT OF FREEDOM EXPRESS ON STUDENTS

QUESTIONNAIRE FINDINGS

Respondents rated nine statements about the potential impact of *Freedom Express* on their students on a scale of 1, “strongly disagree,” to 7, “strongly agree” (see Table 11). “*Freedom Express* helps my students understand that the First Amendment emerged out of debate and we still debate it today” was rated highest (mean = 6.2). “*Freedom Express* helps my students practice communication skills” was rated lowest (mean = 5.2).

TABLE 11
RATINGS OF POTENTIAL IMPACT ON STUDENTS

SCALE: STRONGLY DISAGREE (1) / STRONGLY AGREE (7)			
FREEDOM EXPRESS HELPS MY STUDENTS...	n	MEAN	±
...understand that the First Amendment emerged out of debate and we still debate it today.	49	6.2	.94
...understand that there are limitations to their First Amendment rights that protect society (e.g., hate speech, indecency/obscenity).	50	6.1	.94
...realize the First Amendment is relevant to their everyday lives.	49	6.1	.94
...appreciate the perspectives and viewpoints of others, even if they are different.	50	5.8	1.13
...practice critical thinking skills.	50	5.8	1.14
...appreciate the value of discussing current events and controversial issues.	50	5.7	1.16
...feel empowered to use their First Amendment rights.	50	5.6	1.21
...view museums as an exciting place to learn.	50	5.5	1.11
...practice communication skills.	50	5.2	1.29

A few respondents provided additional feedback on what potential impact *Freedom Express* had on their students. These respondents said that *Freedom Express* was a good way to see what First Amendment rights can look like in real life.

INTERVIEW FINDINGS

Interviewees felt that students took away a variety of messages and experiences from their *Freedom Express* experience. Four interviewees said that *Freedom Express* helps the students understand that the First Amendment emerged out of debate and are still debated today. Most of these interviewees talked

about the *Musical Hit List* and *Marketplace of Ideas* exhibits as instances where students learned about changing views on protected rights. These interviewees also talked about how students learned that the First Amendment is relevant to their everyday lives saying, “[students] realize they are using [their First Amendment rights] throughout their daily life.”

Two interviewees said *Freedom Express* gave students an opportunity to appreciate the perspectives and viewpoints of others, saying that the exhibits made students “think about something other than themselves.” These interviewees felt that the emphasis on looking at both sides of an issue “broadened [students’] horizons a bit.” Two interviewees spoke generally about how the experience sticks with students, with one of these interviewees saying, “most of our kids don’t go to museums, so some are seeing exhibits for the first time.”

When asked, a few interviewees offered suggestions for improving the *Freedom Express* experience. The most common issue was the size of the museum; interviewees said the experience would be more beneficial if *Freedom Express* could accommodate an entire class at once. Other suggestions were mentioned by one interviewee each. For example, one interviewee suggested making changes to the Student Exploration Guide (worksheet), saying, “maybe it’s a game where [students] are testing their knowledge, or they’re walking through a scenario, [asking] what would they do?” Another interviewee said that less reading and more hands-on activities would engage students more. A third interviewee said that the experience would be more beneficial if it was more closely aligned with the “actual day-to-day schedule of the school.”

FREEDOM EXPRESS SCHOOL VISITS

Teachers who experienced *Freedom Express* at their schools were asked a series of questions about the registration process and the act of bringing *Freedom Express* to their schools.

REGISTRATION PROCESS

QUESTIONNAIRE FINDINGS

Almost two-thirds of respondents did not complete the registration form (62 percent) (see Table 12), and slightly more than one-third completed the registration form (38 percent). Of those teachers who did complete the registration form, more than one-half were completing the form for the first time (60 percent). Respondents who completed the registration form for the first time rated the registration process on a scale from 1, “difficult” to 7, “easy” (see Table 13).

TABLE 12

FREEDOM EXPRESS REGISTRATION

COMPLETED REGISTRATION FORM (n = 37)¹	%
No	62
Yes	38
FIRST TIME COMPLETING REGISTRATION FORM (n = 15)²	%
No	40
Yes	60

¹Only teachers who had the *Freedom Express* were asked this question.

²Only teachers who completed the registration form were asked this question.

TABLE 13**EXPERIENCE WITH REGISTRATION PROCESS**

RATINGS OF EXPERIENCE WITH THE REGISTRATION PROCESS	<i>n</i>	MEAN	±
Scale: Difficult (1) / Easy (7) ¹	8	5.6	1.41

¹One respondent provided feedback about his/her answer, saying “It was a long packet to fill out, but in all, felt very professional and well organized.”

INTERVIEW FINDINGS

Three interviewees were responsible for organizing the *Freedom Express* visit to their school. Three interviewees said another teacher or staff member made the arrangements. When asked their primary reason for bringing *Freedom Express* to their school, interviewees said that *Freedom Express* is “highly relevant to what [they] talk about in [their] classes,” and “it [is] an opportunity for students to get out of the classroom and engage with the [First Amendment] material in a different, more meaningful, and more memorable way.”

Interviewees who organized the *Freedom Express* visit to their school were also asked about barriers they encountered when making the arrangements. The only barrier related to arranging the visit that was mentioned was the long lead time needed to schedule a visit, with one interviewee saying, “It gets popular, so you have to sign up pretty far in advance, and it’s hard to dictate exactly where you will be in terms of when you’d want [the *Freedom Express*] to come for your curriculum.”

SUPPORT FROM OTHER PERSONNEL**QUESTIONNAIRE FINDINGS**

More than one-half of respondents worked with other teachers to bring *Freedom Express* to their school (57 percent) (see Table 14). Respondents who worked with other teachers to bring *Freedom Express* to their school rated the receptiveness of other teachers on a scale from 1, “not at all receptive,” to 7, “very receptive” (see Table 15).

TABLE 14**WORK WITH OTHER TEACHERS**

WORK WITH OTHER TEACHERS (<i>n</i> = 37)¹	%
Yes	57
No	43

¹Only respondents who had the *Freedom Express* come to their school were asked this question.

TABLE 15**RECEPTIVENESS OF OTHER TEACHERS**

RECEPTIVENESS TO PLANNING FOR <i>FREEDOM EXPRESS</i>	<i>n</i>	MEAN	±
Scale: Other teachers were not at all receptive (1) / Other teachers were very receptive	21	6.5	.61

Most respondents said the administration was aware that *Freedom Express* was coming to the school (87 percent) (see Table 16). Respondents rated the support of their administration on a scale from 1, “not at all supportive,” to 7, “very supportive” (see Table 17).

TABLE 16
AWARENESS OF ADMINISTRATION

WAS ADMINISTRATION AWARE OF THE <i>FREEDOM EXPRESS</i> VISIT (<i>n</i> = 37)¹	%
Yes	87
Not Sure	14
No	0

¹Only respondents who had the *Freedom Express* come to their school were asked this question.

TABLE 17
SUPPORT FROM ADMINISTRATION

ADMINISTRATION'S SUPPORT OF <i>FREEDOM EXPRESS</i>	<i>n</i>	MEAN	±
Scale: Administration was not at all supportive (1) / Administration was very supportive (7)	31	6.4	1.12

USE AND AWARENESS OF *FREEDOM EXPRESS* RESOURCES ONLINE

QUESTIONNAIRE FINDINGS

Respondents were provided with a list of available resources and programs that support *Freedom Express* content and asked if they were aware of and have used the resource. Most respondents were aware of the rules and expectations for the mobile museum experience (89 percent) and the *Freedom Express* map (86 percent), and almost two-thirds of respondents had used those resources (65 percent each) (see Table 18).

TABLE 18
AWARENESS AND USE OF *FREEDOM EXPRESS* RESOURCES AND PROGRAMS

RESOURCE OR PROGRAM (<i>n</i> = 36)	% AWARE	% USED
Rules and expectations for the mobile museum experience	89	65
<i>Freedom Express</i> museum map	86	65
Structure and schedule of the mobile museum experience	75	51
Online Exhibit Guide	64	49
Chart showing alignment with Illinois state learning standards	50	30
Teacher version of the Student Exploration Guide/worksheet	47	35
Discovery Trunks	47	11
Freedom in the News Web page	36	16
Democracy School Initiative	25	16

STUDENT INTERVIEWS

INTRODUCTION

RK&A conducted 37 interviews with students who visited *Freedom Express*. Twenty interviews were conducted with middle school students (6 – 8 grade) and seventeen interviews were conducted with high school students (9 – 12 grade). Students were interviewed one-on-one at their school in December 2013.

Of interviewees:

- ◆ Almost two-thirds are male, and more than one-third are female.
- ◆ Interviewees range in age from 12 to 19 years, and the median age is 13 years.
- ◆ All students had been to a museum prior to visiting *Freedom Express*.
- ◆ Almost all students named at least one Chicago museum they had visited, with almost one-half of students listing the Museum of Science and Industry. Other Chicago museums mentioned were the Field Museum, the Art Institute of Chicago, the Shedd Aquarium and the Adler Planetarium.
- ◆ More than one-half of students had visited a museum(s) with their families. Almost one-half had visited a museum(s) on a school visit.

OVERALL THOUGHTS ABOUT *FREEDOM EXPRESS*

MOST ENJOYABLE ASPECT OF THEIR VISIT

RK&A asked students what they liked most about their experience on *Freedom Express*. All students discussed either the content of the information, or the format in which it was presented, with some mentioning both. Three-quarters of students discussed the content of the Freedom Museum. Within these, some students enjoyed learning about conflicts and protests over freedoms, specifically debates over censorship in music (see the first quotation). Other students' responses were more varied and included the depth and range of the material, the opportunity to learn about different perspectives on the amendments, and the ability to relate the information presented in the exhibits to their own lives (see the second).

My favorite one was probably the music. That's where they tell us which pieces of music were [banned] because of provocative words, or the meanings to the songs. And that really kind of made me think about today, and the songs that we listened to as kids. If that were to happen back then, none of those songs would even be allowed. (female, age 17)

They let us know more about the First Amendment rights. I mean, in school we just read what our rights are. We don't go into detail that much. But in the bus, they explore every single topic in-depth. It was the thing that I liked most because most people are not aware of their rights. I mean, they just say, "It's my right, it's my right," but if you ask them, "What is your right?" they'll just stay silent. So, yeah, it makes people aware of their rights so they can apply it more in their lives. (male, age 18)

More than one-half of the students talked about the format and design of *Freedom Express*. Among these, slightly less than one-third said they appreciated the interactive nature of the experience. This included the chance to explore the bus at their own pace and being offered different ways to learn,

including through technology, touch, and sound (see the quotation below). Several drew favorable contrasts between a bus museum and a “regular” museum. For example, they found the bus museum to be more manageable in size and scope.

I liked how you had the chance to kind of go around at your own leisure. It wasn't necessarily linear, although it was designed to kind of have an order still. So I enjoyed the variety as well. There was a lot to see. There was the videos and touchscreen and there was the interactions, and I thought that that was good to kind of help make a connection and not just make it some boring trip. You can actually get involved. (male, age 17)

LEAST ENJOYABLE ASPECT OF THEIR VISIT

When asked what they liked least about their experience on *Freedom Express*, slightly more than one-half of the students said that the museum was too crowded and cramped. Some of these students said the crowding limited the amount of time they had to explore the bus. Slightly less than one-third referenced the presentation of content on *Freedom Express*, including technical issues with equipment on the bus, difficulties with understanding information, or finding specific features of the museum boring. About one-fifth said that they couldn't remember anything about the experience that they liked least.

INTERACTION WITH MUSEUM STAFF

When asked if they had interacted with museum staff during their visit, almost two-thirds said they had. High school students were more likely to report interactions with museum staff compared to middle school students. Slightly less than one-third of students said museum staff introduced them to the bus and how it works, reviewed different exhibits, and were available throughout the museum for questions (see the first quotation). About one-fifth said museum staff assisted them with understanding the content of the museum exhibits. For instance, students said the facilitators responded to questions about specific exhibits, provided additional information on particular topics, and offered help with completing the worksheet. Several said museum staff helped them troubleshoot technical issues with equipment.

This one woman greeted us on the way in, and she was nice. She explained to us about the bus, and about the video that would be playing a bit. I think there was another woman on there, and she asked me if I needed help finding anything. (male, age 12)

FIRST AMENDMENT EXPERIENCE

When asked what, if anything, they learned about the First Amendment, most students reported learning something. Of the several students who said they did not remember anything they learned about the First Amendment, all were in middle school.

Slightly more than one-half of the students mentioned learning about the various freedoms under the First Amendment. Among these, some students mentioned learning that there were five freedoms (see the first quotation). A few students attempted to name all five, with two students doing so successfully. A few students mentioned learning about a specific freedom they did not previously know existed.

I learned that there's more than one right because I thought there was going to be one or two. There's actually five, and I didn't know that. (female, age 12)

Others said they learned there are limits on First Amendment freedoms, with a few describing the different controversies and forms of censorship discussed in the museum. Other students' responses

were idiosyncratic, including learning about the role of the Founding Fathers in developing the First Amendment, or learning that people reinterpret the First Amendment through court cases.

More than three-quarters of students named specific *Freedom Express* components that helped them learn about the First Amendment. Of these, some students named assistive features on the bus, among them the worksheet, the computer touch screens, and the *Freedom Express* facilitators. Others spoke about the format and content of information on the bus. Many of them named more specific components, like *Censorship: What Is It?*, *Musical Hit List*, *Draw the Line*, *You Be the Judge*, and *Defining Freedom* (see the quotations below).

The *Grand Theft Auto* thing. I play that game, and I wouldn't think that it would cause these kids to murder people. But it was controversial ... I'm pretty sure they didn't end up charging them or anything. That's the important part. But I learned that even something like that that isn't intended to make people do this, it still can be controversial. And *The Basketball Diaries*... It said it inspired a couple school shootings. [So] I learned that even if you're making something, and you think that oh, I'm not trying to do this, it still can be controversial. (male, age 12)

[I learned] by looking at some of the censorship exhibits and all these people protesting about different limitations ... Like there was one where it was censored songs from the past, and then one of them was "Ballad of John and Yoko," by the Beatles. And it mentions Christ in it, and I thought well, that's kind of silly it was censored because it's just mentioning Christ. (male, age 13)

FREEDOM EXPRESS EXPERIENCE

EXHIBITS USED

Students were shown pictures of *Freedom Express* exhibits and asked which they remembered using.

- ◆ Most remembered using Exhibit J: *Draw the Line*.
- ◆ More than three-quarters remembered using Exhibit H: *Censorship: What Is It?* and Exhibit G: *Marketplace of Ideas*.
- ◆ Many remembered using Exhibit D: *Defining Freedom*.
- ◆ About two-thirds remembered using Exhibit F: *Faces of Freedom*.
- ◆ Less than two-thirds remembered using Exhibit B: *Founding Documents*, Exhibit C: *You Be the Judge*, and Exhibit I: *Musical Hit List*.
- ◆ More than one-half remembered using Exhibit E: *The Struggle Continues*.
- ◆ Slightly less than one-half remembered using Exhibit A: *Founding Generation*.

MOST INTERESTING EXHIBIT

Students were asked to select the two exhibits that were most interesting to them to discuss in more detail. They were asked a series of questions about these exhibits to understand what students did at the exhibit, what they learned, and how, if at all, the exhibit related to their everyday life. Exhibits are listed in order of student preference.

EXHIBIT J: DRAW THE LINE

Slightly more than one-half of students listed this as one of the most interesting exhibits. The students generally described learning about different topics people found inappropriate or offensive. Some of them provided specific examples of controversial events or media they learned about in the exhibit. They mentioned the baby's bottom in *Family Guy*, and Janet Jackson's performance at the Super Bowl XXXVIII halftime show. The most common example offered was the controversy around *Grand Theft Auto*.

When asked to describe what the students had learned in the exhibit, some said they had learned new facts. For instance, one student said that teenagers had killed people, and they had blamed *Grand Theft Auto*. A few said that some controversies were surprising and that they disagreed with certain outcomes (see the first quotation below). Another few agreed with the outcomes of certain controversies in the exhibit, and said they had become more sensitive to indecency and violence. Two students spoke more philosophically. They said that people had very different ideas about what was appropriate or not, and that regardless of intent, people can still perceive things as offensive.

Well, I play a lot of video games and it kind of seems to me like some of this stuff is not the video game's fault. It's the kids who are taking it a certain way. And it just seemed silly to me why people would assume, like "If they're doing it there, then I can do it here." (male, age 13)

Some students said the exhibit related to their everyday life because they or someone they knew enjoyed some of the controversial things discussed in the exhibit, like *Grand Theft Auto*.

EXHIBIT I: MUSICAL HIT LIST

Less than one-half of students listed this as one of the most interesting exhibits. When asked what they did at the exhibit, they said they listened to music and learned why it had at one time been censored. When discussing the choices they made in the exhibit, about one-quarter of students mentioned picking music they liked or were already familiar with.

Students were asked what they learned in the exhibit. Some said they learned that what is acceptable in music changes over time. They were often surprised by what had been censored, offering their opinions on whether it should have been (see the first two quotations below). A few said they learned that if something offends people, it can be banned, especially by the government. A couple of students mentioned being struck by how inappropriate some songs were. Another two students said even if music seems inappropriate, artists often have a reason for making them.

I think one of [the decades I picked] was the 1960s. I think that was the one with the Elvis song; it was one of the Christmas songs. I was really surprised 'cause I hear that on the radio nowadays because they play Christmas music all the time 'cause it's that time of year. I was thinking I don't get why they would want to ban Elvis. But then going back to when he was—you know, when he did his hip thrusting that was too much... And it was surprising to see such a great artist like Elvis, who's the king of music, you know? Why would he be getting his music banned? But that was one I definitely remembered. (female, age 17)

I could understand maybe songs from nowadays being censored because they swear and they're very suggestive, but I wasn't sure about 1950s songs. I figured they'd be mostly clean-cut. And mostly from what I heard that was censored, it ... seemed like they were really trying to stretch it. They were saying, "Oh, that's inappropriate." And I'm like, "It can be inappropriate, I guess,

if you have a really dirty mind.” I mean, there was the Elvis song, “It was coming out of chimney,” and stuff like that... it just seemed kind of paranoid in my opinion. (male, age 17)

When asked to discuss how the exhibit related to their everyday lives, some said they learned that music they liked is banned. Two students said the exhibit reminded them of their right to the freedom of speech.

EXHIBIT G: MARKETPLACE OF IDEAS

Slightly more than one-fifth of students listed this as one of the most interesting exhibits. When asked what they learned, most of these students talked about conflicts over rights. This included learning that there are two sides to every story, and that different people exercising their rights can challenge the rights of others (see the quotations below). A few said they learning how specific rights applied to schools, including the right of assembly and freedom of speech as it related to dress code. For example, one student said that perhaps schools require uniforms to avoid conflicts like those portrayed in the video.

Well, I learned that even if you're wearing a shirt and it says something about what you support, people can still...well, they can't take that away from you, but there can still be arguments about that. And other people try to attack your reasons and you can try to attack other people's reasons. (male, age 12)

Even if you don't agree with something, you can't always use the First Amendment as a copout. If you want your rights respected, you have to respect other people's [rights]. So I didn't really see that [before]. I would totally wear the shirt siding with the gay shirt over the religious shirt. But I would be totally offended by the other people wearing a shirt, and I guess they would be totally offended by me wearing [my] shirt. I would have been wanting them to take it off. But everybody could express their rights, so I was kind of surprised. (female, age 18)

When asked how the exhibit related to their everyday lives, a few students discussed how disagreements over right and wrong can impact people's rights or hurt people's feelings. A few students said they learned about their rights as students, specifically over dress code. Two discussed learning more about protests. One stated that you don't have to be an activist to protest, while the other learned that children can participate in protests.

EXHIBIT H: CENSORSHIP: WHAT IS IT?

Slightly more than one-fifth of students listed this as one of the most interesting exhibits. When asked what they learned from this exhibit, several students talked about how the government has a lot of control over censorship, including that governments are often responsible for censoring things. Two students talked about the importance of thinking before expressing one's opinions, having realized people can offend without meaning to. One student said they learned more about things that have been banned versus not.

When asked how the exhibit relate to their everyday life, several students discussed learning about the censorship of things that they liked, including specific art, books, and films (see the quotation below). A few mentioned becoming more aware that there are certain rules about what they can and cannot do or see, because people have different opinions on things.

Well, a lot of the books were my favorite books like Harry Potter and that's the only one I can remember. But I knew there were more that I knew. There were a lot of my favorite books. And I was like, “Why would anyone do anything against those books?”

EXHIBIT C: YOU BE THE JUDGE

Slightly less than one-fifth listed this as one of the most interesting exhibits. When asked what they had learned about at this exhibit, several students referenced the *Tinker v. Des Moines* case without explicitly naming it; generally, they remembered students wearing armbands (or “wristbands”) in a high school that forbade it. Two spoke more broadly about the right to certain freedoms, and the student who spoke about her decisions with a partner said she learned there were many ways to arrive to the same conclusion (see the quotation below):

I think [it was] just talking with my partner first. [First about] what she saw, and then if we both agreed that it was right, like, our reasoning. And we both had a different reason why we would say yes, or why we would say no, but we would give the same answer. So it just [goes] to show that there’s not just one answer for everything. There was like 10, 20 different things that can lead to a yes or a no. (female, age 17)

Students were asked how this exhibit related to their everyday life. A few students answered this portion of the question by saying they generally felt it was important for them to speak up and to voice their opinions.

EXHIBIT A: FOUNDING GENERATION

Four students listed this as one of the most interesting exhibits. The students were asked what they learned at this exhibit. Three of the students said the exhibit outlined different views on the Bill of Rights, as well as how the Bill of Rights came to be. Among these, one 12-year old male student spoke more descriptively about using the exhibit to answer questions on his worksheet. He was able to recall some specifics about George Washington’s opinions on the Bill of Rights in his interview (see the first quotation).

It was the one with the Bill of Rights and who didn’t want the Bill of Rights. And I forget who the person [was] who wanted it. But the person who wanted it [did] because they felt people needed more freedoms, but George Washington thought it was enough and didn’t want to sign it. And he wasn’t friends with that person anymore. (Did you make any choices on the screen or go to the next page?) No, when I was looking at the first question, it said [something] about the Bill of Rights. But then under it was, “Do you want to know why this happened?” I pressed on it. It went to somewhere else, and I learned more about it. (male, age 12)

Three students connected the exhibit to their everyday life. Among these, one said she was glad to know that all First Amendment rights also now completely apply to women. One felt more aware about his First Amendment rights.

EXHIBIT B: FOUNDING DOCUMENTS

Four students listed this as one of the most interesting exhibits. When asked what they learned, their answers varied. For instance, the students discussed learning about how the document was written, which amendments it included, who was involved in writing it, and who signed it.

When asked how the exhibits related to their everyday lives, one student stated that writers’ lives influence the documents they write, which was probably also true of their own writing. Another student said that while he had a copy of the Declaration of Independence and the Constitution in his classroom, he had never previously had the time to look at it closely and welcomed this opportunity on *Freedom Express*.

EXHIBIT E: THE STRUGGLE CONTINUES

Three students listed this as one of the most interesting exhibits. When the students were asked what they had learned, responses varied. The student who read about the accessibility case said they learned that people should be treated equally, even if they have a disability. Others spoke more generally. Students were asked how the exhibit is related to their everyday life. All three students who listed this as one of the most interesting exhibits said they knew people affected by the controversies discussed, including classmates with disabilities, friends who identify as LGBT, and friends with gay parents.

EXHIBIT D: DEFINING FREEDOM

Two students listed this as one of the most interesting exhibits. One student remembered learning that the right to petition needs to take place on public (rather than private) grounds. The other said the exhibit had taught him about the law and how it works.

EXHIBIT F: FACES OF FREEDOM

Two students listed this as one of the most interesting exhibits. One said she learned that there are many rights we now take for granted, and that we should admire and be grateful for people who struggled to secure those rights on our behalf.

CONTROVERSIAL EXHIBITS

Students were asked if any of the exhibits described something they do not agree with. Almost two-thirds said there was nothing they disagreed with. Slightly more than one-fifth said they disagreed with some of the forms of censorship discussed in the exhibit. All but one of these students drew primarily from examples in popular culture to say censorship can go too far and infringe on personal liberties (see the first quotation). A few students said they encountered facts in contrast to their own beliefs, with two mentioning exhibits that asked them for their opinions: *Defining Freedom* and *Draw the Line*. They interpreted these exhibits as telling them their opinions had been wrong (see the second quotation).

I think back in the indecency part of the [*You be the Judge* exhibit] there was the one about the naked baby butt on *Family Guy*. And I felt that it wasn't really necessary for it to be censored. I feel like if you're going to watch something like that, you may expect to find like a baby's butt. (male, age 12)

I agree with most of the stuff, but some of the stuff was kind of either, you agree with it or you don't... some of the questions, when I answered them, I thought I was right. But the machine said how many people said yes, and how many people said no. So I wasn't really sure what's right and what is wrong. (male, age 13)

UNDERSTANDING OF THE FIRST AMENDMENT

Students were shown three statements about the freedoms afforded by the First Amendment and how the First Amendment has changed over time. They were asked to indicate whether or not they agreed with the statement.

PEOPLE'S IDEAS ABOUT WHAT IS GOOD AND BAD TO SAY, BELIEVE, AND LISTEN TO HAS CHANGED OVER TIME

All but a couple of the students strongly or somewhat agreed with this statement. Among these, about one-third spoke generally about social phenomena and issues – among them sexuality, race, women's rights, birth control, and slavery – on which people's opinions had changed over the years (see the first two quotations). A few mentioned how opinions had changed on fine and popular art forms, including

literature and music. The remaining students stated that over time, people's opinions change because they are exposed to different ideas, and that ideas about what is good or bad vary by generation (see the second).

...there's so many instances where you see [change]. First of all, there is civil rights, women's rights, and now gay rights. And then there is gun rights. And there are so many different things that have changed over time that you hear about.

...I think that over time, like back then, they were a little bit more strict on what was good and bad. I think that's because we were in a different time; there were different rules. But now I believe people have kind of lightened up a little bit, because they've learned to accept different things, because it becomes an everyday thing in our society. So, I think that's why people's ideas and stuff about being good and bad has changed.

THE PEOPLE WHO CREATED THE FIRST AMENDMENT AGREED ABOUT MOST THINGS

More than two-thirds of students strongly or somewhat agreed with this statement. Many explained their response speculatively, for instance, saying the people who created the First Amendment "obviously" had to have agreed about most things, though they typically did not name why (see the first two quotations). Less than one-quarter of the students named a specific experience on *Freedom Express*. Among these, several referenced the "Declaration of Independence," or "Declaration and Constitution" exhibits to explain their response.

The people who created the First Amendment may have agreed about most things, but they obviously had to have disagreed about some many other things that they'd discussed about. (male, age 13)

Because obviously there was some disagreement about what people should have and what they shouldn't have. But they pretty much agreed about most of the things, I think. (male, age 12)

SOME ACTIONS AND/OR WORDS ARE FORBIDDEN WHEN USING YOUR FIRST AMENDMENT RIGHTS

About three-quarters of students strongly or somewhat agreed with this statement. Most of these students stated it was not ok to undertake actions or express words that are offensive, derogatory, inflammatory, or otherwise caused danger to others (see the first two quotations). Among these, some students specifically mentioned the importance of location and context in the regulation of actions and words (see the third quotation). For instance, they offered the example of burning a flag on private property, or shouting fire in a crowded theater, to discuss actions and words that would be forbidden. A few students offered more idiosyncratic responses. One student stated that no amendment covers everything, and a few said because some things are still forbidden in the world, there are limits on the First Amendment.

I strongly agree with that because you can say what you want as long as you're not endangering something. So you can't take away the rights of someone by using your rights. And so yes, I agree that some words are forbidden. (male, age 12)

... If you don't like a company, or whatever, you can't just spray paint on the side of their store that you hate them, or something like that. You can't do that. But you can wear a t-shirt of your favorite band to school. (female, age 13)

Well, something I saw a lot was that location mattered a lot. So when you use your 1st Amendment rights, you can say you're practicing them, but in some places when you're entering them, they're private. And you're in a way giving up some of those rights while you're in that location... (Can you tell me a little bit more what you mean about location?) Say a school. When you walk into the doors, there's rules that you have to follow within the school. You can't just say, "Hey, I have my First Amendment rights, so I'm going to start swearing at all the teachers and wearing this and that." You have to follow the guidelines. You're not being forced to go to the school and give up your rights. You're walking in the doors voluntarily. (male, age 17)

COMFORT WITH FREEDOM EXPRESS ACTIVITIES

Students were shown two statements about their experience discussing potentially difficult issues on *Freedom Express* and asked to indicate whether or not they agree with the statement.

I LIKED HAVING THE OPPORTUNITY TO DISCUSS THE ISSUES AND IDEAS PRESENTED IN THE EXHIBITS WITH OTHERS

Most of the students said they strongly or somewhat agreed with this statement, with several offering very descriptive explanations for why. One-half of the students said they particularly enjoyed conversations they had with a partner or in groups while exploring specific exhibits. They said these conversations enhanced their learning experiences, allowed them to work collaboratively and to discuss opinions different from their own (see the two quotations below). Among these students, some mentioned the *Musical Hit List* exhibit, a few mentioned *Draw the Line* and a few mentioned *You Be the Judge* as an exhibit where they discussed ideas. Several other students said they enjoyed the opportunity to discuss their experience after the museum visit. Two said the conversations they had helped to clarify some things they learned on the bus. And several said they did not have many opportunities for discussion. Reasons for this varied. For instance, they did not have a group that was very interested in talking or they did not have much time to spend on the bus.

I did it with my friend and it was really nice having somebody else there and she has different opinions that I do. I mean, we're similar on many things but we might vary on one topic. So it was really good to be able to discuss different things and talk it out. Like: "Okay, why did they say this?" Or "Oh, I get why they did this but what do you think?" So, it was really, really nice to have all of the exhibits in a manner that you could argue or even just thoroughly discuss and on the spot. It wasn't like, "Let's go back to class and talk about it in a Socratic discussion." It was, "Let's talk about it right now." (Do you remember any particular issue that you guys talked about?) ...The exhibit where it had *Grand Theft Auto* and Janet Jackson. (Ah, *Draw the Line*.) Right. Yeah. We were talking about all of the issues so we would go through and discuss, "Okay, what do we think? What do you think? Why do you think that?" So, that was probably the best one for us. (female, age 17)

We worked in groups, kind of, on the exhibits. It was nice to kind of go over [them together]. Because a lot of times when I'd go through the exhibits, I would be like, "Wow, I can't believe this," or "Wow, this is really shocking me. I didn't know this." So it was nice to talk about it with my other students... It was nice to have conflicting opinions and all that. (Can you think of a specific exhibit that you have a discussion about? If you can't, that's okay.) Yeah, the one with the turning wheel that showed you art, books, and— (*What is Censorship?*) Yeah, *What is Censorship*. I definitely talked a lot about that because some of the stuff we have in our school here and a lot of it was banned. Like Harry Potter books and stuff like that. I talked about it

because it was ridiculous because I loved those books as a kid and everything. Yeah, it was just interesting. (male, age 17)

I FELT COMFORTABLE DISAGREEING WITH OTHERS WHEN DISCUSSING ISSUES AND IDEAS PRESENTED IN THE EXHIBITS

Almost three-quarters of students strongly or somewhat agreed. Of these, more than one-half agreed because they believed they had the right to express their opinions, especially if they did so constructively (see the first quotation). About one-quarter could not name any disagreements they had had on the bus. However, they believed if there had been disagreements, they would have been able to express their opinion comfortably (see the second). A few students said they wanted to avoid creating conflict, or offending.

(So what came up where you disagreed as an example?) Just in some of the cases, like abortion and things, me and my partner disagreed on some things. But I don't have a problem disagreeing if I feel like what I'm saying is right. I don't think I'm insulting anyone by expressing my opinion as long as it's nice. (18-year-old female)

Yeah, I strongly agree with that. If someone is saying something that I don't believe in – [for example], if someone said, “Oh, *The Basketball Diaries* ... the people that created it, they should have put them in prison” – and I would have [to] say no, because it's not like they were trying to get people to kill people. They were making a movie. (12-year-old male)

USING FIRST AMENDMENT RIGHTS

When asked if there is a problem in their life, school, or community that they might like to solve using their First Amendment Rights, less than two-thirds of students identified a problem. High school students were more likely to do so than middle school students. Students who identified a problem were asked a series of questions about what First Amendment rights would be used, and what, if anything, about their *Freedom Express* experience prompted them to think about the issue.

The students identified problems at different levels. Slightly more than one-quarter spoke abstractly about social issues, including problems relating to civil rights, violence, and government intervention into personal liberties (see the first quotation). Slightly more than one-quarter mentioned a specific problem in their school or in schools generally (see the second). For instance, they discussed the need to increase resources for public schools or to resolve conflicts over school uniforms and school lunches. Among these, a few students spoke at length about a school problem they had personally been involved in fixing (see the third). Another few students mentioned a personal problem, such as problems with their co-workers, or fear of not being taken seriously because of their age.

I think more tolerance overall: for one, religious tolerance. [Just] because you don't believe what other people believe doesn't mean you can just bash on it all the time, because it's what that person believes and makes them who they are. (female, age 17)

One word that I hear all the time in this school is the N-word. But without the “er,” with the “a” at the end. And I just keep thinking that suddenly changes what it means. And it's like oh, it's okay if you say it if you mean it jokingly. And it's like you have no idea where that word's come from; you have no idea what it means. It's like so I decided I'm never going to use it. I'm not going to use it. And so using my 1st Amendment rights, I would speak up and say, “Hey, I understand that you too are exercising your freedom of speech, but this word that you just toss around as a term of endearment sometimes is that you need to understand that some people get

offended by that.” And I think that if you really dug deep into the 1st Amendment, you’d find a way to say that it’s somewhat un-constitutional. (male, age 17)

I’ve exercised my First Amendment right a little bit, actually, when we had an incident at the school two years ago my sophomore year. So, that was something that we were like, “No. We’re going to do petitions. We’re going to do stuff,” because we were kind of angry about it. (What was the issue?) We were actually trying to change the scheduling system. We’re on a block schedule, so you have an hour and 34 minutes for class. And then [they] changed it to 55-minute periods. Many kids in the student body were upset about that and I was included. And so I got together a group of people to notify people, to let them know, “Hey, you can talk out against this because ... you know, you have that right.” We brought up our version of petitions and whatnot... But just so teachers and the district understood that we weren’t happy about it. ‘Cause you know our parents are the taxpayers and you need to tell your parents about that, too, but you as well have a voice. You are the student, and you’re subject to the change. So, we tried to make sure that that didn’t happen... it took time and a lot on the teachers’ behalf as well as our parents but it was good to get the student body involved and at least aware of what was going on. (female, age 17)

More than two-thirds of students discussed what First Amendment rights they would use to resolve their problem. In general, they did not explain why those rights would be relevant to the problem. Among the students who discussed First Amendment rights, most mentioned freedom of speech (sometimes referred to as “freedom of expression”). Less than one-fifth of students mentioned freedom of petition, with two discussing it in tandem with another right. Some students discussed freedom of petition when they had identified a problem associated with someone in a position of authority over them (see the quotation below). Two students identified all five freedoms in the First Amendment. They did not discuss how the different rights might aid their problem in different ways.

In our school, we have a really strict dress code where you can’t wear skirts that are above your knee for girls, and I just think that your clothes represent your personality and express yourself. And that relates to the First Amendment. And I just think that I would like to fix that. (How would you go about solving that problem and which rights would you use?) Well, I guess you could make a petition or something and then present it to the principal. (female, age 13)

Finally, slightly less than one-quarter of students identified something from their *Freedom Express* experience that prompted them to think about the problem they had named. Less than one-fifth pointed to a specific resource on their *Freedom Express* experience that prompted them to think about this issue. These included particular exhibits, videos, and materials on display. A few students, all of

whom said they would rely on freedom of speech to solve their problem, spoke more generally. They said the overview of First Amendment rights throughout various exhibits on the bus had been helpful.

APPENDICES

APPENDIX A: TEACHER QUESTIONNAIRE (SCHOOL VISIT)

Removed for proprietary reasons

APPENDIX B: TEACHER QUESTIONNAIRE (CANTIGNY PARK VISIT)

Removed for proprietary reasons

APPENDIX C: STATISTICAL ANALYSES RUN

DESCRIPTIVE STATISTICS

FREQUENCY DISTRIBUTION

Completion of *Freedom Express* request form
Previous completion of *Freedom Express* request form
Work with other teachers to bring *Freedom Express* to the school
Whether administration was aware of *Freedom Express* visit
Whether teacher accompanied students onboard *Freedom Express*
Awareness and use of *Freedom Express* and McCormick Foundation resources
Completion of pre-visit activity
Completion of post-visit activity
Most valued aspects of *Freedom Express*
School location
School type
School level (Middle school, high school)
Grade(s) taught
School role (e.g., teacher, administrator)
Subject(s) taught
Number of years teaching
Visit location (school, Cantigny Park)
Number of previous *Freedom Express* visits
Number of other museum visits in the last school year

SUMMARY STATISTICS

MEDIAN, MEAN, ETC.

Rating of Registration Experience
Rating of support from other teachers
Rating of support from administration
Rating of *Freedom Express* experience
Rating of *Freedom Express* impact on students

INFERENCEAL STATISTICS

CROSTABS

Awareness and use of <i>Freedom Express</i> and McCormick Foundation resources		School level (middle school, high school)
Completion of pre-visit activity	by	Visit location (school, Cantigny Park)
Completion of post-visit activity		Number of years teaching
Most valued aspects of <i>Freedom Express</i>		

INFERENCEAL STATISTICS

ANOVAS

Rating of Registration Experience		School level (middle school, high school)
Rating of support from other teachers	by	Visit location (school, Cantigny Park)
Rating of support from administration		Number of years teaching
Rating of <i>Freedom Express</i> experience		
Rating of <i>Freedom Express</i> impact on students		

APPENDIX D: TEACHER INTERVIEW GUIDE

Removed for proprietary reasons

APPENDIX E: STUDENT INTERVIEW GUIDE

Removed for proprietary reasons