



LITTLE PATRIOTS



CELEBRATE FREEDOM WEEK

TEACHER GUIDE



Fifth Grade



AMERICAN
CORNERSTONE
INSTITUTE

Faith. Liberty. Community. Life.

Table of Contents

DAY ONE

03

Themes &
Values

04

Learning
Objectives

05

Key Terms

06

Introduction

08

Lesson

13

Activity
Declaration of
Independence
Timeline

15

Assessment
Comparing Perspectives
on the Declaration of
Independence

16

Resources



Day One Teacher Guide



Key Themes

- Equality
- Freedom
- Independence
- Life



Core Values

- Community
- Faith
- Life
- Liberty

Learning Objectives



Students will be able to

- Explain the contributions of the Founding Fathers to American history.
- Analyze the significance of the Declaration of Independence in shaping American history and the principles of democracy.
- Identify and explain the key ideas and principles expressed in the Declaration of Independence, including natural rights, self-governance, and the right to alter or abolish unjust government.
- Evaluate the lasting impact of the Declaration of Independence on American society, including its influence on laws, government structure, and individual freedoms.

Key Terms



1. Diplomat

A person who helps people who have differing points of view find common ground; a person who represents a country abroad.



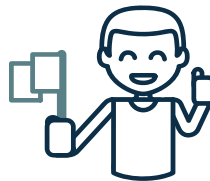
2. Founding Fathers (Founders)

The individuals who played key roles in establishing the United States of America.



3. Unalienable rights

Rights that people have that can not be taken away by the government.



4. Self-governing

A place that is run by its own people rather than people from another region or organization.



TELL Students

Celebrate Freedom Week is a wonderful opportunity to learn about the Declaration of Independence. This important document, signed on July 4, 1776, by the leaders of the 13 colonies, boldly proclaimed their independence from British rule. This week, we will explore the significance of the Declaration of Independence and its foundational principles. By studying this historic document, we remember the courage and conviction of those who fought for our nation’s independence and reaffirm our dedication to the ideals of freedom and democracy. We will focus on the authorship, significance, and key principles of the Declaration of Independence today.

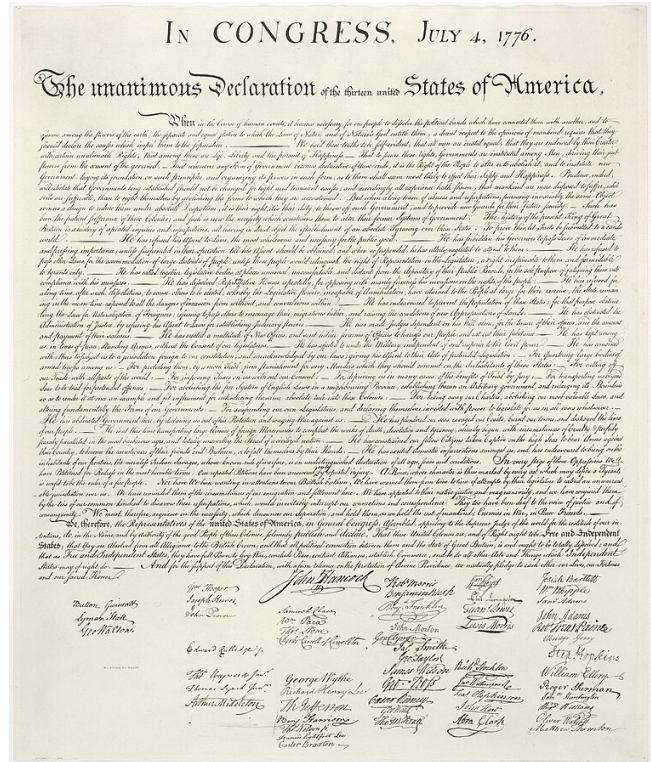
ASK Students

What is Celebrate Freedom Week?

TELL Students

Between 1607 and 1725, England established 13 colonies in America, including Connecticut, Delaware, Georgia, Maryland, Massachusetts, New Hampshire, New Jersey, New York,

North Carolina, Pennsylvania, Rhode Island, South Carolina, and Virginia. Despite being under the rule of the King of England, the colonists enjoyed certain freedoms. Many colonies established their own self-governing systems, often featuring the right to vote and elect representatives for decision-making. **Self-governance** is a system in which the citizens of a country rule themselves and control their own affairs. However, conflicts began to arise between the 13 colonies and the King of England as he started to enact laws that took away the colonists' freedoms. Tensions escalated as the King imposed more laws to exert control over the colonies.



ASK Students

What do you know about the Declaration of Independence?

TELL Students

As you learn about American independence, keep in mind that the declarations and rights extended to all Americans are rooted in the freedom to govern themselves. Please read the following passage to learn more about the role played by the Declaration of Independence in American history. [Teachers, please print and distribute the student text to the class.]

During the Second Continental Congress, representatives from the 13 colonies gathered to discuss their future. Recognizing the need to assert their independence, a special committee called the Committee of Five was tasked with creating a document that would declare America's separation from British rule.

The Declaration of Independence represents the ideals of our nation's history. The Committee of Five included Founding Fathers such as John Adams, Thomas Jefferson, Benjamin Franklin, Roger Livingston, and Roger Sherman. Thomas Jefferson, known for his intellect, was the main author in drafting the Declaration of Independence. This historic document represents the spirit of freedom and self-governance that guided the American Revolution.

The Declaration represents the principles of liberty and equality, declaring that all men are created equal and endowed with unalienable rights, including life, liberty, and the pursuit

of happiness. **Unalienable rights** are rights that people have that can not be taken away by the government. The Declaration says that governments get their power from the agreement of the people they govern, and that if a government does not protect their rights, the people have the right to change or get rid of that government.

On July 4, 1776, the Continental Congress approved the Declaration of Independence, which was a very important event in American history. The 56 people who signed it showed they were dedicated to freedom and the idea that people should make their own decisions, setting the stage for the start of the United States.

ASK Students

Why is the Declaration of Independence considered a significant document in American history?

WATCH

Star Spangled Adventures: [The Declaration of Independence](#)





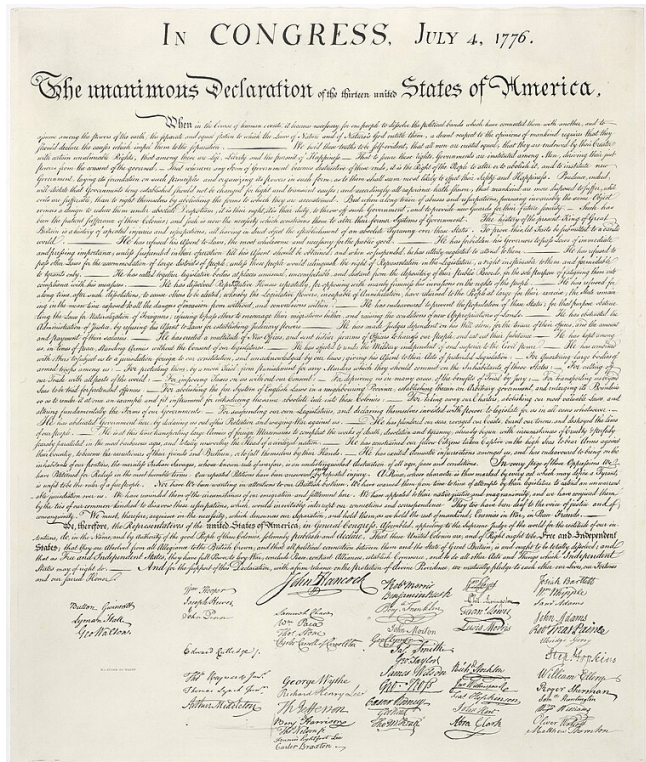
Lesson

ASK Students

Why are our Founding Fathers important?

TELL Students

On June 7, 1776, the Continental Congress appointed a Committee of Five to create the Declaration of Independence. The Committee of Five included **Founding Fathers** John Adams, Thomas Jefferson, Benjamin Franklin, Roger Livingston, and Roger Sherman. John Adams was a lawyer, diplomat, and the second President of the United States. Thomas Jefferson was a diplomat, lawyer, architect, philosopher, and the third President of the United States. A **diplomat** is a person who helps people who have differing points of view find common ground. Benjamin Franklin was a writer, scientist, inventor, diplomat, publisher, and philosopher. Roger Livingston was a lawyer and politician, and Roger Sherman was a statesman and lawyer.



ASK Students

How are the Founding Fathers similar? How are they different?

TELL Students

Please read the following passage carefully to review the events leading up to the American Revolution. The American Revolution was a struggle by the American colonies against British rule, leading to the formation of the United States of America as an independent nation.

Before 1775, the 13 colonies lived under British rule. However, tensions were rising between the colonists and King George III because the colonists felt they were being treated unfairly. The king was imposing taxes on them without giving them a say in the government, and he was ignoring their rights and freedoms.

By 1775, things had reached a boiling point. King George III wanted to assert his authority over the colonists because he felt they were rebellious. He sent 700 British troops to seize weapons from the colonists. However, the colonists were warned by Paul Revere and other riders so they were ready for the British troops.

The first shots of the American Revolution were fired in the battles of Lexington and Concord on April 19, 1775. These battles marked the beginning of the colonists' fight for independence.



King George III



Paul Revere

ASK Students

What events led to the American Revolution?

TELL Students

During the American Revolutionary War, representatives from the 13 colonies gathered for the Second Continental Congress. This was a meeting where representatives from all the colonies came together to talk about and make important decisions. The representatives decided it was time to officially declare independence from Britain. A special group of Founding Fathers, including Thomas Jefferson, Benjamin Franklin, John Adams, Roger Sherman, and Robert R. Livingston, were asked to write a document explaining why independence was necessary and proclaiming America as a free nation, separate from British rule.

Thomas Jefferson, a 33 year-old from Virginia, was tasked with leading this important work. Jefferson was a remarkable individual known for his curiosity, creativity, and intelligence. He wore many hats throughout his life, serving as a lawyer, inventor, scientist, architect, politician, diplomat, writer, and farmer. Despite his young age, Jefferson played a pivotal role in drafting the Declaration of Independence, contributing significantly to its creation.



Thomas Jefferson

ASK Students

What experiences did Thomas Jefferson have throughout his lifetime?

TELL Students

The Second Continental Congress worked hard to finalize a document that would declare the colonies' independence. This document became known as the Declaration of Independence. It wasn't an easy task – delegates spent days editing and debating the draft of the Declaration, making a total of 86 changes to the original text. Finally, on July 4, 1776, they reached an agreement on the final version.

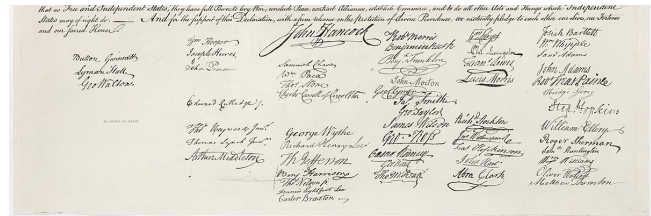
One of the most important parts of the Declaration is its opening lines: *“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”* Here, the Founding Fathers, or Founders, emphasized the idea that everyone is equal. These rights include the right to live freely, think independently, and pursue happiness in their lives.

ASK Students

What does “all men are created equal” mean?

TELL Students

Please read the following passage to learn more about the Declaration of Independence and what it signifies for the United States.



The Declaration also explains the role of the government in protecting these rights. It states that governments are created by the people to ensure their rights are secured. If a government fails to do so, the people have the right to change it or create a new one. This idea was crucial in shaping the American government.

The Continental Congress declared freedom from Britain on July 2, 1776 but needed a document to explain why. The Committee of Five, led by Thomas Jefferson had been tasked with writing the draft. It took two days for the delegates to agree on the changes. Finally, on July 4, the Declaration was adopted. The document was sent to the printer so they could send it far and wide. One was even sent to General George Washington who had it read to the Continental Army. Later, on August 2, 1776, the delegates began signing the Declaration of Independence, with 56 individuals putting their names to the historic document. John Hancock, as the President of the Congress, signed first.

The day when the Declaration was agreed upon is often called America's birthday and is celebrated every year on July 4th as Independence Day.

People across the country come together for parades, fireworks, and barbecues to honor the bravery and determination of our Founders and the American colonists who fought for freedom.



ASK Students

Why do we celebrate the Fourth of July? What does it mean to you?

TELL Students

The Fourth of July is a day of celebration because it is the day that our great country was born. The next time you celebrate July 4th, remember the bravery, vision, and determination of our Founders and the American colonists who brought the United States to life.

Activity

Declaration of Independence

Timeline



Objective

Fifth grade students will create a timeline illustrating important events that happened before the Declaration of Independence.

Materials Needed

- Poster board or large paper
- Markers, colored pencils, or crayons
- Printed images of key figures and events (optional)
- Glue or tape

Introduction

- Organize the class into small groups of 3-4 students, ensuring each group has access to a poster board or large paper and markers.
- Introduce the task by explaining that students will embark on an exciting journey to create an informative timeline showcasing the events leading up to

the Declaration of Independence and its profound significance in shaping American history.

- Provide students with the passage about the Declaration of Independence and its historical context, encouraging them to read and analyze it thoroughly.
- Within their groups, students will meticulously identify the pivotal events highlighted in the passage, along with their corresponding dates.
- Utilizing the provided materials, students will collaboratively construct a visually appealing timeline on the poster board, commencing with the earliest event and culminating with the monumental signing of the Declaration of Independence.
- Encourage students to enhance their timelines with creative illustrations or printed images that vividly represent each significant event.

- Once the timelines are completed, each group will showcase their masterpiece to the class, articulating the significance of each event and elucidating how it contributed to the eventual drafting and signing of the Declaration of Independence.
- Following the presentations, exhibit the timelines around the classroom for both admiration and reference, fostering a visually immersive learning environment.

Extension

- Post-presentation, initiate a thought-provoking discussion exploring the fundamental principles enshrined in the Declaration of Independence, including equality, unalienable rights, and the pursuit of happiness.
- Encourage students to engage in reflective discourse, pondering upon the enduring impact of these principles on American society and their enduring resonance in contemporary values and governance.

Assessment: Comparing Perspectives on the Declaration of Independence

Objective

To compare and contrast the perspectives and contributions of Thomas Jefferson, John Adams, and Benjamin Franklin to the Declaration of Independence.

Instructions

- Read each statement or description carefully.
- Use the provided spaces to write down your answers or thoughts.
- After completing the worksheet, review your answers and discuss them with your teacher, parents, or classmates.

Thomas Jefferson

Perspective: Jefferson was a strong advocate for individual liberty and believed in the natural rights of all people. He emphasized the importance of self-governance and equality.

Contributions: Jefferson was the primary author of the Declaration of Independence. His eloquent writing style and philosophical insights shaped the document's tone and content.

John Adams

Perspective: Adams was deeply committed to the cause of American independence and believed in the necessity of breaking away from British rule. He valued the principles of democracy and republican government.

Contributions: Although not the primary author, Adams played a crucial role in advocating for independence and building consensus among the colonists. He served on the committee responsible for drafting the Declaration.

Benjamin Franklin

Perspective: Franklin was a pragmatic thinker who valued diplomacy and compromise. He recognized the importance of unity among the colonies and sought to reconcile differences with Britain before declaring independence.

Contributions: Franklin provided valuable insights and diplomatic support during the drafting process of the Declaration. His diplomatic skills helped secure international support for the American cause.

Questions

1. How did Thomas Jefferson's perspective on individual liberty influence his contributions to the Declaration of Independence?

2. In what ways did John Adams contribute to the development of the Declaration of Independence, despite not being its primary author?

3. How did Benjamin Franklin's diplomatic approach impact the drafting process of the Declaration of Independence?

4. Reflect on the differences in perspectives between Jefferson, Adams, and Franklin. How do these differences contribute to the richness and complexity of the Declaration of Independence?

Conclusion

Discuss your answers with your classmates and consider how the perspectives of Founding Fathers Jefferson, Adams, and Franklin shaped the Declaration of Independence and influenced the course of American history.

Student Text

During the Second Continental Congress, representatives from the 13 colonies gathered to discuss their future. Recognizing the need to assert their independence, a special committee called the Committee of Five was tasked with creating a document that would declare America's separation from British rule.

The Declaration of Independence represents the ideals of our nation's history. The Committee of Five included Founding Fathers such as John Adams, Thomas Jefferson, Benjamin Franklin, Roger Livingston, and Roger Sherman. Thomas Jefferson, known for his intellect, was the main author in drafting the Declaration of Independence. This historic document represents the spirit of freedom and self-governance that guided the American Revolution.



King George III

The Declaration represents the principles of liberty and equality, declaring that all men are created equal and endowed with unalienable rights, including life, liberty, and the pursuit of happiness. Unalienable rights are rights that people have that can not be taken away by the government. The Declaration says that governments get their power from the agreement of the people they govern, and that if a government does not protect their rights, the people have the right to change or get rid of that government.

On July 4, 1776, the Continental Congress approved the Declaration of Independence, which was a very important event in American history. The 56 people who signed it showed they were dedicated to freedom and the idea that people should make their own decisions, setting the stage for the start of the United States.

Before 1775, the 13 colonies lived under British rule. However, tensions were rising between the colonists and King George III because the colonists felt they were being treated unfairly. The king was imposing taxes on them without giving them a say in the government, and he was ignoring their rights and freedoms.

By 1775, things had reached a boiling point. King George III wanted to assert his authority over the colonists because he felt they were rebellious. He sent 700 British troops to seize weapons from the colonists. However, the colonists were warned by Paul Revere and other riders so they were ready for the British troops.



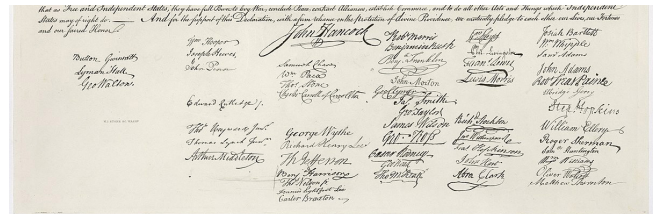
Paul Revere

The first shots of the American Revolution were fired in the battles of Lexington and Concord on April 19, 1775. These battles marked the beginning of the colonists' fight for independence.

The first shots of the American Revolution were fired in the battles of Lexington and Concord on April 19, 1775. These battles marked the beginning of the colonists' fight for independence.

The Declaration also explains the role of the government in protecting these rights. It states that governments are created by the people to ensure their rights are secured. If a government fails to do so, the people have the right to change it or create a new one. This idea was crucial in shaping the American government.

The Continental Congress declared freedom from Britain on July 2, 1776 but needed a document to explain why. The Committee of Five, led by Thomas Jefferson had been tasked with writing the draft. It took two days for the delegates to agree on the changes.



Declaration of Independence signatures

Finally, on July 4, the Declaration was adopted. The document was sent to the printer so they could send it far and wide. One was even sent to General George Washington who had it read to the Continental Army. Later, on August 2, 1776, the delegates began signing the Declaration of Independence, with 56 individuals putting their names to the historic document. John Hancock, as the President of the Congress, signed first.

The day when the Declaration was agreed upon is often called America's birthday and is celebrated every year on July 4th as Independence Day. People across the country come together for parades, fireworks, and barbecues to honor the bravery and determination of our Founders and the American colonists who fought for freedom.



Resources List

1. <https://www.loc.gov/item/today-in-history/april-19/>
2. <https://www.nps.gov/mima/learn/historyculture/the-militia-and-minute-men-of-1775.htm>
3. <https://www.history.com/topics/american-revolution/battles-of-lexington-and-concord>
4. <https://www.nps.gov/inde/learn/historyculture/resources-declaration-secondcontinentalcongress.htm>
5. <https://www.history.com/news/thomas-paine-common-sense-revolution>
6. <https://www.nps.gov/inde/learn/historyculture/resources-declaration-secondcontinentalcongress.htm>
7. <https://www.monticello.org/thomas-jefferson/brief-biography-of-jefferson/>
8. Monticello: The Official Guide to Thomas Jefferson's World
9. <https://www.nps.gov/inde/learn/education/classrooms/resources-declarationoverview.htm>
10. <https://www.archives.gov/founding-docs/declaration/what-does-it-say>
11. <https://www.nps.gov/inde/learn/education/classrooms/resources-declarationoverview.htm>
12. <https://www.archives.gov/founding-docs/declaration-transcript>
13. <https://www.monticello.org/slavery/paradox-of-liberty/thomas-jefferson-liberty-slavery/jefferson-and-the-enlightenment/the-declaration-of-independence/>
14. <https://www.loc.gov/exhibits/creating-the-united-states/interactives/declaration-of-independence/equal/index.html>
15. <https://www.archives.gov/founding-docs/signers-factsheet>

Table of Contents

DAY TWO

20

Themes &
Values

21

Learning
Objectives

22

Key Terms

23

Introduction

26

Lesson

29

Activity
Taxation Aggravation:
Design the Worst Tax!

31

Activity
Taxation
Analyzation

36

Resources



Day Two Teacher Guide



Key Themes

- Freedom
- Independence
- Patriotism



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Explain the concept of faith and its significance during the Revolutionary War.
- Identify two methods through which patriots motivated and inspired colonists during the Revolutionary War.
- Provide a summary of the Revolutionary War, highlighting key events and outcomes.

Key Terms



1. Continental Army

The army that represented the 13 colonies.



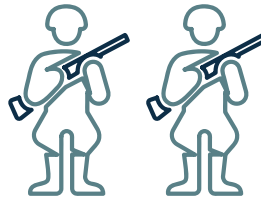
2. Determination

The act of never giving up.



3. Faith

The act of believing in something.



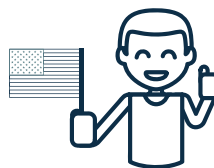
4. Hessians

German troops hired by the British Army to fight in the Revolutionary War.



5. Liberty

The freedom to live as you wish or go where you want.



6. Patriot

A person who loves his or her country and will support and defend it.



Introduction

TELL Students

During Celebrate Freedom Week, we learn about a special time in America's history called the American Revolution. This was when our country fought for its independence from British rule. We learn about important events, like the battles that were fought and the brave people who led the way. We also talk about big ideas like freedom and liberty, and why they are so important. By learning about the American Revolution during Celebrate Freedom Week, we understand how our country became free and why freedom is such a big part of who we are as Americans. It helps us appreciate the sacrifices made by those who fought for our freedom and understand why we value our freedom so much today.

ASK Students

Why do we celebrate freedom? What does freedom mean to you?

TELL Students

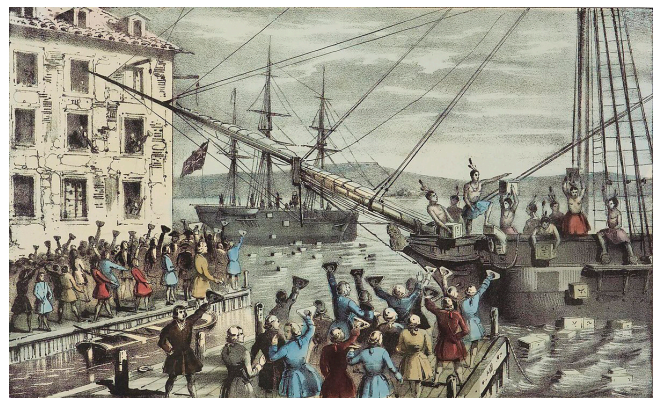
The United States of America was not always independent or free. At one time, it was ruled by a British King. At this time, unfair taxes imposed by King George III made American colonists very upset.

They believed it was unfair to be taxed without having a say in England's government, and their rally cry became "No taxation without representation!" This meant they refused to pay taxes if they did not have a voice in how those taxes were decided.



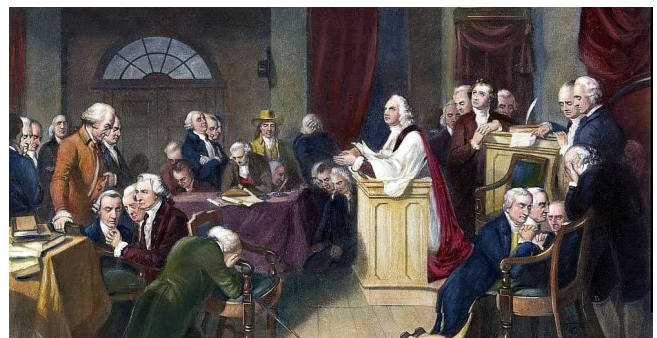
Led by important **patriots**, the colonists joined together to protest British rule and used boycotts to fight against various taxes imposed by King George III. This led to the British King sending British soldiers known as "Redcoats" to enforce his laws. These taxes included the Sugar Act, which taxed sugar, the Stamp Act, which taxed printed paper, and the Townshend Acts, which taxed items like paint, paper, glass, lead, and tea.

In an act of defiance, a group of merchants led by Samuel Adams called the "Sons of Liberty" boycotted the unfair taxes and even threw 90,000 pounds of tea into Boston Harbor to protest.



In response, King George III passed the "Coercive Acts," also known as the "Intolerable Acts," to make the colonists pay for the destroyed tea and unpaid taxes.

To continue their fight against British rule and taxation, the colonists and patriot leaders formed the First Continental Congress. This Congress had representatives from each colony (except Georgia) and met in Philadelphia in 1774 to create a united plan to break free from the rule of the King of England.



ASK Students

What caused the Boston Tea Party?

TELL Students

Before we explore why faith, liberty, community, and life were important to the brave Americans who fought for our freedom, let's discover a group called the **Hessians!** Faith is the act of believing in something. **Liberty** is the freedom to live as you wish or go where you want. These values were important to the colonists.

Many people are not familiar with the Hessians, but they played an important role in America's fight for independence. Let's watch another episode of Star Spangled Adventures to learn about the Hessians and the American Revolution.

WATCH

Star Spangled Adventures: [Crossing the Delaware](#)





Lesson

ASK Students

How would you describe America's journey to freedom?

TELL Students

Please read the passage below to learn about a pivotal time during this journey to freedom. [Teachers, please print and distribute the student text to the class.]

*During the American Revolution, the British hired German soldiers called Hessians to help them. One night, when George Washington surprised the Hessians by crossing the Delaware River, they were caught off guard. The **Continental Army** captured many Hessians, and some of them later decided to stay in America.*

People from Europe and Africa moved to the original 13 colonies and created new communities for different reasons, like religion or business.

As the colonies grew, Britain taxed the colonists, which made them lose faith in the British government. They had to deal with taxes like the Stamp Act and the Townshend Act, which were not well-liked.

ASK Students

What inspired the colonists to fight for their freedom, even when things were bleak?

ASK Students

How did the colonists instill **determination** in one another?

TELL Students

Please read the following passage to learn more about America's journey to freedom.

The thirteen colonies did not like being taxed without having a say in the British government. This led to protests, and in 1775, Massachusetts was declared rebellious by the British.

Battles broke out in Lexington and Concord, starting the Revolutionary War.

At first, things went well for the Patriots. They surrounded the British in Boston, but the British came back stronger and defeated George Washington's army in New York and New Jersey. However, the Patriots regrouped and made a bold counter-attack.

George Washington surprised the British by crossing the Delaware River and defeating them. Then, they defended against the British in Trenton and won another battle in Princeton. The British retreated to New York and had to change their plan.

The British tried to divide the colonies but failed. They planned to attack from the north, south, and west, but only the northern forces came. They were defeated at the Battles of Saratoga in 1777, and the Patriots won a great victory, which also brought the French into the war on the Patriots' side.



ASK Students

What events in the Revolutionary War were difficult for the colonists?

TELL Students

Another country joined the Revolutionary War. It was France, and they had been secretly helping the Colonial Army with supplies. France and Britain had a long history of not liking each other, so France wanted to help anyone fighting against the British. They had a score to settle because the British had beaten them in a previous war. After the Patriots won at Saratoga, the French openly supported them, thinking the Patriots could win with their help.

In 1776, the 13 colonies declared themselves free and independent with the Declaration of Independence. However, the Patriots and the French faced some failures in battles at Newport, Rhode Island, and Savannah, Georgia. So, the French sent 6,000 soldiers to Newport in 1780. They teamed up with George Washington and his army and marched to Virginia. The French fleet defeated the British in Chesapeake Bay, which meant the British could not get help or escape by sea.

ASK Students

Why did France enter the Revolutionary War? How did their entrance change the Revolutionary War?

TELL Students

The hard work, dedication, and sacrifices of the Patriots finally paid off. In September 1781, they, along with the French, arrived in Williamsburg, Virginia, with a big army of almost 18,000 soldiers. They surrounded the British forces in Yorktown and bombarded them with heavy guns. On October 14, 1781, they attacked the British, and after more heavy bombardment, the British realized they couldn't win. They surrendered, and about 8,000 British soldiers were captured. The British wanted to march out with their flags flying, but they had denied this honor to the Patriots earlier. So, the Patriots did not allow it. Finally, on September 3, 1783, the Treaty of Paris was signed to officially end the war. The treaty said the United States of America was now free and independent.

ASK Students

What sacrifices did the colonists make to secure independence?



Activity

Taxation Aggravation: Design the Worst Tax!

Objective

To understand the impact of taxation policies on the American colonies and the causes of the Revolutionary War.

Materials Needed

- Paper
- Markers or colored pencils
- Creativity!

Introduction

- Begin by reviewing the concept of taxation with the students. Explain that taxes are charges imposed by the government on individuals or businesses to generate revenue.
- Provide a brief overview of the taxation issues faced by the American colonies leading up to the Revolutionary War,

such as the Stamp Act, Tea Act, and the Intolerable Acts.

- Explain that the activity will involve designing the worst tax possible, inspired by the grievances of the colonists during the Revolutionary era.

Brainstorming Session

- Divide the students into small groups.
- Encourage each group to brainstorm ideas for the worst possible tax they can imagine. Remind them to consider the impact of the tax on different segments of society, including individuals, families, and businesses.
- Provide prompts to guide their brainstorming, such as:
 - What goods or services should be taxed?
 - How high should the tax rates be?
 - Should there be any exemptions or special rules?
 - What penalties should be imposed for non-payment of the tax?

Design and Presentation

- Once the groups have brainstormed their ideas, instruct them to create a visual representation of their worst tax using the paper and markers.
- Encourage creativity in their designs, including colorful illustrations and catchy slogans.
- After completing their designs, each group will present their tax proposal to the class. They should explain the rationale behind their tax, its potential impact on society, and why they believe it would be the worst tax imaginable.

Discussion

- Facilitate a discussion with the class after all groups have presented their tax proposals.
- Encourage students to reflect on the similarities between their invented taxes and the actual grievances of the American colonists.
- Discuss the role of taxation as a contributing factor to the outbreak of the Revolutionary War and its significance in shaping American history.

Conclusion

Summarize the key points of the lesson, emphasizing the importance of understanding historical events such as taxation policies in shaping the course of history.

Activity: Taxation Analyzation

Objective

To research and compare specific taxes imposed on the American colonies by the British government with self-designed taxes, analyzing their impact and implications.

Materials Needed

- Research materials (books, articles, websites)
- Paper
- Writing utensils
- Computer or tablet (optional)

Research Colonial Taxes

- Begin by researching specific taxes imposed on the American colonies by the British government leading up to the Revolutionary War. Encourage students to use a variety of sources, including books, articles, and reliable websites.
- Students should focus on understanding the details of each tax, including its purpose, who it affected, and how it was implemented. They can take notes to organize their findings.

Design Invented Taxes

- After researching colonial taxes, instruct students to brainstorm and design their own invented taxes. They should consider the impact and implications of each tax, drawing inspiration from the grievances of the colonists during the Revolutionary era.
- Students can create a list of invented taxes, providing details such as the name of the tax, what goods or services it applies to, the tax rate, and any penalties for non-compliance.

Compare and Analyze

- Once students have researched colonial taxes and designed their own taxes, they should compare and analyze them.
- Students can create a Venn diagram or a two-column chart to compare the similarities and differences between the historical taxes and their invented taxes. They should consider factors such as the purpose of the tax, its impact on society, and the reactions it may have elicited.
- Encourage students to reflect on how their invented taxes address similar grievances as those faced by the American colonists.

Reflection

- Instruct students to reflect on what they have learned from the activity. They should consider the significance of taxation as a contributing factor to the Revolutionary War and its implications for society.
- Students can write a short reflection paragraph discussing their insights and observations from the activity, including any connections they drew between historical and invented taxes.

Sharing and Discussion

- Invite students to share their reflections with the class. Encourage discussion on the similarities and differences between colonial and invented taxes, as well as their potential impact on society.
- Facilitate a discussion on the role of taxation in historical events such as the Revolutionary War and its relevance to contemporary issues.

Extension

Students can further explore the broader economic, social, and political factors that contributed to the Revolutionary War. They can research key figures, events, and documents of the Revolutionary era and analyze their impact on American history. Additionally, students can investigate the long-term consequences of the Revolutionary War and its implications for the development of the United States as a nation.

Student Text

During the American Revolution, the British hired German soldiers called Hessians to help them. One night, when George Washington surprised the Hessians by crossing the Delaware River, they were caught off guard. The Continental Army captured many Hessians, and some of them later decided to stay in America.

People from Europe and Africa moved to the original 13 colonies and created new communities for different reasons, like religion or business.

As the colonies grew, Britain taxed the colonists, which made them lose faith in the British government. They had to deal with taxes like the Stamp Act and the Townshend Act, which were not well-liked.

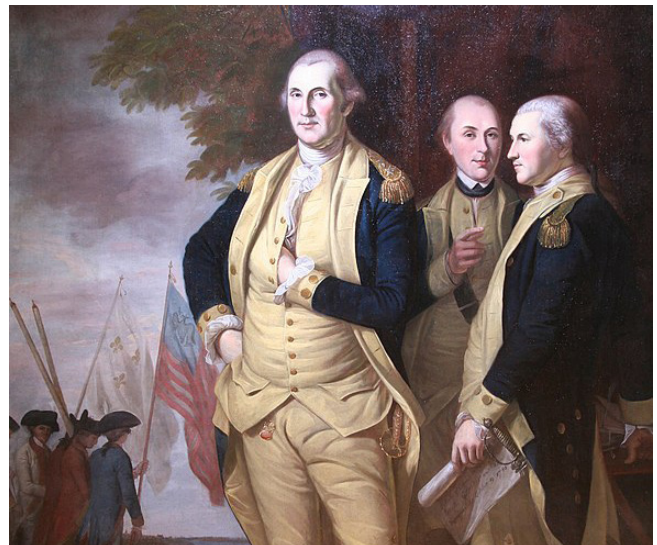
The thirteen colonies did not like being taxed without having a say in the British government. This led to protests, and in 1775, Massachusetts was declared rebellious by the British. Battles broke out in Lexington and Concord, starting the Revolutionary War.



Lexington and Concord

At first, things went well for the Patriots. They surrounded the British in Boston, but the British came back stronger and defeated George Washington's army in New York and New Jersey. However, the Patriots regrouped and made a bold counter-attack.

George Washington surprised the British by crossing the Delaware River and defeating them. Then, they defended against the British in Trenton and won another battle in Princeton. The British retreated to New York and had to change their plan.



General George Washington

The British tried to divide the colonies but failed. They planned to attack from the north, south, and west, but only the northern forces came. They were defeated at the Battles of Saratoga in 1777, and the Patriots won a great victory, which also brought the French into the war on the Patriots' side.



*Washington Crossing the Delaware
by Emanuel Leutze*

Resources List

1. <https://www.history.com/this-day-in-history/british-evacuate-boston>
2. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/new-york/>
3. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/battle-of-long-island/>
4. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/new-york-campaign/>
5. <https://www.loc.gov/resource/rbpe.03902300/?st=text>
6. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/thomas-paine/>
7. <https://www.mountvernon.org/george-washington/the-revolutionary-war/washingtons-revolutionary-war-battles/the-trenton-princeton-campaign/10-facts-about-washingtons-crossing-of-the-delaware-river/>
8. <https://www.history.com/this-day-in-history/washington-crosses-the-delaware>
9. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/battle-of-trenton/>

Table of Contents

DAY THREE

38

Themes &
Values

39

Learning
Objectives

40

Key Terms

41

Introduction

45

Lesson

49

Activity
Branches
of Power
Simulation

51

Assessment
Constitution
and Separation
of Powers

52

Answer Key

54

Resources



Day Three Teacher Guide



Key Themes

- Freedom
- Government
- Patriotism



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Explain the functions of each branch of government.
- Define checks and balances.
- Summarize how the Constitution guides each branch of government.

Key Terms



1. Checks and balances

A system our government uses to be sure that one branch does not become more powerful than the others. Each branch is given power to check on the other two branches.



3. Executive branch

One branch of government that has limited power and is led by the President who enforces laws and is in charge of the military.



5. Legislative branch

One branch of government that consists of the House of Representatives and the Senate, which together form the United States Congress. This branch has the power to “check,” or limit, the President’s power.



2. Constitution

A set of rules that guides how a country, state, or other political organization works.



4. Judicial branch

One branch of government that interprets laws, judges when a law is unconstitutional, and makes arrangements for criminals.



6. Separation of Powers

The legislative, executive, and judicial functions of government are divided among separate and independent branches.



TELL Students

Celebrate Freedom Week is about celebrating something very important—our freedom! This week is a great time to learn about the Constitution, the cornerstone document that outlines the governance framework of the United States, and a smart idea inside it called the Separation of Powers. A **constitution** is a set of rules that guides how a country, state, or other political organization works. **Separation of Powers** means that the legislative, executive, and judicial functions of government are divided among separate and independent branches. Let's find out how these all connect to make Celebrate Freedom Week so special!

ASK Students

Why is Celebrate Freedom Week important?

TELL Students

The Constitution is very important because it is like a guide that helps make sure everyone in our country can enjoy freedom. It tells us about our rights, like the freedom to speak our thoughts and the freedom to choose our leaders.



ASK Students

Why is the [Constitution](#) important?

TELL Students

Now, the Separation of Powers is a bit like having three captains on the freedom team. Congress (**Legislative Branch**) is the first captain. They create new rules to make our country better. The legislative branch consists of the House of Representatives and the Senate, which together form the United States Congress. This branch has the power to “check,” or limit, the President’s power. **Checks and balances** is a system our government uses to be sure that one branch does not become more powerful than the others. Each branch is given power to check on the other two branches.



ASK Students

What are checks and balances? Why are they important?

TELL Students

The President and his team (**Executive Branch**) are the second captain. They make sure all the rules are followed. The executive branch has limited power and is led by the President who enforces laws and is in charge of the military.

ASK Students

What branch is the President a part of?
What is the third branch of government?



TELL Students

The Supreme Court (**Judicial Branch**) is the third captain. They are like the referees, making sure all the rules are fair. The judicial branch interprets laws, judges when a law is unconstitutional, and makes arrangements for criminals. The freedom captains work together but also check on each other to make sure no one gets too powerful. It is their job to protect our freedom by following the Constitution.



ASK Students

How do the three branches of government work together?

TELL Students

The Separation of Powers connects all three branches of government. It divides up team roles to make sure everything runs smoothly. Imagine if you were playing a game where one person tried to make all the rules, play the game, and also say who won—that would not be very fair, right? That is why we split up the jobs. The legislative branch, which is Congress, is like the rule-makers who come up with laws. The executive branch, with the President as the leader, puts these laws into action, like a coach making sure the game is played correctly. The judicial branch, led by the Supreme Court, makes sure the rules are fair, kind of like referees who check the rules of the game against the rule book, which in our country is the Constitution. This Separation of Powers helps keep everything balanced, ensuring no one gets too much control and that our country plays the game of government fairly.

ASK Students

What does Separation of Powers mean?

TELL Students

During Celebrate Freedom Week, we get to learn and remember how the Constitution and the Separation of Powers work together to keep our country free and fair. We celebrate the bright ideas that make our country a place where everyone has the right to be happy, safe, and free. This week is not just about having fun. It is also about learning and appreciating the amazing freedoms we have because of the Constitution and the teamwork of the Separation of Powers. Let's celebrate and learn more about how everyone, including you, can help keep our country a great place to live!

WATCH

Learn More with Liberty: [Separation of Powers](#)



Lesson

TELL Students

Please read the following passage to learn more about how the Constitution was formed. [Teachers, please print and distribute the student text to the class.]

Long ago, the people living in the thirteen colonies had a big problem. They felt that the British were being unfair and threatening their way of life. So, they bravely fought in the Revolutionary War and won, keeping their way of life safe from the British.



But there was another problem on the horizon. Even though they were now free, the thirteen states were all different and had their own ways of living. This made it hard for them to stick together as one strong group. If they couldn't unite, other countries might threaten them again.

To try and stick together, they followed a set of rules called the Articles of Confederation, made by a group called the Second Continental Congress. These rules were like the first try at making a team playbook for the states in 1781. But this playbook wasn't strong enough to stop the states from arguing with each other.



ASK Students

Why are rules important? What are the Articles of Confederation?

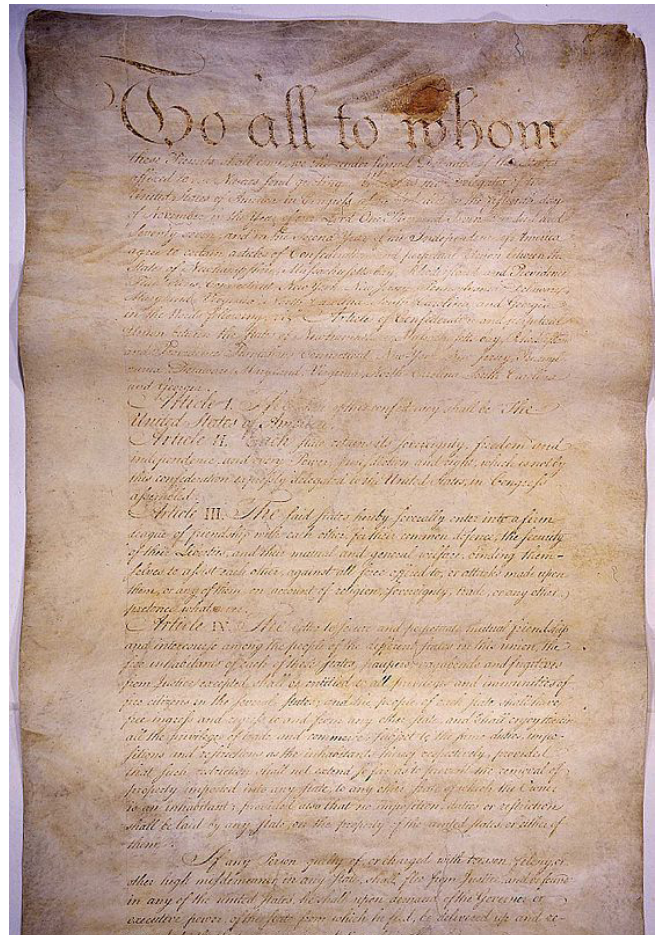
TELL Students

Realizing they needed a better plan, a big meeting called the Constitutional Convention was set up in Philadelphia.

This meeting started on May 25 and ended on September 17, 1787. It was like calling a team huddle to come up with a new game plan. At this meeting, in a building called the old Pennsylvania State House, men from each state came together to talk. These were not just any men. They were very smart and well-respected, kind of like the all-star players for each state. Many of them had helped the country before, even signing the Declaration of Independence!

ASK Students

What do you remember about the Declaration of Independence?



TELL Students

Please read the following passage to learn more about the Constitution.

The men at the Constitutional Convention decided that instead of just fixing the old playbook (the Articles of Confederation), they needed to write a whole new one. The Constitutional Convention was where smart and brave men worked together to create a brand new set of rules that would help all the states stick together and protect their way of life. This new set of rules became known as the Constitution, and it was like the ultimate playbook for how the United States would be run, making sure everyone played fair and worked together.

September 17, 1787 is a very important day in American history! On that September morning, George Washington, a very important leader, used a feather pen to write his name on the Constitution. After he signed, 38 more men joined him. They all agreed this new set of rules was a great idea. These rules were about how America would make decisions, solve arguments, and be fair to everyone.

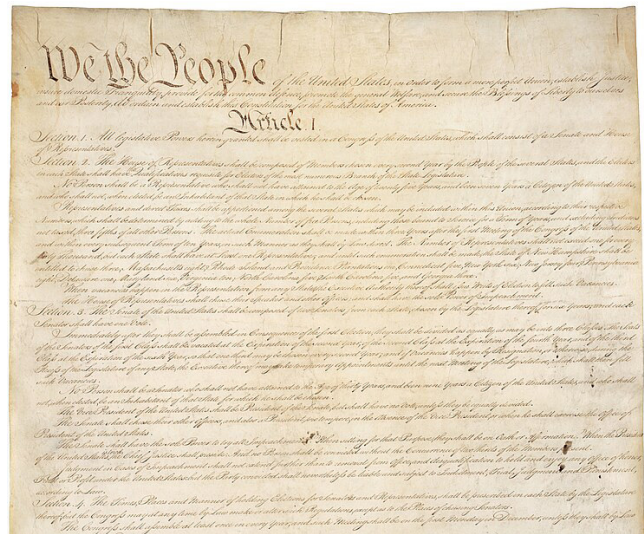


ASK Students

What is the Constitution? Who was the first person to sign the Constitution?

TELL Students

The [Constitution](#) is like the instruction manual for the country. It says who makes the laws, who makes sure the laws are followed, and who decides if a law is fair. The Constitution created a government with the three freedom captains we discussed above. The first is the Legislative Branch (Congress). The Legislative Branch has two parts, the House of Representatives and the Senate. Together, they create new rules, or laws, for everyone to follow.



ASK Students

Who does the Legislative Branch do?

TELL Students

The second freedom captain is the Executive Branch (The President). The President is like the boss of the team, making sure everyone follows the laws. The third freedom captain is the Judicial Branch (Supreme Court and other courts). These are the referees, deciding if the laws fit the rules of the Constitution.

ASK Students

Does the President of the United States make all of the laws and rules by himself?

TELL Students

You are right! The President of the United States is very important. But, he does not make all of the laws by himself. The three freedom captains, or the Separation of Powers, make sure that one part of the government does not get too powerful. It is like making sure one player does not control the whole game. This way, everyone has a say, and America can be a fair and happy place for all its people.

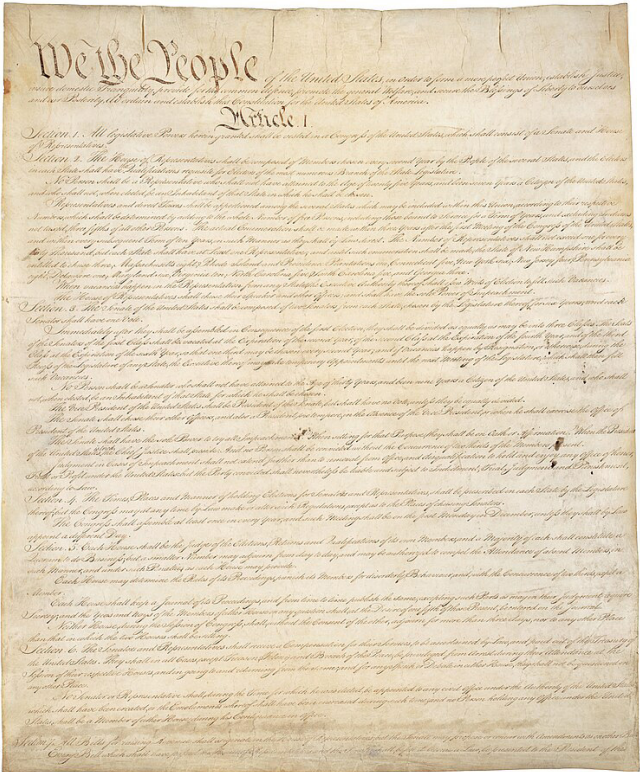
ASK Students

Why is the Constitution important today? Why is Separation of Powers important today?

TELL Students

Please read the following passage to review why the Constitution and Separation of Powers are important to you and your family today.

The Constitution is like the rule book for the entire United States. It tells us how our country's government should work. It is very important because it ensures that no one person or group gets all the power. Instead, the Constitution divides power among three parts of the government: the Legislative Branch (which makes the laws), the Executive Branch (which carries out the laws), and the Judicial Branch (which interprets the laws). This division is what we call the Separation of Powers. It is like a team effort to run our country smoothly and fairly.



Imagine if one person or group decided everything for everyone - what we could say, do, or even think. It would not be fair, right? That is why the Separation of Powers is so important. It makes sure that everyone has a say in how our country is run, through voting and other forms of participation. It also means that if one part of the government tries to do something that is not allowed by the Constitution, the other parts can step in and say, "Hey, that's not right!" This system protects our freedom and ensures that the United States remains a place where everyone can have their voice heard and live under fair laws.

WATCH

Star Spangled Adventures: [The Constitutional Convention](#)





Activity

Branches of Power

Simulation

Objective

This interactive activity aims to teach fifth graders about the Separation of Powers and the Constitution through a role-playing simulation, enabling them to experience the functions and interactions of the three branches of government firsthand.

Materials Needed

- Role name tags for various government positions within the Legislative, Executive, and Judicial branches.
- Scenario envelopes containing descriptions of legislative bills, executive actions, and judicial cases.
- A “Constitution Corner” where the Constitution and other informative materials are accessible for reference.

- Voting ballots and a ballot box for legislative decisions.
- A gavel for judicial decisions.
- A mock Oval Office setup for executive actions.

Preparation

- Arrange the classroom into three distinct areas representing the Legislative, Executive, and Judicial branches.
- Prepare the scenario envelopes with issues that each branch would address, ensuring a variety for engaging role-play.
- Assign roles to students, ensuring an even distribution across the branches.

Branch Briefing

- Begin with a brief explanation of each branch's role and powers, emphasizing the importance of the Constitution in guiding their actions.
- Explain the concept of checks and balances and how branches can affect each other's decisions.

Role Assignment and Branch Gathering

- Hand out role name tags to students, assigning them to specific positions within the branches.
- Students gather in their branch areas to receive their first scenario envelope and discuss their plan of action.

Scenario Simulation

- Each branch works on their scenarios. For example:
- The Legislative branch discusses and votes on a bill.
- The Executive branch decides whether to veto the bill or take other actions.
- The Judicial branch reviews a law or executive action for constitutionality.
- Facilitate interactions between branches, such as the Executive branch vetoing a bill, which then goes back to the Legislative branch for a possible override vote.
- Use scenario envelopes to introduce new challenges or situations, guiding the simulation's flow and encouraging problem-solving and collaboration.

Reflection Circle

- Gather students for a debriefing session where they can share their experiences and learnings.
- Discuss the challenges they faced, how they made decisions, and the importance of cooperation among branches.

Constitutional Review

- Conclude with a visit to the "Constitution Corner" to reflect on how the day's activities relate to the actual Constitution.
- Highlight specific Articles or Amendments that were relevant to the day's scenarios.

A REPUBLIC,
IF YOU CAN
KEEP IT.



Assessment: Understanding the Constitution and Separation of Powers

Name: _____ Date: _____

Instructions: Read the passage carefully. Then, answer the questions below.

1. Why were the people living in the thirteen colonies unhappy with the British?
 - A) The British were being unfair and threatening their way of life.
 - B) The British were very nice to them.
 - C) The colonies preferred the weather in Britain.
 - D) The colonies wanted to adopt the British accent.

2. What were the Articles of Confederation?
 - A) A set of rules made by the Second Continental Congress.
 - B) A famous book written in the colonies.
 - C) The first type of currency in America.
 - D) A popular game played by the colonists.

3. What was the main reason for the Constitutional Convention in Philadelphia?
 - A) To throw a big party for George Washington.
 - B) To create a new game plan because the Articles of Confederation weren't strong enough.
 - C) To sign the Declaration of Independence.
 - D) To start a new colony on Mars.

4. What is the Constitution?
 - A) A new set of rules created to help the states stick together.
 - B) A delicious type of colonial pie.
 - C) A secret code used by the colonists.
 - D) The name of a famous ship.

5. Who was the first person to sign the Constitution?
 - A) Benjamin Franklin
 - B) Thomas Jefferson
 - C) George Washington
 - D) Alexander Hamilton

6. What does the Legislative Branch do?

- A) Creates new laws for everyone to follow.
- B) Sings the national anthem at sports events.
- C) Decides what is served for lunch in schools.
- D) Paints pictures of the Constitution.

7. Does the President of the United States make all of the laws and rules by himself?

- A) Yes
- B) No

8. Why is the Constitution important today?

- A) It ensures no one person or group gets all the power.
- B) It tells us what to wear every day.
- C) It is a map to find hidden treasure.
- D) It is the only book allowed in schools.

9. What is the Separation of Powers?

- A) A rule that says people must stay apart.
- B) The division of power among the Legislative, Executive, and Judicial Branches.
- C) A new game invented by the colonists.
- D) A dance move popular at Constitutional Conventions.

10. Why is Separation of Powers important?

- A) It makes sure everyone has a say in how our country is run.
- B) It decides who wins presidential races.
- C) It determines the most popular TV shows.
- D) It chooses what music we listen to.

Reflection: In a few sentences, explain why you think it is important for everyone to have a say in how our country is run.

Answer Key

1. A) The British were being unfair and threatening their way of life.
2. A) A set of rules made by the Second Continental Congress.
3. B) To create a new game plan because the Articles of Confederation weren't strong enough.
4. A) A new set of rules created to help the states stick together.
5. C) George Washington
6. A) Creates new laws for everyone to follow.
7. B) No
8. A) It ensures no one person or group gets all the power.
9. B) The division of power among the Legislative, Executive, and Judicial Branches.
10. A) It makes sure everyone has a say in how our country is run.

Reflection: Answers will vary. This section is subjective and should reflect the student's understanding of the importance of democratic participation and the checks and balances system. A satisfactory response might mention the significance of preventing any single part of the government from becoming too powerful and ensuring that the voices of the citizens are heard and considered in the governing process.

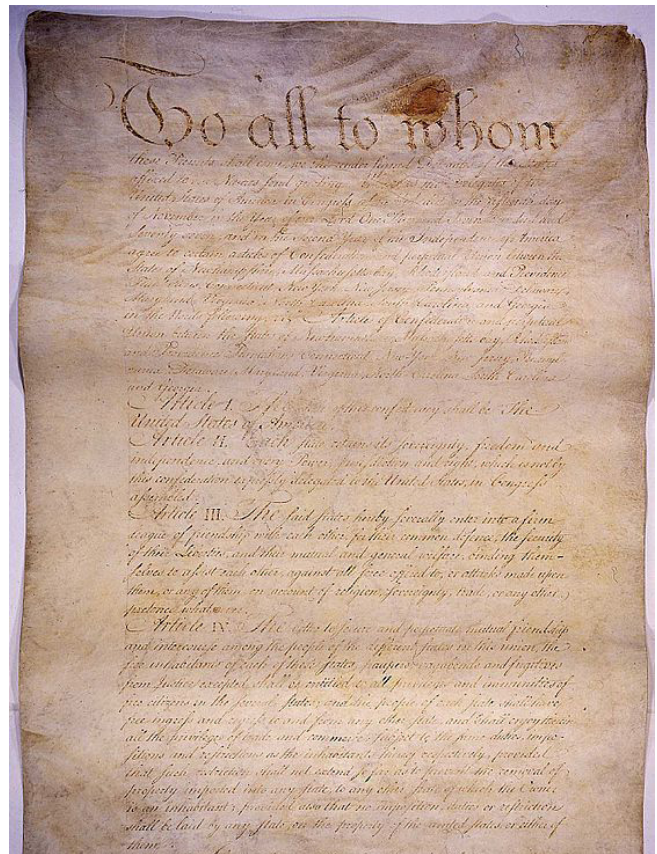
Student Text

Long ago, the people living in the thirteen colonies had a big problem. They felt that the British were being unfair and threatening their way of life. So, they bravely fought in the Revolutionary War and won, keeping their way of life safe from the British. But there was another problem on the horizon. Even though they were now free, the thirteen states were all different and had their own ways of living. This made it hard for them to stick together as one strong group. If they couldn't unite, other countries might threaten them again.



Surrender of Lord Cornwallis by John Trumbull

To try and stick together, they followed a set of rules called the Articles of Confederation, made by a group called the Second Continental Congress. These rules were like the first try at making a team playbook for the states in 1781. But this playbook wasn't strong enough to stop the states from arguing with each other.



Articles of Confederation

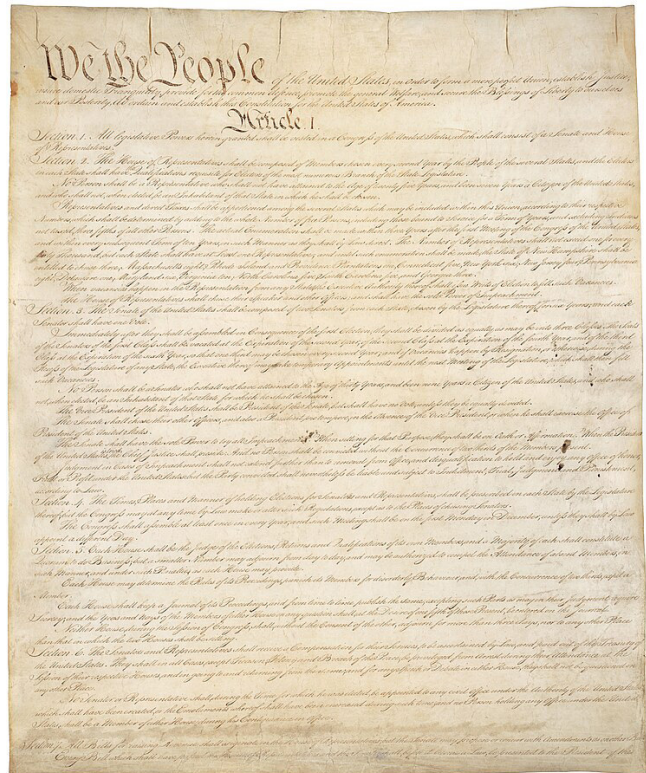
The men at the Constitutional Convention decided that instead of just fixing the old playbook (the Articles of Confederation), they needed to write a whole new one. The Constitutional Convention was where smart and brave men worked together to create a brand new set of rules that would help all the states stick together and protect their way of life. This new set of rules became known as the Constitution, and it was like the ultimate playbook for how the United States would be run, making sure everyone played fair and worked together.

September 17, 1787 is a very important day in American history! On that September morning, George Washington, a very important leader, used a feather pen to write his name on the Constitution. After he signed, 38 more men joined him. They all agreed this new set of rules was a great idea. These rules were about how America would make decisions, solve arguments, and be fair to everyone.



Scene at the Signing of the Constitution of the United States by Howard Chandler Christ

The Constitution is like the rule book for the entire United States. It tells us how our country's government should work. It is very important because it ensures that no one person or group gets all the power. Instead, the Constitution divides power among three parts of the government: the Legislative Branch (which makes the laws), the Executive Branch (which carries out the laws), and the Judicial Branch (which interprets the laws). This division is what we call the Separation of Powers. It is like a team effort to run our country smoothly and fairly.



The U.S. Constitution

Imagine if one person or group decided everything for everyone - what we could say, do, or even think. It would not be fair, right? That is why the Separation of Powers is so important. It makes sure that everyone has a say in how our country is run, through voting and other forms of participation. It also means that if one part of the government tries to do something that is not allowed by the Constitution, the other parts can step in and say, "Hey, that's not right!" This system protects our freedom and ensures that the United States remains a place where everyone can have their voice heard and live under fair laws.

Resources List

1. <https://history.state.gov/milestones/1776-1783/continental-congress>
2. <https://www.archives.gov/milestone-documents/articles-of-confederation>
3. <https://constitutioncenter.org/interactive-constitution/blog/on-this-day-our-first-flawed-constitution-went-into-effect>
4. <https://www.history.com/topics/american-revolution/siege-of-yorktown>
5. <https://2001-2009.state.gov/r/pa/ho/time/ar/14313.htm>
6. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/shays-rebellion/>
7. <https://www.archives.gov/founding-docs/constitution/how-did-it-happen>
8. <https://www.nps.gov/articles/constitutionalconvention-june20.htm>
9. <https://www.archives.gov/founding-docs/constitution/what-does-it-say>
10. [https://www.senate.gov/civics/common/generic/Virginia_Plan_item.htm#:~:text=Introduced%20to%20the%20Constitutional%20Convention,of%20Representatives\)%20with%20proportional%20representation](https://www.senate.gov/civics/common/generic/Virginia_Plan_item.htm#:~:text=Introduced%20to%20the%20Constitutional%20Convention,of%20Representatives)%20with%20proportional%20representation)
11. <https://www.loc.gov/exhibits/creating-the-united-states/convention-and-ratification.html#:~:text=William%20Paterson's%20New%20Jersey%20Plan,regulate%20commerce%20and%20foreign%20affairs>
12. <https://www.everycrsreport.com/reports/R41357.html#fn6>
13. <https://www.heritage.org/the-constitution/commentary/what-the-constitution-really-says-about-race-and-slavery>
14. <https://www.archives.gov/education/lessons/slave-trade.html>
15. <https://www.history.com/topics/early-us/federalist-papers>
16. <https://bensguide.gpo.gov/j-states-ratification>
17. <https://constitutioncenter.org/blog/on-this-day-james-madison-introduces-the-bill-of-rights>

Table of Contents

DAY FOUR

56

Themes &
Values

57

Learning
Objectives

58

Key Terms

59

Introduction

63

Lesson

67

Activity
Democracy in
Action

69

Assessment
Comparing
Government
Systems

71

Answer Key

73

Resources



Day Four Teacher Guide



Key Themes

- Democracy
- Freedom
- Government



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Explain how democracy functions and the importance of citizen participation in decision-making.
- List two opportunities a democratic government affords.
- Summarize the value of the right to express opinions, vote, and be heard, as well as the responsibility to consider the common good and respect others' views.
- Compare and contrast a democracy, monarchy, and oligarchy.

Key Terms



1. Citizen

A member of a community, state, or nation.



2. Democracy

A type of government where every citizen gets a chance to share their opinion (or vote) on how the government should operate.



3. Freedom of speech

The right to state one's opinions and ideas without being stopped or punished.



4. Majority rule

A way of making decisions in government or in voting. A decision is made if it gets more than half of the votes.



5. Monarchy

A type of government where a king or queen makes all the decisions.



6. Oligarchy

A type of government where only a small group of people have control.



Introduction

TELL Students

Celebrate Freedom Week is about celebrating something very important—our country! The United States government is one thing that makes our country special, or unique. Today, we are going to embark on an exciting journey to a magical place called “Decidopolis,” as we learn about the United



States government. Imagine an island where everything, from what color hats people wear to what fruit they eat for lunch, is decided by voting. Yes, that is right! In Decidopolis, every person’s voice is important, and every voice counts. Let’s find out what happens when the islanders face a decision where they have different opinions.

ASK Students

What do you know about the United States government?

TELL Students

Let's learn more about the United States government through our activity on Decidopolis. Each group of you will become citizens of a part of our island. You will have a very important job: to make a decision for your part of the island. It could be choosing a new flag design or picking a name for a park. You will use markers and paper to create your options. Remember, in Decidopolis, we make our decisions by voting, so every citizen's voice is heard. A **citizen** is a member of a community, state, or nation.



ASK Students

What is a citizen?

TELL Students

After you have decided on your options, it is time to vote! We have set up a voting station right here in our classroom. When you cast your vote, think about how each choice might impact Decidopolis. On our island, the option that gets the most votes wins. This is called majority rule, and it is a fair way to make decisions because everyone gets a say. **Majority rule** is a way of making decisions in government or in voting. A decision is made if it gets more than half of the votes.

ASK Students

What does majority rule mean?

TELL Students

On our island, we are also going to have a "Decider of the Day." This special person, chosen randomly, will make a decision all by themselves, like picking a song for us to listen to. This will help us see the difference between making decisions together, like in a democracy, and making decisions on our own.

ASK Students

What important decisions should you make with other people, like your parents? What decisions do you make by yourself? [Teachers: Please set up a voting station and complete the aforementioned activity by having your students vote on three to five issues such as: type of snack, amount of recess, homework or no homework. Pick the 'decider of the day' and have this student independently make a choice for the class].

TELL Students

Now that we have participated in making decisions for Decidopolis, let's talk about it. How did it feel to vote and have your voice heard? Why do you think it is important for everyone to participate in making decisions? Remember, in a democracy, like our island of Decidopolis, everyone's opinion matters. Democracy isn't just for Decidopolis. It is how we make decisions in our classroom, our school, and our country. Can you think of ways you participate in democratic processes at school or at home? A **democracy** is a type of government where every citizen gets a chance to share their opinion (or vote) on how the government should operate.

ASK Students

What is a democracy?

TELL Students

This week we are celebrating the amazing freedoms we have in our country, just like the freedoms we explored in Decidopolis. In a democracy, like in our island adventure, everyone's voice matters and we all have the power to make decisions together. This is a big part of the freedom we celebrate. We get to vote, share our ideas, and help decide on things that matter to all of us. So, as we celebrate Freedom Week, we should be thankful for our democracy where every voice is heard and every vote counts. It is a special freedom that makes our country a wonderful place to live, learn, and play together.

WATCH

Learn More with Liberty: [What is a Constitutional Republic?](#)





Lesson

TELL Students

Remember that before the United States was its own country, it was made up of 13 colonies. These colonies were ruled by the British king. The people living in these colonies had to follow the king's rules, but they didn't get to have any say in what those rules were. They thought this was unfair because they believed everyone should have a voice in the decisions that affected their lives.

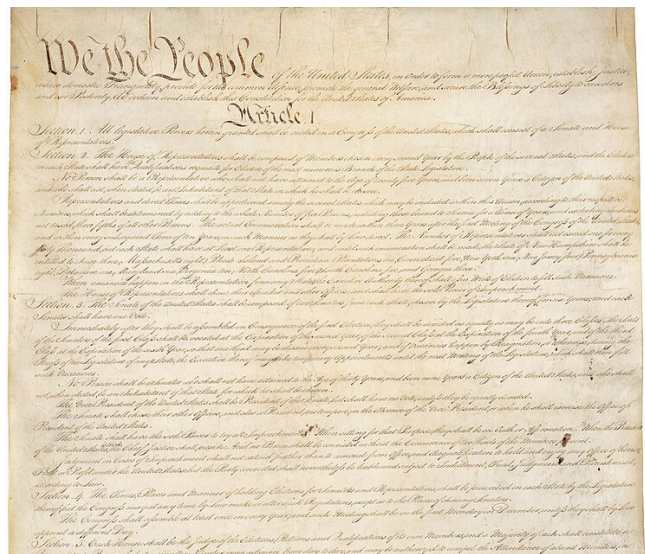
ASK Students

Why are rules important? Why should citizens have a voice in their government?

TELL Students

Please read the following to learn more about why the United States government was created. [Teachers, please print and distribute the student text to the class.]

The people in the colonies decided to stand up for what they believed. They wanted to create a new country where everyone could have a say in the government. This was a brave step! The colonists worked together, and after a tough fight known as the



Revolutionary War, they won their independence.

After winning their freedom, the leaders of the new country needed to decide what kind of government they would have. They remembered how it felt not to have a voice under the king's rule, so they carefully created the Constitution.

This Constitution set up a republic with democratic principles, where the power would come from the people. In this new government, adults could vote to choose their leaders and have a say in important decisions. This is how our Founders made sure everyone has a voice. Today, those democratic principles make sure we all share the responsibility of taking care of our country by voting and making our voices heard.

ASK Students

Why is the Constitution important today? Why is voting important?

TELL Students

A democratic country is like one big team and the citizens are team members who get to make important decisions together by voting. Voting is how citizens in our country share their opinions. When it is time to make big decisions, like choosing a leader or passing new laws, everyone who is old enough gets to vote. Each vote is like saying, "I think this is the best choice." Our system of representative democracy ensures that even those in the minority have a say in how our government is run.

ASK Students

Why is it important for people to vote?

TELL Students

In our country, citizens have a say in what rules or laws should be made. People can suggest new laws, and sometimes there is a vote to decide if the law should be accepted. Leaders are chosen by voting too. These leaders make decisions about how to run the country, but they have to listen to what the citizens want. If the citizens do not like the job the leaders are doing, they can choose new leaders during the next election.

ASK Students

What leaders in our community, state, and country are voted on?

TELL Students

Voting is an important part of our democratic system. Another important part of our country is **freedom of speech**. This means everyone can share their ideas and opinions without getting in trouble, even if they disagree with the government or other people. This is like sharing different ideas and learning from each other in class without getting into trouble.

ASK Students

What is freedom of speech?

TELL Students

Democracy isn't just about voting and speaking freely. It is also about responsibility. Every citizen has the responsibility to be informed, which means learning about the issues and the candidates before voting. Citizens also need to respect others' rights and opinions, even if they disagree.

ASK Students

What does it mean to be informed?

TELL Students

A democracy works by giving power to the people. Everyone has a voice through voting. Democracy is also about balance. Everyone in a democracy is heard and respected. A democracy is a type of government that gives everyone the opportunity to vote, respectfully voice their opinion and participate in the way things are done.

ASK Students

How does democracy work? What makes a democracy special?

TELL Students

A democracy is special because it is like being part of a big team where everyone gets to have a say in making decisions. Everyone who is old enough can vote on important things, like who will be the leader of the country or what rules everyone should follow.

This means that in a democracy, no one person gets to make all the decisions by themselves. Instead, everyone works together to decide what's best for everyone. A democracy is unique

because it makes sure that lots of different ideas are heard and that people can help choose the direction they want their country to go in. In a democracy, you have the freedom to share your thoughts and ideas, which helps everyone learn and grow together. So, a democracy is special because it gives power to the people, making sure everyone's voice can make a difference.

ASK Students

How is a democracy different from other forms of government?

TELL Students

A democracy is different from other forms of government, where the power might rest with just one person, like a **monarchy** where a king or queen makes all the decisions. A democracy is also different from an **oligarchy**, where only a small group of people have control. Imagine if only your teacher or a small group of students could decide everything in class without asking anyone else. That is how those other governments work. In a democracy, the power is spread out so that all citizens have a voice, much like every student getting a chance to vote on a class activity.

This makes democracy unique because it values freedom and equality, ensuring that everyone's opinion matters and contributes to the community's well-being, unlike other systems where people may have less say in their lives and futures.

ASK Students

Why are good citizens important in a democracy? How can you be a good citizen now?

TELL Students

Being a good citizen in a democracy means more than just living in a country. It involves actively participating in its governance and community. Good citizens stay informed about national and local issues by reading news, discussing problems, and understanding different viewpoints.



They vote in elections, not just for the President but for local officials too, because every level of government impacts our lives. Good citizens also follow laws, respect others' rights and opinions, and contribute positively to their communities. They contribute by either volunteering, helping neighbors, or simply being kind and considerate to others. Being a good citizen means speaking up for what is right and working towards making society fairer and more inclusive for everyone. In the United States, where the power lies with the people, being a good citizen means using that power responsibly to create a better future for all.





Activity

Democracy in Action

Objective

To educate fifth graders on their responsibilities as citizens of the United States through an interactive simulation game that explores the democratic process.

Materials Needed

- [Role cards representing various civic roles](#) (Voter, Community Leader, Elected Official, Activist, News Reporter)
- Scenario cards detailing civic issues (e.g., community park needing cleanup, proposing a new law for recycling, organizing a community event)
- Ballot boxes and [voting ballots](#)
- “Democracy in Action” game board, depicting paths and stations for different civic activities (e.g., Voting Booth, Town Hall, Community Center)

- A large map of a fictional community
- Props for a mock town hall meeting (microphones, podium, chairs for the audience)

Preparation

- Set up the classroom with different stations that represent parts of the democratic process, as indicated on the game board.
- Prepare and distribute role cards to students at the beginning of the activity.

Introduction

Start with a brief discussion on democracy and the importance of active citizenship. Explain how democracy relies on the participation of its citizens to function properly.

Role Assignment

Distribute role cards to students, assigning them their roles in the democratic process. Briefly explain each role's responsibilities and objectives.

Scenario Distribution

Hand out scenario cards to groups of students, presenting them with a civic issue that needs to be addressed through democratic processes.

Democracy in Action Game

- Students navigate the "Democracy in Action" game board, performing tasks relevant to their assigned roles. For example:
- Voters research issues and candidates, then cast their votes at the Voting Booth station.
- Elected Officials and Community Leaders debate issues at the Town Hall station and propose solutions.
- Activists gather support for their causes, distributing information and rallying others at the Community Center station.
- News Reporters interview participants and report on developments, informing the community about ongoing issues and solutions.
- Each group must work together to address their scenario's issue, using democratic processes to reach a resolution.

Mock Town Hall Meeting

Conclude the activity with a mock town hall meeting where groups present their solutions to the class. Allow for a Q&A session where students can engage in debate and discussion.

Reflection and Discussion

- Reflect on the activity, discussing what students learned about their roles in a democracy.
- Emphasize the importance of informed voting, civic engagement, and taking action on community issues.
- Discuss how students can apply these principles in their own lives and communities.

Assessment: Comparing Government Systems

Name: _____ Date: _____

Instructions

Read about each type of government system below. Then, answer the questions by comparing monarchy, oligarchy, and democracy. Use what you've learned to identify the key differences and similarities among these systems.

Monarchy: In a monarchy, a king or queen rules the country. This position is usually inherited, meaning it's passed down within the same family from one generation to the next. The monarch has significant control over the government and its decisions.

Oligarchy: Oligarchy is a form of government where power is held by a small group of people. These individuals might be distinguished by royalty, wealth, family ties, education, corporate, or military control. In an oligarchy, the power is concentrated in the hands of a few.

Democracy: Democracy is a system of government where the citizens exercise power by voting. In a democracy, the power to make decisions lies with the people. It's characterized by free and fair elections, where every adult citizen has a say in matters of government.

1. Who holds the power in a monarchy?

- A) a small group
- B) the citizens
- C) a king or queen

2. How is power obtained in an oligarchy?

- A) through inheritance
- B) through wealth, family ties, or military control
- C) by being elected by the people

3. What is a key feature of democracy?

- A) Power is inherited.
- B) A small group makes all the decisions.
- C) Citizens vote to make decisions.

4. Which government system allows every adult citizen to have a say in government matters?

- A) monarchy
- B) oligarchy
- C) democracy

5. In which system is power passed down within the same family?

- A) democracy
- B) oligarchy
- C) monarchy

6. How does power distribution in an oligarchy compare to a democracy?

- A) In both, power is held by a small group.
- B) In both, citizens vote on all decisions.
- C) In an oligarchy, power is held by a few; in a democracy, power is spread among the citizens.

7. Which system is most likely to have free and fair elections?

- A) monarchy
- B) oligarchy
- C) democracy

Reflection: In a few sentences, explain why it is important for citizens to have a say in their government. _____

Answer Key

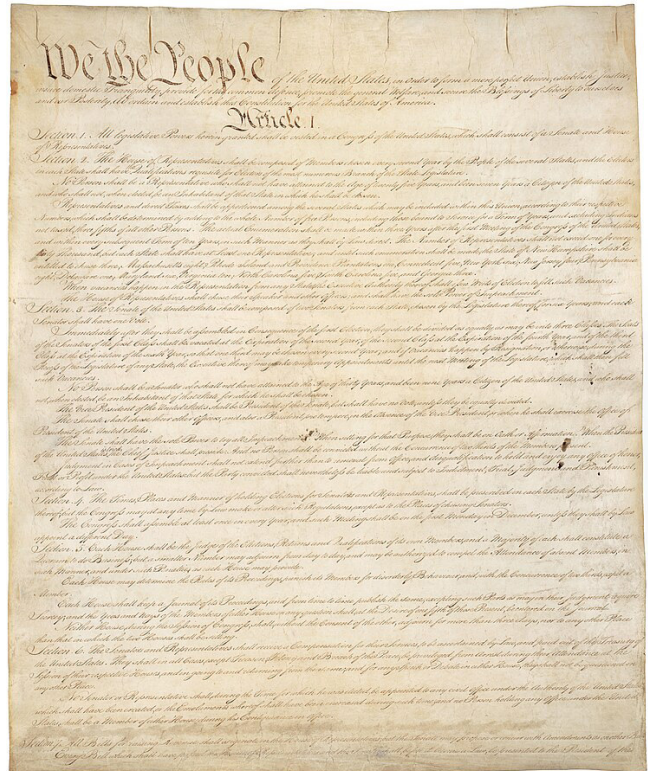
1. C) a king or queen
2. B) through wealth, family ties, or military control
3. C) Citizens vote to make decisions.
4. C) democracy
5. C) monarchy
6. C) In an oligarchy, power is held by a few; in a democracy, power is spread among the citizens.
7. C) democracy
8. Answers will vary.

Student Text

The people in the colonies decided to stand up for what they believed. They wanted to create a new country where everyone could have a say in the government. This was a brave step! The colonists worked together, and after a tough fight known as the Revolutionary War, they won their independence.

After winning their freedom, the leaders of the new country needed to decide what kind of government they would have. They remembered how it felt not to have a voice under the king's rule, so they carefully created the Constitution.

This Constitution set up a republic with democratic principles, where the power would come from the people. In this new government, adults could vote to choose their leaders and have a say in important decisions. This is how our Founders made sure everyone has a voice. Today, those democratic principles make sure we all share the responsibility of taking care of our country by voting and making our voices heard.



The U.S. Constitution

Resources List

1. <https://blogs.loc.gov>
2. <https://www.greatamericanhistory.net>
3. <https://www.ushistory.org/us>
4. <https://www.government-and-constitution.org>
5. <https://www.whitehouse.gov/about-the-white-house/our-governmnet>
6. <https://www.mountvernon.org/george-washington/the-first-president>

Table of Contents

DAY FIVE

75	76	77
Themes & Values	Learning Objectives	Key Terms
78	81	88
Introduction	Lesson	Activity Presidential Time Capsule
90	92	95
Assessment American Presidents and Key Figures	Answer Key	Resources
	96	
	Notes	



Day Five Teacher Guide



Key Themes

- Freedom
- Government
- Leadership
- Presidency



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Summarize the life and contributions of one American President.
- Define leadership.
- Compare and contrast two key figures in American history.
- Discuss the significance of leadership and its effect on society.

Key Terms



1. Civil rights

Rights that are granted to citizens by a government.



2. First Lady

The wife of the President of the United States. However, in cases where the President was unmarried, the role has sometimes been filled by a relative.



3. Honorable

People and actions that are honest, fair, and worthy of respect.



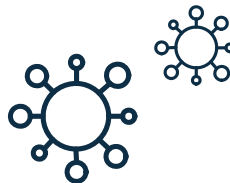
4. Optimistic

Hoping or believing that good things will happen in the future.



5. Peace Corps

A program where Americans volunteer to help in other countries.



6. Polio

A very contagious disease caused by a virus.



Introduction

TELL Students

Today is our final day of Celebrate Freedom Week. We have learned so much about our wonderful country! Today, we are going to learn about another important part of American history. This riddle will give you a clue about today's topic.

*Without a crown, I led with care, from fields of battle to a chair so rare.
A cherry tale, though not quite true, my face on green bills, gives you a clue.
Across a river, cold and wide, my troops and I did boldly stride.
In a land of liberty, my legacy thrives, first in command, where freedom survives.
Who am I, with a Mount named in my honor,
And a day in February, to ponder and remember?*

ASK Students

Why is this riddle referring to?

TELL Students

That is right! This riddle is about George Washington. Please turn to your neighbor and discuss what you already know about George Washington. [Give students three minutes to discuss with their neighbor]. George Washington was America's first President. He was not only tall and looked very strong, but he was also strong on the inside.

People respected him not just because of how he looked, but because he was a good and honest person. Washington believed in being honorable and always tried to do what was right. The word **honorable** has to do with people and actions that are honest, fair, and worthy of respect. Washington was very brave and his courage made the people around him want to be great, too. Washington carried himself in a way that made everyone, even the other important leaders who helped start our country, respect him a lot.



George Washington

ASK Students

Why are good leaders important in our school, community, and country?

TELL Students

Good leaders are faced with many challenges and tough decisions. Have you ever had to choose between two things and it was really tough to decide? Or maybe there was a time when doing the right thing was hard? Like standing up for a friend when others were not being nice, or sharing your favorite snack, even when you wanted it all to yourself? It can be scary to do what you know is right, especially when it feels easier to do something else. Maybe you have had to wait patiently for your turn, share the last piece of candy with a buddy, or let your little brother or sister pick the movie on movie night. Sometimes, finding the courage to do the right thing can be really hard. It is like swimming against the current—

it takes a lot of strength. But being brave and doing the right thing is what makes someone a true leader. A long time ago, George Washington had to do something really hard, too. He had to lead our country when things looked impossible. He had to be brave and do the right thing, even when it was difficult. And that is why we remember him as a great leader.

ASK Students

What kind of leader was George Washington?

TELL Students

Listen to this riddle to learn more about an important leadership role in the United States. *In a house that's not just any, but quite white, I lead and make decisions striving to do what's right.*

With duties vast and powers wide, across the world, my influence might glide.

From laws to sign, to speeches to give, for the people, and the nation, I work and live.

Who am I, with a term or maybe two, Commander-in-Chief, to the red, white, and blue?

That is right! This riddle is about the President of the United States.

ASK Students

Which branch of government does the President of the United States belong to?

TELL Students

The President of the United States is an important job. The President of the United States is the head of state and head of government of the United States of America. The president directs the executive branch of the federal government and is the commander-in-chief of the United States Armed Forces. Today, we are going to learn more about American Presidents and leaders. Let's watch this video to learn more about the President of the United States.

WATCH

Learn More with Liberty: [Presidents and the White House](#)



Lesson

TELL Students

The White House is not just any old house. It is where the President of the United States lives and works!

Did you know that it has 132 rooms, 35 bathrooms, and 6 levels in the residence? That is a lot of space to explore! It wasn't always called the White House, either. People used to call it the "President's Palace" or the "Executive Mansion" until President Theodore Roosevelt officially named it the White House in 1901.



President Theodore Roosevelt

Another cool fact is that the White House has its own movie theater, bowling alley, and even a swimming pool! Plus, it is really old. The construction started in 1792, and President John Adams was the first to live there in 1800. Every President since then has lived there, making it a house full of history waiting to be discovered!

ASK Students

What is the Executive Mansion? What is this building called today and why?

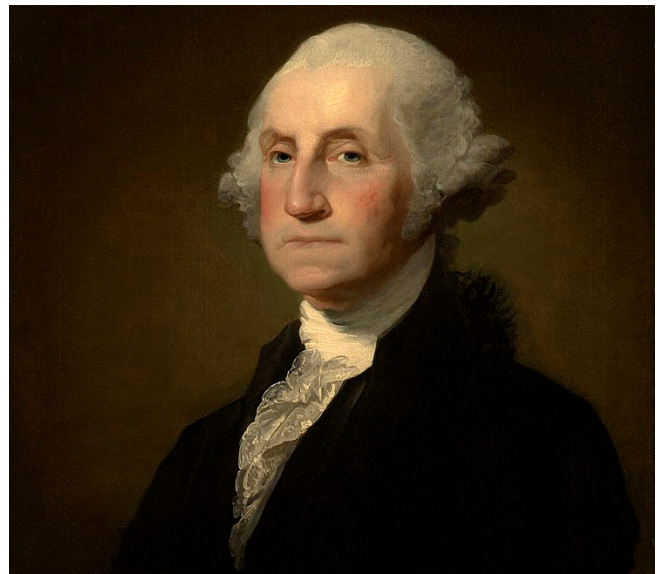


President John Adams

TELL Students

The President of the United States is a very important job. Today, we are going to learn about a few of our country's leaders. Earlier, we talked about George Washington.

He was the very first President of the United States, serving from 1789 to 1797. He is often called the "Father of Our Country" because of how he helped the United States become its own nation. Before becoming President, he was a general who led American soldiers to victory in the Revolutionary War against Britain. Washington did not really want to be President at first, but he took the job because he knew his country needed him. He set many examples for future Presidents to follow, like serving only two terms (that is eight years in total). Plus, his face is on the one-dollar bill and Mount Rushmore, making him pretty famous.



ASK Students

Why is George Washington called the “Father of Our Country?”

TELL Students

Please read the passage below to learn about another important American President. [Teachers, please print and distribute the student text to the class.]

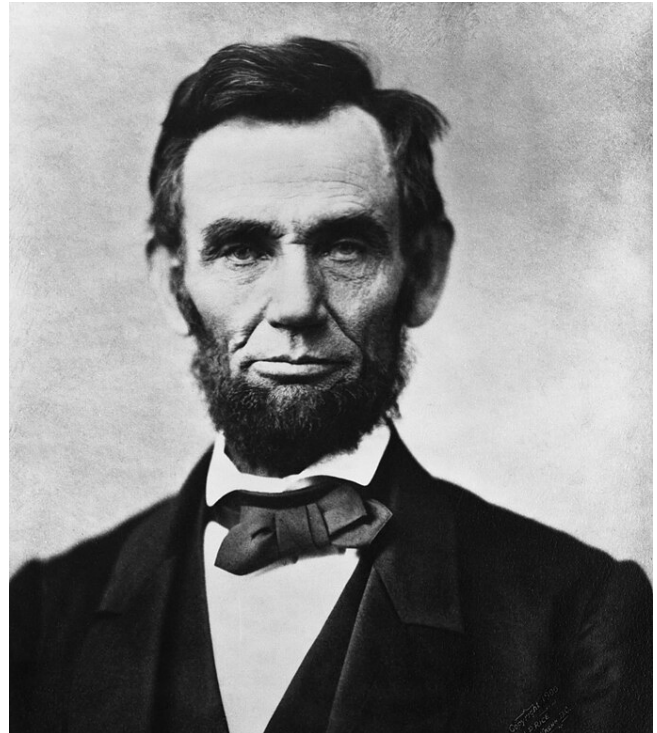
Abraham Lincoln was an important man in American history.

He is also known as “Honest Abe,” and was the 16th President. President Lincoln served during one of the toughest times in American history, the Civil War, from 1861 to 1865. He worked hard to keep the United States together when the country was divided over the issue of slavery. Lincoln believed that everyone deserved to be free, no matter the color of their skin, and he issued the Emancipation Proclamation in 1863, which freed slaves. He also gave the famous Gettysburg Address, a short speech that reminded people what they were fighting for.

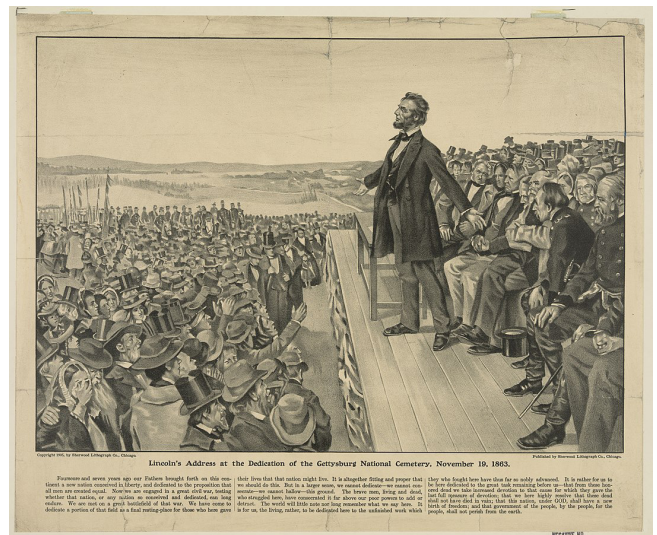
Lincoln is remembered as a hero for his bravery and determination to do what was right.

ASK Students

What made President Lincoln a great leader?

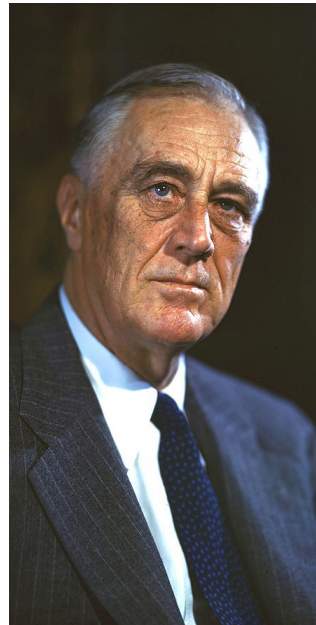


President Abraham Lincoln



TELL Students

Another American President is Franklin D. Roosevelt, or FDR. He was the only President to be elected four times, serving from 1933 to 1945. He led the country through two of its greatest challenges: the Great Depression and World War II. FDR was known for his fireside chats, radio talks where he explained his policies and made Americans feel like he was talking directly to them. Despite having polio and being unable to walk without help, Roosevelt never let his disability stop him from leading the country. **Polio** is a very contagious disease caused by a virus.



President Franklin D. Roosevelt

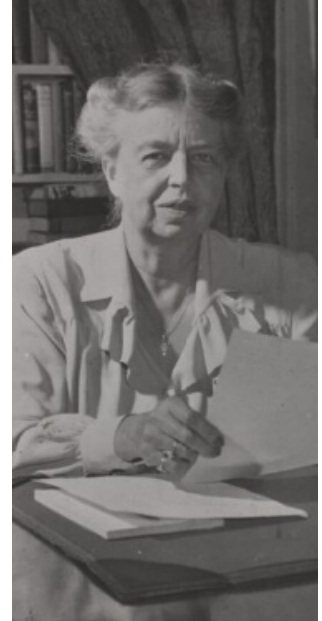
ASK Students

What obstacles did FDR face?

TELL Students

Eleanor Roosevelt was married to FDR and served as **First Lady**. Typically, the First Lady is the wife of the President of the United States. However, in cases where the President was unmarried, the role has sometimes been filled by a relative. Eleanor Roosevelt held press conferences, wrote a daily newspaper column, and spoke out on human rights, children's causes, and women's issues.

During FDR's presidency, she traveled extensively, acting as his eyes and ears, especially during the hardships of the Great Depression and World War II. Her service did not stop after the presidency. Eleanor Roosevelt's dedication to improving human rights on a global scale continued for many years.



Eleanor Roosevelt

ASK Students

What is the role of the First Lady?

TELL Students

Please read the passage below to learn about another American President.

Have you heard of JFK? John F. Kennedy, often called JFK, was the 35th President and served from 1961.

*He was the youngest person ever elected President, at the age of 43. Kennedy is famous for his inspiring speeches and for starting the **Peace Corps**, a program where Americans volunteer to help in other countries.*

He also supported the space program, promising that America would send a man to the moon by the end of the 1960s, a goal that was achieved after his death. JFK faced many challenges, including the Cuban Missile Crisis, which was a scary time when the world was close to nuclear war. This was during a time called the Cold War which means it was a time of tension between countries but there was no direct military engagement.



President John F. Kennedy,



ASK Students

What are some obstacles faced by President John F. Kennedy?

TELL Students

The last American President we are going to talk about today is Ronald Reagan. He was the 40th President of the United States. Reagan served from 1981 to 1989 and was known as “The Great Communicator” because of his ability to connect with Americans through his speeches. Before becoming President, he was an actor and the governor of California. As President, he focused on reducing the government’s influence on people’s lives and played a crucial role in ending the Cold War, a tense time between the United States and the Soviet Union.



Reagan’s optimistic view of America and his belief in the country’s potential inspired many. **Optimistic** means hoping or believing that good things will happen in the future. Reagan’s presidency is often remembered for its impact on American politics and its contribution to the spread of freedom and democracy around the world.



ASK Students

What made President Ronald Reagan a great leader? Why was he known as “The Great Communicator?”

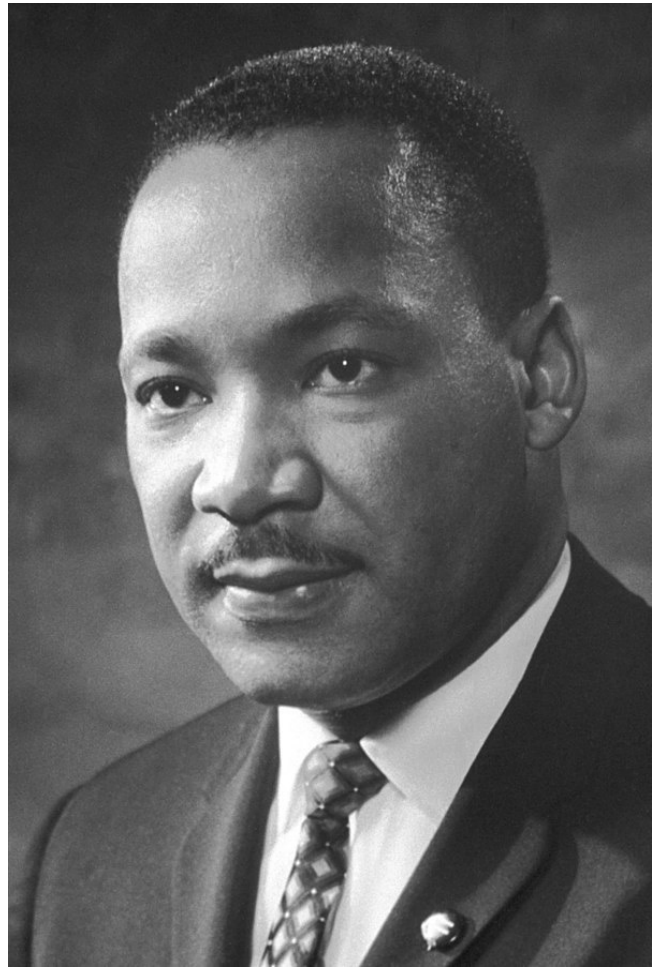
TELL Students

Another renowned speaker is Dr. Martin Luther King, Jr. He was not an American President but Dr. King is a very important figure in American history. He is known for his powerful and inspiring communication, which played a pivotal role in advancing civil rights in America. **Civil rights** are rights that are granted to citizens by a government. His eloquence and beliefs were most famously captured in the “I Have a Dream” speech. Dr. King’s ability to

articulate the struggles and hopes of African Americans, along with his call for racial equality, resonated deeply across the United States and the world. He helped to found the Southern Christian Leadership Conference and played an important role in the passage of the Civil Rights Act of 1964. Dr. King was committed to a society where people would “not be judged by the color of their skin but by the content of their character.” Dr. King’s legacy lives on as a testament to the power of words and peaceful action in the fight for justice and equality.

ASK Students

What contributions did Dr. Martin Luther King, Jr. make? What type of leader was he?



Dr. Martin Luther King, Jr.

TELL Students

Celebrate Freedom Week is a special time when we honor the freedoms and rights we enjoy in the United States. Learning about important leaders and key figures in American history helps us understand how and why our country came to be what it is today. From George Washington, who led the country to independence, to Abraham Lincoln, who fought to unite the nation and end slavery, each President has played an important role. Presidents like Ronald Reagan worked tirelessly to ensure all Americans could live in a country where freedom and democracy thrive. Key figures like Dr. Martin Luther King Jr. contributed to the freedoms we celebrate today, showing us the importance of courage, leadership, and the commitment to a better society for everyone. During Celebrate Freedom Week, we remember the hard work and dedication of these leaders and reflect on how their contributions continue to influence our lives today.



Activity Presidential Time Capsule

Objective

This interactive activity is designed to help fifth graders learn about important American Presidents and key historical figures by creating a “Presidential Time Capsule.”

Materials Needed

- Small boxes or containers for each student (time capsules)
- Profile cards of American Presidents and key figures, including basic facts and significant contributions
- Art supplies: markers, colored pencils, stickers, and decorative paper
- Blank timeline templates
- Access to books or school-approved internet sites for research

Preparation

- Prepare profile cards in advance, each featuring a different President or key figure.
- Set up a research station with access to books and the internet if possible.

Introduction

Begin with a discussion on the role of the President and other key figures in shaping American history. Explain the concept of a time capsule and how it can preserve knowledge for the future.

Research and Selection

- Allow students to draw a profile card at random. Each student will research their assigned President or figure, focusing on their achievements and impact on American history.
- Students should use the research station and any classroom resources to gather information.

Creating the Time Capsule

- Provide each student with a small box or container to decorate as their time capsule. Encourage creativity in representing their figure on the outside of the box.
- Inside the box, students will place a brief written summary of their figure's contributions, a drawing or collage representing key events during their leadership, and any other creative items they feel symbolize their figure's legacy (e.g., a mini Declaration of Independence for Thomas Jefferson).

Timeline Integration

Using the blank timeline templates, students will mark the period when their figure was influential. This will help visualize the sequence of leadership and contributions over time.

Presentation and Discussion

- Students will present their time capsules to the class, sharing their research findings and explaining the items inside their capsule.
- Facilitate a class discussion on the diverse impacts these leaders had on the nation's history.

Reflection

Conclude the activity with a reflective discussion on what students learned about leadership and legacy. Ask students to think about what they would put in a time capsule to represent themselves.

Assessment: American Presidents and Key Figures

Instructions

Read each question carefully and choose the best answer. Fill in the blank spaces with your answers to the open-ended questions.

Name: _____ Date: _____

1. Who is known as the "Father of Our Country"?

- A) Abraham Lincoln
- B) George Washington
- C) John F. Kennedy
- D) Ronald Reagan

2. What did Abraham Lincoln do during his presidency?

- A) Ended the Cold War
- B) Issued the Emancipation Proclamation
- C) Started the Peace Corps
- D) Was known as "The Great Communicator"

3. What major challenges did Franklin D. Roosevelt face?

- A) The Great Depression and World War II
- B) The Revolutionary War
- C) The Civil War
- D) The Cold War

4. What program did John F. Kennedy start to help other countries?

- A) The New Deal
- B) The Peace Corps
- C) Medicare
- D) The Fireside Chats

5. Why was Ronald Reagan called “The Great Communicator”?

- A) For his acting skills
- B) For his ability to connect with Americans through his speeches
- C) For his silence
- D) For writing the Declaration of Independence

6. The White House, where the President lives and works, has _____ rooms and was first occupied by the President _____.

7. George Washington showed his leadership by leading American soldiers to victory in the _____ and later becoming the first _____ of the United States.

8. Abraham Lincoln is remembered for his dedication to _____ and for delivering the _____ Address, which emphasized the importance of unity and freedom.

9. FDR is known for his _____ chats, where he communicated directly with the American people about his policies and ideas during tough times.

10. Dr. Martin Luther King, Jr. contributed to American history through his leadership in the _____ rights movement and is famous for his _____ speech.

11. Why are good leaders important in our school, community, and country? Provide one example based on the leaders you’ve learned about.

12. What qualities made George Washington a great leader? Mention at least two qualities.

Answer Key

1. Who is known as the “Father of His Country”?

B) George Washington

2. What did Abraham Lincoln do during his presidency?

B) Issued the Emancipation Proclamation

3. What major challenges did Franklin D. Roosevelt face?

A) The Great Depression and World War II

4. What program did John F. Kennedy start to help other countries?

B) The Peace Corps

5. Why was Ronald Reagan called “The Great Communicator”?

B) For his ability to connect with Americans through his speeches

6. The White House, where the President lives and works, has **132** rooms and was first occupied by President **John Adams**.

7. George Washington showed his leadership by leading American soldiers to victory in the **Revolutionary War** and later becoming the first **President** of the United States.

8. Abraham Lincoln is remembered for his dedication to **freedom** and for delivering the **Gettysburg** Address, which emphasized the importance of unity and freedom.

9. FDR is known for his **fireside** chats, where he communicated directly with the American people about his policies and ideas during tough times.

10. Dr. Martin Luther King, Jr. contributed to American history through his leadership in the civil rights movement and is famous for his "I Have a Dream" speech.

11. Why are good leaders important in our school, community, and country? Provide one example based on the leaders you've learned about.

Good leaders are important because they guide us through challenges, make tough decisions for the common good, and inspire others to be their best. For example, George Washington's leadership during the Revolutionary War and his presidency helped establish the United States as a free and independent nation.

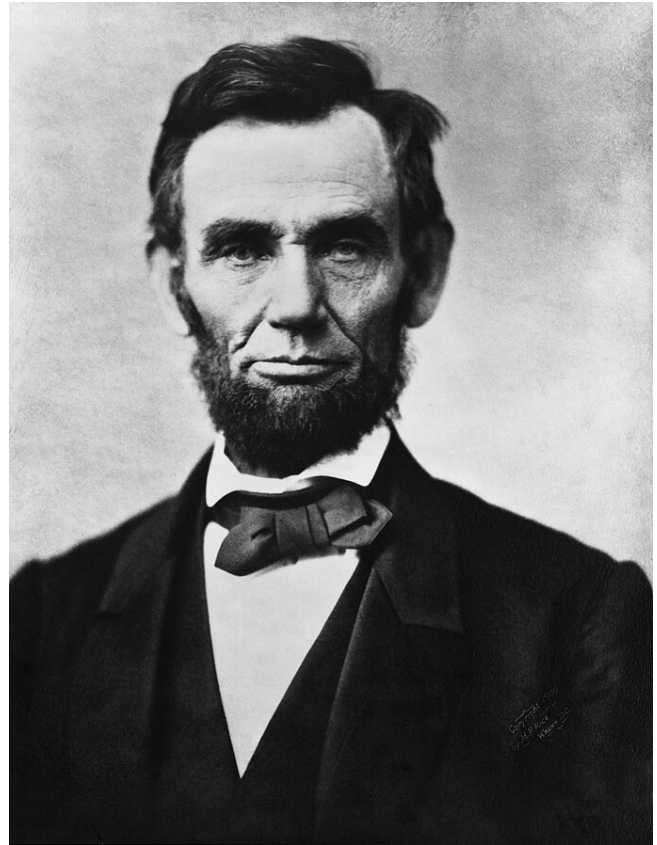
12. What qualities made George Washington a great leader? Mention at least two qualities.

George Washington was known for his courage, leading his troops through difficult times, and his integrity, always striving to do what was right for his country.

Student Text

Abraham Lincoln was an important man in American history. He is also known as "Honest Abe," and was the 16th President. President Lincoln served during one of the toughest times in American history, the Civil War, from 1861 to 1865. He worked hard to keep the United States together when the country was divided over the issue of slavery.

Lincoln believed that everyone deserved to be free, no matter the color of their skin, and he issued the Emancipation Proclamation in 1863, which freed slaves. He also gave the famous Gettysburg Address, a short speech that reminded people what they were fighting for. Lincoln is remembered as a hero for his bravery and determination to do what was right.



President Abraham Lincoln



President Abraham Lincoln giving the Gettysburg Address

Have you heard of JFK? John F. Kennedy, often called JFK, was the 35th President and served from 1961. He was the youngest person ever elected President, at the age of 43. Kennedy is famous for his inspiring speeches and for starting the Peace Corps, a program where Americans volunteer to help in other countries.

He also supported the space program, promising that America would send a man to the moon by the end of the 1960s, a goal that was achieved after his death. JFK faced many challenges, including the Cuban Missile Crisis, which was a scary time when the world was close to nuclear war. This was during a time called the Cold War which means it was a time of tension between countries but there was no direct military engagement.



President John F. Kennedy



Peace Corps workers

Resources List

1. <https://www.mountvernon.org/george-washington/resume/>
2. <https://www.gingrich360.com/2021/01/01/newts-world-ep-179-the-immortals-george-washington/>
3. <https://www.gingrich360.com/product/the-first-american/>
4. <https://www.history.com/news/george-washington-french-indian-war-jumonville>
5. <https://www.gingrich360.com/product/the-first-american/>
6. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/valley-forge/>
7. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/yorktown-campaign/>
8. <https://www.history.com/this-day-in-history/george-washington-resigns-as-commander-in-chief>
9. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/cincinnatus/>
10. <https://www.mountvernon.org/george-washington/the-first-president/political-parties/>
11. <https://www.heritage.org/commentary/the-man-who-would-not-be-king>
12. <https://www.history.com/news/george-washington-farewell-address-warnings>

