



LITTLE PATRIOTS



CELEBRATE FREEDOM WEEK

TEACHER GUIDE



First Grade



AMERICAN
CORNERSTONE
INSTITUTE

Faith. Liberty. Community. Life.

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Day One Teacher Guide



Key Themes

- Freedom
- Loyalty



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define loyalty.
- Explain why the Pledge of Allegiance is significant.
- List two ways to honor the American flag.

Key Terms



1. Democracy

A form of government in which the people have a say in how the government is run.



2. Honor

To regard or treat someone or something with admiration and respect.



3. Loyalty

A devotion for someone or something.



4. United

Joined together to act as a whole.



TELL Students

Did you know that we have a special week called “Celebrate Freedom Week?” It is a time when we get to learn all about the wonderful freedoms we have in our country, the United States of America! During Celebrate Freedom Week, we celebrate the rights and freedoms that make our country so amazing. We learn about the brave men and women who fought for these freedoms long ago, and we talk about why it is important to cherish and protect them.

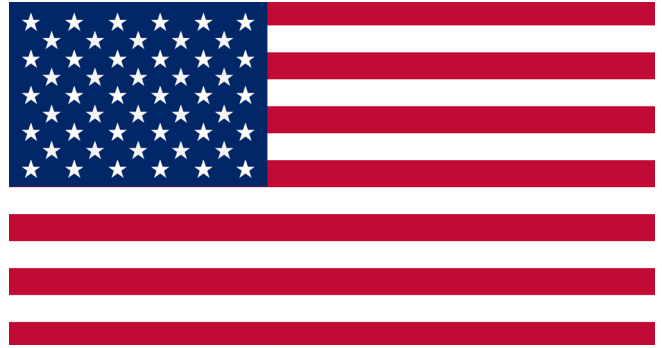
We will do a lot of fun [activities](#) and games to help us understand just how lucky we are to live in a place where we can be free to be ourselves. So get ready to wave those flags high and celebrate the land of the free and the home of the brave during Celebrate Freedom Week! It is going to be an awesome adventure!

ASK Students

What is Celebrate Freedom Week?

TELL Students

Display the American flag. Explain that it is a symbol of our country, the United States of America. Remind students that we look to the flag when we say the Pledge of Allegiance each day. The Pledge of Allegiance is a special promise or oath that people in the United States say to show their love and loyalty to their country.



Tell the students that they will learn about the Pledge of Allegiance and what it means. Have students stand, put their hand on their heart, look at the American flag, and say the Pledge of Allegiance with you.



ASK Students

What is the Pledge of Allegiance? Why is it important?

TELL Students

Let's watch an episode of Learn More with Liberty to learn more about the Pledge of Allegiance and why we look at our flag when we recite it.

WATCH

Learn More With Liberty: [History of the Pledge of Allegiance](#)



Lesson

TELL Students

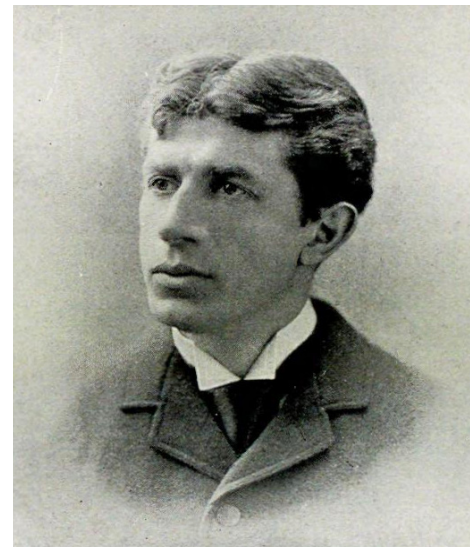
The Pledge of Allegiance is a promise that people in the United States say to show their love and loyalty to their country. **Loyalty** is a devotion for someone or something. The Pledge of Allegiance was written a long time ago by a man named Francis Bellamy. He wanted children to have a special way to honor their country.

ASK Students

What does it mean to honor something?

TELL Students

Honor means to regard or treat someone or something with admiration and respect. The Pledge says that people in the United States are united and stand together. When people are **united**, they join together and act as a whole. It also says that people in the United States promise to be loyal and respectful to their country and the flag. It is like a special promise we say to show that we love where we live and the freedom we have.



Francis Bellamy, author of the original Pledge of Allegiance.

ASK Students

Why is it important for people in the United States to join together and act as a whole?

TELL Students

Show a poster or visual aid with the words of the [Pledge of Allegiance](#). Read the Pledge aloud slowly, emphasizing each word.

*I pledge allegiance to the Flag
Of the United States of America,
And to the Republic
For which it stands,
One Nation under God,
Indivisible,
With liberty,
And justice for all.*

We say the Pledge every day because it is very important. Let's learn more about the meaning of each phrase or group of words in the Pledge. "I pledge allegiance" means promising to be loyal.



ASK Students

What does it mean to be loyal?

TELL Students

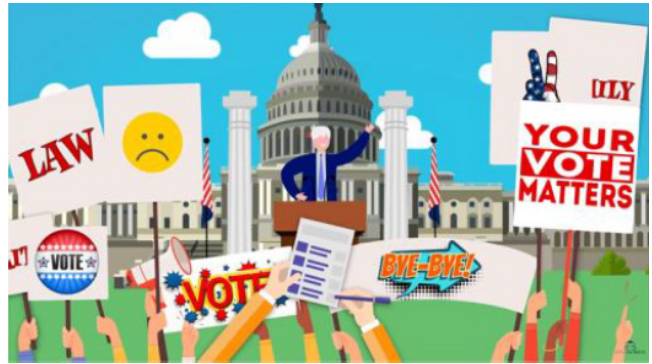
"To the flag" means we are talking about the American flag. "Of the United States of America" means our country. "And to the Republic" means our country's government. "For which it stands" means the flag represents our country.

ASK Students

What type of government do we have in the United States?

TELL Students

The United States government is a democracy. A **democracy** is a form of government in which the people have a say in how the government is run. Everyone in a democracy is important to the government, and that includes you!



ASK Students

What is a democracy?

TELL Students

“One Nation” means we are united together as one country. “Indivisible” means our country cannot be split apart. “With liberty and justice for all” means everyone in our country should be treated fairly.

ASK Students

What does united mean?

TELL Students

We stand united when we say the Pledge. It is an important way to honor our country. Tomorrow, we will learn more about the American Flag and why we stand when we say the Pledge.



Activity

Let's Create an American Flag!

Objective

By the end of the activity, students will demonstrate an understanding of the flag's colors and symbols.

Materials Needed

1. Red, white and blue construction paper strips (cut down to 2 inch by 8 inch)
2. Tape or staplers
3. Large poster or image of the American flag for reference

Introduction

- Show the class a large poster or image of the American flag.
- Explain to students that they will be making a classroom American flag using construction paper strips.
- Review the colors of the American flag (red, white, and blue) and their significance.

Making the Loops

- Distribute red and white construction paper strips to each student.
- Instruct students to tape or staple the ends of the strips together to create loops. Tell students that white strips will connect to white strips. Red strips will connect to red strips only. Each loop will connect to another to make the red and white stripes of the flag.
- Encourage students to make as many loops as they can to represent the stripes of the flag.

Creating the Blue Section

- Provide blue construction paper to each student.
- Instruct students to tape or staple the ends of the blue strips together to create the blue portion of the flag (same process as above).

- Assist students in attaching the blue section (which is shorter) to the longer red and white sections of the flag.

Adding the Stars

- Provide pre-cut stars (white).
- Have students tape stars to the blue area of the flag.

Assembling the Flag

- Guide students in arranging their loops of red and white stripes to the blue section to resemble the American flag.
- Help students tape or staple the loops together along the edges to secure the flag in place. Hang the links in a visible location so that the entire class can enjoy the flag. [Please see reference to the right.]

Reflection and Sharing

- Invite students to discuss what they learned about the American flag.
- Conclude the lesson by reciting the Pledge of Allegiance together as a class.

Extension

- Encourage students to research the meaning behind the stars and stripes of the American flag.
- Discuss the history of the American flag and its importance as a symbol of the United States.



Resources List

1. <https://www.history.com/news/who-created-the-pledge-of-allegiance>
2. <https://www.history.com/news/pledge-allegiance-under-god-schools>
3. <https://www.nps.gov/teachers/classrooms/symbols-of-american.htm>
4. <https://www.archives.gov/founding-docs>

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Day Two Teacher Guide



Key Themes

- American Symbols
- Opportunity



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define opportunity.
- Explain the significance of the American flag.
- Describe the correct way to show respect during the national anthem.

Key Terms



1. Opportunity

A situation in which it is possible for you to do something that you want to do.



2. Respect

To admire or look up to someone or something.



3. Symbol

A mark, sign, or word that stands for something else.



4. Unity

Being together or at one with someone or something. It is the opposite of being divided.



Introduction

TELL Students

Are you ready for day two of Celebrate Freedom Week? It is exciting to learn more about our wonderful country! Yesterday, we learned about the Pledge of Allegiance.

ASK Students

What American symbol do we stand and look at when we say the Pledge?

TELL Students

A **symbol** is a mark, sign, or word that stands for something else. We stand and look at the American flag when we say the Pledge. Today, we are going to learn about two very special things: the American flag and the national anthem! The American flag is a beautiful symbol of our country, the United



States of America. It has stripes of red and white, and a blue rectangle with white stars in the corner. Each star represents one of the 50 states in our country. When we see the flag, it reminds us of the freedom we have and the people who have worked hard to protect it. Now, let's talk about the national anthem. Have you ever heard a special song played before events like the Super Bowl? This song is the national anthem, and it is an important song that represents our country. It is called "The Star-Spangled Banner."

Every time we hear this song, we need to show respect for our country and the people who have helped make it great. **Respect** means to admire or look up to someone or something.

Today, we are going to learn more about the American flag and the national anthem through some fun activities and stories. Are you ready to explore and learn together? Let's get started!



ASK Students

What does the American flag look like?
What are some places where you see the American flag?





Lesson

TELL Students

The flag is red, white, and blue. Today, we are going to read a special book called [*Red, White, and Blue: Our Flag Matters to Me and You!*](#) Look at the cover of the book. What do you see? Yes, this young man has his hand on his heart while he is looking at the American flag. And, there is an eagle flying overhead.

ASK Students

What do you think this book is about?

TELL Students

Let's read to find out! Read pages 1-4 of the book.

ASK Students

What do the 50 stars on the American flag represent?

TELL Students

Yes, they represent the 50 states! Remind students what state they live in. Read pages 5-10.

ASK Students

What are you free to do in America?

TELL Students

You are free to lead, help others, create, compete, vote, and explore in the United States of America. These are just a few of the opportunities you have in the United States! An **opportunity** is a situation in which it is possible for you to do something that you want to do. Let's read about more opportunities that our country offers. Read pages 10-15.

ASK Students

Why do we stand for the American flag?

TELL Students

We stand for the flag to show respect. Read pages 16-21.

ASK Students

Can you show respect even if you disagree with someone?

TELL Students

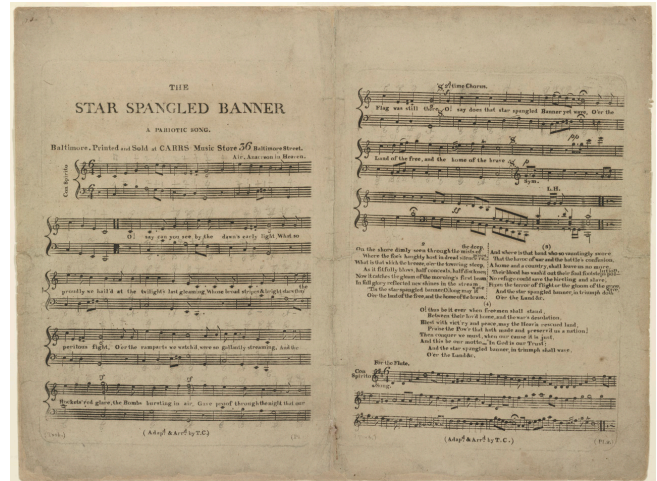
Yes! Reread the last page of the book: Standing together shows **respect** even if we may disagree, because that flag waves for us all reminding us that we are free. In the United States, we have the freedom to hold different opinions. However, it is important to demonstrate respect even when we do not agree with others. Most importantly, we always show reverence, or respect, to our country. The United States of America offers many opportunities for you to learn, grow, and contribute. Respect for our country extends to our national anthem, symbolizing our unity and pride as a nation. **Unity** means being together or at one with someone or something. It is the opposite of being divided.

ASK Students

How can you show respect to your country?

TELL Students

The national anthem is a song that represents the United States of America. Just like how we have our favorite songs that we love to sing along to, the national anthem is a song that is important for everyone in our country to know. It is a way for us to show how much we love our country and feel proud to be a part of it. The national anthem is called “The Star-Spangled Banner.”



ASK Students

What is “The Star-Spangled Banner?”

TELL Students

[“The Star-Spangled Banner” is our national anthem.](#) It is an important American symbol. Because it is very important, we do special things while it is playing. During the national anthem, it is important to show respect by standing up straight and facing the flag. Put your right hand over your heart and stay quiet while the anthem is playing or being sung. Remember to pay attention and be respectful during this time because the national anthem is a symbol of our country’s unity and pride. If you see a flag, you can also look at it while showing respect. Let’s practice being respectful to this important American symbol. Play the national anthem. Instruct students to stand, put their hands on their heart and look at the flag as they listen or sing.

ASK Students

How does this important song make you feel?

WATCH

Teachers, please lead your students in singing the [National Anthem](#) together using the provided link. Encourage students to observe proper etiquette while singing. Additionally, you may play the sing-along while students work on their activities in the next section of this lesson.





Activity Flag and Anthem Bingo

Objective

The objective of this activity is for first grade students to learn more about the American flag and the national anthem in a fun and interactive way.

Materials Needed

- [Bingo cards](#)
- Markers or counters for each student
- Pictures or illustrations of the American flag and musical notes (optional)
- [Flag and anthem trivia cards](#) (optional)

Introduction

- Introduce the activity by explaining that students will be playing a game of Bingo

to learn more about the American flag and the national anthem.

- Distribute Bingo cards to each student, ensuring that each card contains different images or words related to the flag and anthem.
- Explain the rules of Bingo: students will listen to clues or descriptions related to the flag or anthem and mark the corresponding image or word on their Bingo cards.
- Begin calling out clues or descriptions related to the flag and anthem.
For example:
 - “This symbol has red and white stripes with a blue rectangle in the corner.”
 - “This song is played to honor our

country and its values.”

- “This symbol represents the freedom and unity of our nation.”

- As students hear each clue, they will look for the corresponding image or word on their Bingo cards and mark it with a marker or counter.
- The first student to cover all squares shouts “Bingo!” and wins the game.
- Review the correct answers with the class and discuss the significance of each clue related to the flag and anthem.
- For an extension activity, provide additional trivia cards with interesting facts about the flag and anthem. Students can take turns reading the trivia questions and answers to the class.

Resources List

1. <https://www.gingrich360.com/product/the-first-american>
2. <https://www.history.com/news/10-things-you-may-not-know-about-the-star-spangled-banner>
3. <https://www.history.com/topics/19th-century/the-star-spangled-banner>
4. <https://bensguide.gpo.gov/j-star-spangle>

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Day Three Teacher Guide



Key Themes

- Equality
- Freedom
- Independence



Core Values

- Community
- Faith
- Life
- Liberty

Learning Objectives



Students will be able to

- Define independence.
- Explain the significance of the Declaration of Independence.
- List two reasons why the colonies were unhappy with Great Britain.

Key Terms



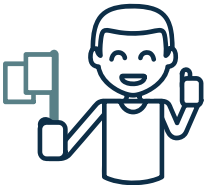
1. Colonist

A person who settles in a new colony or moves to a new country.



2. Declare

To say something in a clear and strong way.



3. Independence

Having the freedom to make choices and do things on your own.



4. Tax

Money that adults give to the government to help pay for important things like schools, parks, and safety.



5. Unite

To come together in agreement.



Introduction

TELL Students

Celebrate Freedom Week is a time when we come together to remember and honor a very important event in our country's history: Independence Day. During this special week, we celebrate the freedoms and rights that make our country so special. It is a time to learn about the brave people who fought for our independence and the values they believed in. Ask students if they know what independence means. Encourage responses and simplify the concept by explaining that **independence** means having the freedom to make choices and do things on your own. As a class, make a list of the ways each student exerts independence in the classroom. Examples include: selecting a spot on the carpet for storytime, deciding which activity to do on the playground, and choosing between options in the cafeteria. Tell students that these are examples of independent choices.

ASK Students

How would you feel if you had a clubhouse but your friend made all of the rules and only allowed you to play games that they wanted to play? Is that fair?

TELL Students

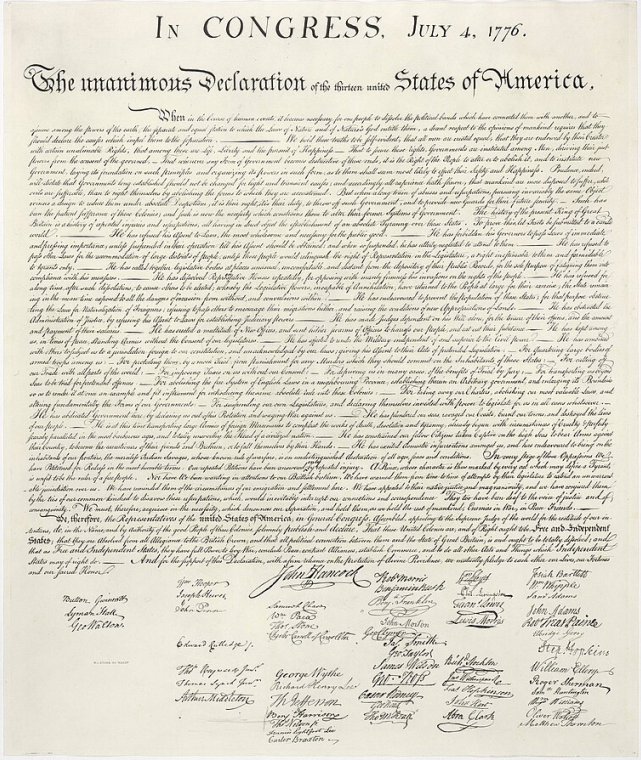
A group of five smart, brave men wrote the Declaration of Independence. It was a special letter they sent to the British king. They told the king they wanted to make their own rules and be in charge of their own country. They wanted independence.

In the Declaration of Independence, the **colonists** said that everyone should be treated equally and with fairness. When everyone is treated fair in your clubhouse, you share and help each other. The colonists also told the British king that they had a right to be safe and happy, just like how you want to feel in your clubhouse.

Let's watch an episode of Star Spangled Adventures to learn more about the Declaration of Independence.

WATCH

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



King George III, ruler of Great Britain from 1760-1820.



Lesson

ASK Students

In the summer of 1776, five important men began to write the document that explained why the colonies wanted independence, or freedom, from Great Britain. What is this document called?

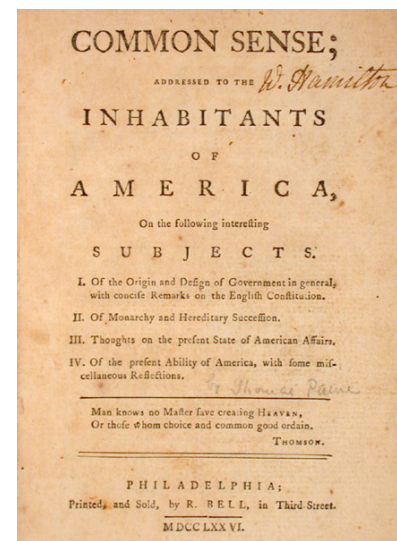
ASK Students

Do you think it was easy for these five men to work together to create the Declaration of Independence?

TELL Students

That is right! Everyone had their own opinions so it was not always easy to work together. A man named Thomas Paine wrote a book called *Common Sense* in 1776. This book helped the colonists to **unite**, or come together.

The colonists united behind the idea of independence from Great Britain.



ASK Students

The Declaration of Independence told the British king that the colonists would no longer follow his rules. When the British king heard this, what did he decide to do?

TELL Students

The British king sent troops, known as Redcoats, to control the colonists. However, this did not work. The colonists stood up for themselves and decided to fight for their freedom.

ASK Students

The colonists were _____. (brave)

TELL Students

Did you know that the day the Declaration of Independence was agreed to is often referred to as America's birthday? That is why we celebrate the Fourth of July. We remember the day when the American colonists decided to declare freedom from the British king. To **declare** means to say something in a clear and strong way.

The Declaration of Independence is a very important document that tells the story of how our country started. It tells us that in the United States, we have the chance to be happy and independent. It also tells us that in the United States, people are treated with fairness.



TELL Students

We are going to play a game. You will pretend to be the American colonists. I will pretend to be the British king. Give each child five M&Ms. Place board games around the room. Explain that students may play board games after they pay their M&M tax. Walk around the room and retrieve every M&M from every student.

ASK Students

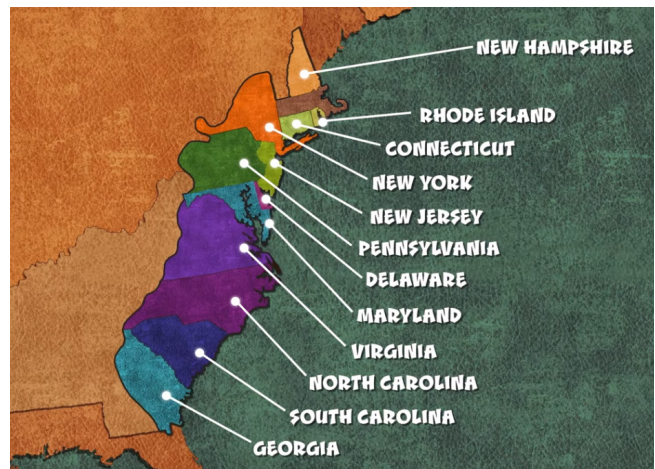
Is it fair that I took all of your M&Ms?

TELL Students

The British king also took a lot of taxes from the colonists. And, the colonists lived a very long way from the British king!

ASK Students

How did the British king treat the colonists?
How did they respond?



TELL Students

The Declaration of Independence was a very important document to the colonists. It is still a very important document today. It declared freedom from the British king and started our country's journey to independence.



Activity Declaration of Candy Freedom

Objective

Students will understand the concept of independence and apply it to a fun scenario by creating their own Declaration of Candy Freedom, expressing their desire for fair treatment.

Materials Needed

- M&M candies (or pictures of M&Ms)
- Markers or crayons
- Paper
- Pencils

Introduction

- Gather students and review what they learned about the Declaration of Independence.
- Simplify the concept of independence by

relating it to having the freedom to make choices and be treated fairly.

- Reintroduce the scenario of the M&M board game tax, where students pretend they are being unfairly taxed for a game they love.

Discussion

- Engage students in a discussion about fairness and why it is important.
- Ask questions like:
 - “What does it mean to be fair?”
 - “How do you feel when things are not fair?”
 - “Why is it important for everyone to have an equal chance to play?”

Activity

- Explain that students will now have the opportunity to create their own Declaration of Candy Freedom.
- Distribute paper and pencils to each student.
- Encourage students to think about what they would like to declare independence from and why.
- Provide prompts if needed, such as:
 - "What rule in the game feels unfair?"
 - "How would you like things to be different?"
- Once students have written their declarations, allow them to illustrate their ideas.

Sharing and Reflection

- Invite students to share their declarations with the class.
- Hang the declarations on a bulletin board or display area for all to see.
- Lead a brief discussion about the similarities and differences among the declarations.
- Ask students to reflect on what they learned about independence.

Conclusion

- Summarize the activity by making connections between the Declaration of Independence and the declarations created by students.
- Challenge students to come up with solutions to the fairness issues presented in their declarations, encouraging critical thinking and problem-solving skills.



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>

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Day Four Teacher Guide



Key Themes

- Community
- Citizenship
- Freedom



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define community.
- Summarize the benefits of volunteering.
- Explain the significance of being a good citizen in a school, community, and country.
- Describe a good citizen.

Key Terms



1. Beneficial

Helpful, useful, or good.



2. Citizen

A member of a community, state, or nation.



3. Community

A group of people living or working together in the same area.



4. Efficient

Working in a way that gets results, with little wasted effort.



5. Respect

To accept somebody for who they are, even when they are different from you or you do not agree with them.



6. Volunteer

A person who spends some of their time helping others.



Introduction

TELL Students

During Celebrate Freedom Week, we celebrate the freedom we have in our country. Remember, these freedoms give us a lot of opportunities. You have the freedom, or opportunity, to share ideas, to learn and go to school, and to be yourself. Now, you have the opportunity to help me solve this riddle: *I am not a superhero, but I still lend a hand, I am not a ruler, yet I help the land. I am not famous, yet I make a difference, you see, in serving my community, I am the key. What am I?* Yes, that is correct! The answer is a good citizen! Being good citizens helps protect our freedoms. A **citizen** is a member of a community, state, or nation.

ASK Students

What freedoms do you enjoy in the United States?

TELL Students

Today, we are going to learn about something very important: citizenship and community. Citizenship is about being a good member of our community. A **community** is a group of

people living or working together in the same area. In our community, we have neighbors, friends, teachers, and family members who all work together to help each other.

Show students a map of your state and locate your community. Being a good citizen means doing things like following rules, being kind to others, and helping out when we can. You play an important role in making our community special!



ASK Students

Why is it important to be a good citizen?

TELL Students

Let's think about some ways we can be good [citizens in our community](#). We can pick up trash to keep our neighborhood clean, share our toys with friends, and say "please" and "thank you" to show kindness. As we learn more about citizenship and our community, we will discover how special it is to work together and make a difference in the world around us!



ASK Students

What are you going to do to be a good citizen today? What does it mean to be a good citizen?



Lesson

TELL Students

You are a member, or citizen, of our classroom community. Think about how our classroom works. [Review classroom jobs and your classroom [management system](#)]. When everyone does their job, it helps our classroom to be more efficient. **Efficient** means working in a way that gets results, with little wasted effort.

ASK Students

What does efficient mean?

TELL Students

What would happen if our door holder decided not to hold the door for everyone? What would happen if our line leader decided to take us down the wrong hallway? You are right! When you do not do your job in the classroom, everyone else is impacted. And, when everyone follows our classroom rules, it is more fun! Rules like listening to your teacher and your parents, following directions, doing your best and taking care of your responsibilities are good for you and the community.



ASK Students

Why is it important to follow rules?

TELL Students

Being a good citizen in school means you are a good member of the school. You should also strive to be a good citizen of your community and country. Good citizens follow rules, help others, and are kind to everyone around them.



ASK Students

How do good citizens treat others?

TELL Students

Good citizens respect everyone, no matter how they look or where they come from. It is like being part of a big team where everyone works together to make the world a happier and safer place. Being a good citizen is beneficial for everyone in the community! Something that is **beneficial** is helpful, useful or good.



ASK Students

What does it mean to respect someone?

TELL Students

To respect someone means that you accept somebody for who they are, even when they are different from you or you do not agree with them. Sometimes it is hard to do this! Is it always easy to respect your parents when they tell you to make your bed or to go to bed on time? Is it always easy to respect your teacher when they tell you it is time to focus and do your work? It is not always easy to respect adult leaders, but it is the right thing to do. Listening to your parents is very important and protects you from making big mistakes! Respecting others is an important skill that makes our school, community, and country a good place to live.



ASK Students

Why is it important to listen to your parents and teachers? Why is it important to be a good citizen in our community and country?

TELL Students

When you are a good citizen, you also do your part to make your neighborhood, school, and country a better place. We can volunteer to clean up trash at the park, donate toys or clothes to others, or visit elderly neighbors to chat and keep them company. A **volunteer** is someone who spends some of their time helping others. When we do these things, we show kindness and make our community a better place to live. Plus, it feels really good to know that we are making a difference and spreading happiness to others!



ASK Students

What are some ways you can serve your community as a good citizen?

TELL Students

When you use kind words, share with others, and follow rules, you help make our classroom, community, and country a great place for everyone! Think of some ways that you will strive to be a good citizen this week.



WATCH

Learn More With Liberty: [Being a Good Citizen](#)





Activity

Community Helpers Collage

Objective

To teach first grade students about the importance of being a good citizen by serving their community.

Materials Needed

- Magazines or printed images of community helpers (e.g., firefighters, police officers, doctors, teachers, sanitation workers, etc.)
- Construction paper
- Glue
- Scissors
- Markers

Introduction

- Begin by reviewing what it means to be a good citizen and how students can contribute positively to their community. Emphasize the role of community helpers and how they serve others.
- Show students various images of community helpers and briefly explain what each one does to help the community.
- Provide each student with a piece of construction paper and ask them to choose a community helper they would like to focus on.
- Give students magazines or printed images of community helpers and encourage them to cut out pictures of

their chosen helper.

- Once they have cut out their images, have students glue them onto their construction paper.
- After creating their collage, encourage students to use markers to write or draw ways they can be good citizens and help their community.
- Display completed collage artwork around the classroom or in a common area to remind students of the importance of being active members of their community.

Extension

- Have students share their collages with the class and explain why they chose their particular community helper and how they can emulate their actions to be good citizens.
- Encourage students to brainstorm additional ways they can serve their community beyond what they depicted in their collages.

Resources List

1. US Citizenship: Rights, Responsibilities & Naturalization Process | Study.com
2. <https://www.history.com/topics/colonial-america/thirteen-colonies>
3. <https://nps.gov/inde/learn/education/classrooms/resources>
4. <https://www.archives.gov/founding-docs>

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Day Five Teacher Guide



Key Themes

- Equality
- Freedom
- Loyalty



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define two important American values.
- Explain the historical significance of two American monuments.
- List two important American symbols and expound on what they represent.

Key Terms



1. Democracy

A form of government in which people have a say in the government.



2. Immigrant

People who move to a new country.



3. Motto

A slogan or favorite saying.



4. Monument

A statue or building made to remember a person or important event.



5. Values

Beliefs that shape daily life.



Introduction

TELL Students

During Celebrate Freedom Week, we get to explore American symbols and monuments! We learn about important symbols like the American flag as well as famous monuments like the Statue of Liberty and the Lincoln Memorial. These symbols and monuments represent important values like freedom, democracy, and unity. A **democracy** is a form of government in which people have a say in the government. By studying these symbols and monuments we can understand more about American history and what our country stands for. This is a chance for us to appreciate our heritage and to remember the sacrifices made for our freedom.

ASK Students

What do you remember about the American flag and the national anthem?

TELL Students

You are right! These are American symbols. When you see special signs like the golden "M" you might think of places like McDonalds. And when grown-ups use phones with a

picture of an apple on them, you probably know it is an iPhone! There are also big signs with cows that make you want to eat chicken at Chick-fil-A. These are all symbols that help us recognize different companies and what they offer.

ASK Students

Why are symbols important?

TELL Students

As we learned earlier this week, the United States has many important symbols. One is the American flag! It is special because it stands for things like coming together, being proud of our country, and having freedom. It reminds us of all the brave people who helped make America what it is today. We also have a special saying, "In God We Trust," and historical monuments.



A **monument** is a statue or building made to remember a person or important event. All of these things help show what our country believes in and what is important to us. Today, we are going to learn about why our country has these special symbols and monuments and what they mean.

ASK Students

What does the American flag represent?

Lesson

TELL Students

American [symbols and monuments](#) all have important historical meaning. They represent American values. **Values** are the beliefs that shape daily life. Long ago, even before America was called America, faith, religion, and the freedom to practice them were really important. In the early 17th century, when people first came to live here, many were looking for a new place where they could worship however they wanted.



ASK Students

What are values?

TELL Students

But as the English colonies grew, King George III started making decisions and rules for the colonists without asking them first. This made the colonists very upset. The colonists believed that God gave power to the king, who then gave rights to the people.

Then, Thomas Jefferson wrote the Declaration of Independence. In it, he and other leaders said that God gives everyone special rights that no government can take away. They talked about God as the one who makes laws, creates people with rights, judges what is right or wrong, and protects them. This was a big change from the idea that only a king or queen could give rights to people.

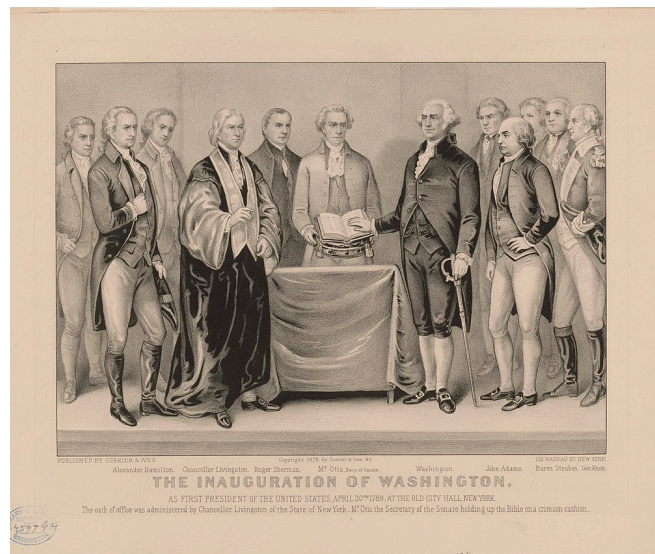


ASK Students

What did the writers of the Declaration of Independence believe?

TELL Students

Later, when Americans wrote the Constitution, which is like a set of important rules for the country, they started with the words “We the people.” This was important because it showed that the people, not the states or the government, were the most important. They believed that people’s rights and freedoms came from God, not from anyone else. When George Washington became the first President of the United States, he even put his hand on the Bible and said, “So help me God,” to show that he was asking for God’s help in leading the country.



ASK Students

What is the Constitution? Why is it important?

TELL Students

So, how did the phrase, “In God We Trust,” come to be used on American money? A long time ago, a man named Salmon P. Chase thought it was important for people to trust in God. He wrote a letter to James Pollock, who was in charge of making coins, asking to put a special saying on our coins.

ASK Students

What does ‘In God We Trust’ mean?

TELL Students

In 1864, coins with the words “In God We Trust” were made. Years later, in 1956, President Dwight D. Eisenhower made it official that “In God We Trust” would be our country’s motto. A **motto** is a slogan or favorite saying. They also started putting the motto on paper money in 1957. Now, if you look at coins or paper money, you’ll see the words “In God We Trust” on them. Even though it wasn’t always there, these words are really important in our country’s history.



ASK Students

What phrase can you find on coins and paper money?

TELL Students

In America, we have important symbols on paper to remind us of American values. There are also special places called monuments that represent American values. These monuments are big statues or buildings that remind us of important people or events in our country's history. Just like the phrase on our money, monuments tell stories about our past and the people who helped make America special. You might see pictures of these monuments on coins or dollar bills, like the Lincoln Memorial or the Statue of Liberty. When we look at these monuments, we remember the brave and kind people who came before us and made America a wonderful place to live!



ASK Students

What is a monument?

TELL Students

The Lincoln Memorial and the Statue of Liberty are two important monuments in America that represent freedom and equality. The Lincoln Memorial, located in Washington, D.C., is a big building with a statue of President Abraham Lincoln inside. President Lincoln was a very important leader who helped end slavery in America and fought for equal rights for all people.



ASK Students

What does the Lincoln Memorial represent? Where is it located?

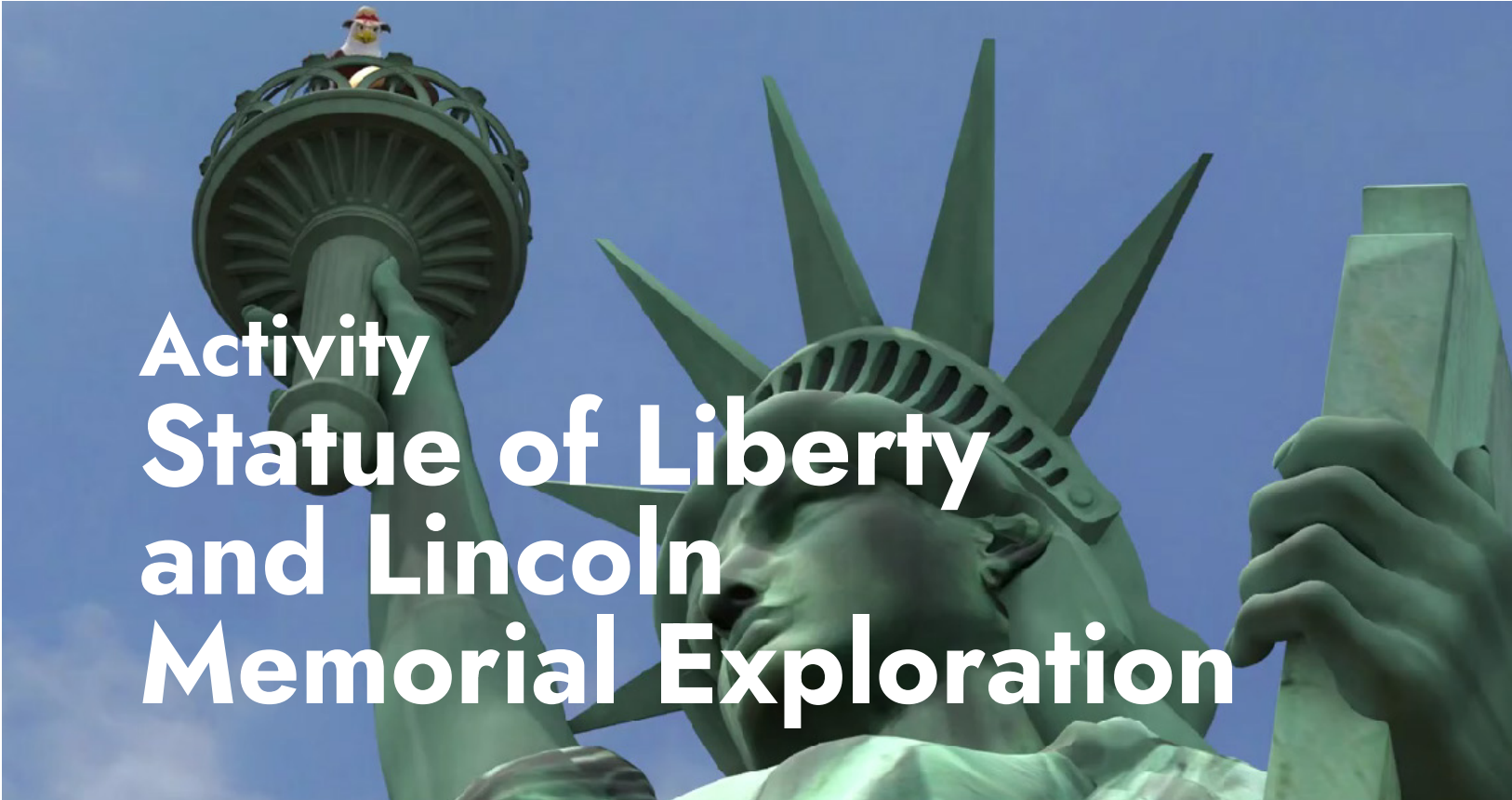
TELL Students

The Lincoln Memorial reminds us to be kind and fair to everyone, no matter what they look like or where they come from. The Statue of Liberty, standing tall in New York City, is a big statue of a woman holding a torch in her hand. She represents freedom and hope for people all around the world. The Statue of Liberty welcomes immigrants to America, showing that everyone in our country has the opportunity to live a better life. People who move to a new country are called **immigrants**. Both of these monuments teach us important lessons about treating others with respect and working together to make the world a better place.



ASK Students

What does the Lincoln Memorial represent? What does the Statue of Liberty represent?



Activity Statue of Liberty and Lincoln Memorial Exploration

Objective

By the end of this activity, students will be able to identify key features of the Statue of Liberty and the Lincoln Memorial.

Materials Needed

- Pictures or illustrations of the Statue of Liberty and the Lincoln Memorial
- Construction paper
- Markers or crayons
- Glue
- Scissors
- Chart paper or whiteboard
- Tape

Introduction

- Gather students and introduce the activity by explaining that they will be learning

more about two important American symbols: the Statue of Liberty and the Lincoln Memorial.

- Show pictures or illustrations of both landmarks and briefly discuss their significance. Explain that the Statue of Liberty represents freedom and the Lincoln Memorial honors Abraham Lincoln, who was an important President in American history.

Statue of Liberty Exploration

- Divide students into small groups and provide each group with a picture or illustration of the Statue of Liberty.
- Instruct groups to examine the picture closely and discuss what they see. Encourage them to identify key features such as the crown, torch, tablet, and robe.

- Provide each group with construction paper, markers or crayons, glue, and scissors.
- Ask students to use the materials to create their own version of the Statue of Liberty. They can draw, color, and cut out the different parts of the statue and glue them onto the construction paper.
- Once students have finished creating their statues, have them share their creations with the class and explain what they learned about the Statue of Liberty.

Lincoln Memorial Exploration

- Repeat the same process as above, but this time provide each group with a picture or illustration of the Lincoln Memorial.
- Encourage groups to examine the picture closely and discuss the key features of the memorial, such as the statue of Abraham Lincoln sitting in a chair and the columns.
- Provide students with construction paper, markers or crayons, glue, and scissors.
- Ask students to use the materials to create their own version of the Lincoln Memorial. They can draw, color, and cut out the different parts of the memorial and glue them onto the construction paper.
- Once students have finished creating their memorials, have them share their creations with the class and explain what they learned about the Lincoln Memorial.

Conclusion

- Gather students and review what they learned about the Statue of Liberty and the Lincoln Memorial.
- Discuss the importance of these landmarks in American history and how they symbolize freedom and leadership.

Resources List

1. <https://www.ushistory.org/us/3c.asp>
2. <https://www.mountvernon.org/library/digitalhistory/past-projects/quotes/article/the-time-is-now-near-at-hand-which-must-probably-determine-whether-americans-are-to-be-freemen-or-slaves-whether-they-are-to-have-any-property-they-can-call-their-own-whether-their-houses-and-farms-are-to-be-pillaged-and-destroyed-and-themselves-consigned/>
3. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/battle-of-long-island/>
4. <https://amhistory.si.edu/starspangledbanner/the-lyrics.aspx>
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6. <https://quod.lib.umich.edu/cgi/t/text/text-idx?c=lincoln;cc=lincoln;type=simple;rgn=div1;q1=October%2026,%201862;view=text;subview=detail;sort=occur;idno=lincoln5;node=lincoln5:1047>
7. <https://www.greatamericanhistory.net/lincolnsfaith.htm>
8. <https://blogs.loc.gov/law/2013/04/in-god-we-trust/>
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