



LITTLE PATRIOTS



CELEBRATE FREEDOM WEEK

TEACHER GUIDE



Fourth Grade



Faith. Liberty. Community. Life.

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Day One Teacher Guide



Key Themes

- Equality
- Freedom
- Independence
- Life



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Identify the Committee of Five.
- List three facts about Thomas Jefferson.
- Summarize the events leading up to the American Revolution.
- Explain the meaning and origin of “all men are created equal.”

Key Terms



1. American Revolution

A struggle by the American colonies against British rule, leading to the formation of the United States of America as an independent nation.



2. Diplomat

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



3. Founding Fathers (Founders)

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



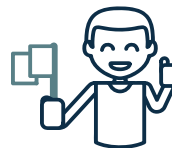
4. Religious freedom

The right to practice one's own religion or belief, or to choose not to practice any religion at all.



5. Second Continental Congress

A meeting where representatives from all the colonies came together to talk about and make important decisions.



6. Self-governing

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



Introduction

TELL Students

Celebrate Freedom Week is a time to learn about the Declaration of Independence. This important document was signed on July 4, 1776, by the leaders of the 13 American colonies. It declared their independence from British rule. During Celebrate Freedom Week, we learn about the significance of the Declaration of Independence and its principles. By studying the Declaration of Independence during Celebrate Freedom Week, we honor the legacy of those who fought for our country's independence and reaffirm our commitment to the ideals of freedom and democracy.

ASK Students

What is Celebrate Freedom Week?

TELL Students

Today we are going to learn about a very important document in American history called the Declaration of Independence. This document was created over 200 years ago, and it played a crucial role in shaping the United States as we know it today. We will explore what it is, why it was written, and what it means for our country. Are you ready to dive into the Declaration of Independence? Let's get started!

America now has 50 states. But, this was not always the case. Originally, there were only 13 colonies. The colonies were ruled by the British king. The colonies were home to men, women, and children who left their homelands in search of a new home. Some came for religious freedom, while others were seeking better opportunities. **Religious freedom** means that the government cannot force people to follow a particular religion or prevent them from practicing their own beliefs.

Our friend Liberty has some interesting things to say about how the idea of freedom was earned and then protected by the Declaration of Independence. As you study American independence, it is important to understand that the rights we enjoy today are rooted in the principles of religious freedom, self-governance, and life. Let's watch an episode of Star Spangled Adventures to learn more!

WATCH

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





Lesson

ASK Students

How did the 13 colonies gain their freedom? What role did the Founding Fathers play in gaining independence?

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. [Teachers, please print and distribute the student text to the class.]

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.



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 and have rights given to them by God. 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. On August 2, 1776, the delegates began signing the Declaration



of Independence, with 56 individuals putting their names to the historic document. This 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

Thomas Jefferson's Contributions

Objective

The objective of this activity is to engage fourth grade students in learning about Thomas Jefferson's life and his significant contributions to American history, particularly his role in drafting the Declaration of Independence.

Materials Needed

- Poster boards or presentation software (such as PowerPoint or Google Slides)
- Markers, colored pencils, or digital drawing tools.
- Access to school-approved books, articles, or online resources about Thomas Jefferson.

Introduction

Begin the lesson by reviewing the importance of Thomas Jefferson in American history. Introduce the goal of the activity: to create a

poster or presentation highlighting Jefferson's life and contributions, particularly those that relate to the Declaration of Independence.

Group Formation

Divide the students into small groups of 3-4.

Research

- Provide students with access to school-approved books, articles, or online resources about Thomas Jefferson. Guide students to research Jefferson's background, his role in drafting the Declaration of Independence, and his other accomplishments as a Founder and statesman.
- Encourage students to take notes and gather information to include in their posters or presentations.

Poster or Presentation Creation

- Distribute poster board and art supplies or assign each group a computer with presentation software.
- Instruct students to organize their research findings and create visually appealing posters or digital presentations that highlight key aspects of Thomas Jefferson's life and contributions.
- Encourage creativity in design and presentation layout, incorporating images, timelines, and quotes to enhance understanding.
- Remind students to include information about Jefferson's role in drafting the Declaration of Independence, his presidency, and other significant achievements.

Practice and Rehearsal

Allow time for each group to practice presenting their posters or presentations to their peers within the small group. Encourage them to speak clearly, use engaging visuals, and explain their research findings effectively.

Presentation

- Invite each group to present their posters or presentations to the class. Encourage active listening and ask students to take notes on key points presented by their peers.
- After each presentation, facilitate a brief Q&A session where students can ask questions and provide feedback to their classmates.

Reflection and Discussion

- Lead a class discussion about Thomas Jefferson's contributions to American history based on the information presented in the posters or presentations.
- Encourage students to reflect on what they learned about Jefferson and how his actions shaped the nation.
- Summarize key points and reinforce the importance of understanding historical figures like Thomas Jefferson.
- Provide constructive feedback to students and acknowledge their efforts in researching and presenting information about Thomas Jefferson.

Assessment: Fill in the Blank Review

Instructions

Fill in the blanks with the correct words or phrases from the passage.

1. On June 7, 1776, the Continental Congress appointed a Committee of Five to create the _____ of _____.
2. The Committee of Five included Founding Fathers John Adams, Thomas Jefferson, Benjamin Franklin, Roger Livingston, and Roger _____.
3. Thomas Jefferson was a diplomat, lawyer, architect, philosopher, and the _____ President of the United States.
4. Before 1775, the 13 colonies lived under British _____.
5. Tensions were rising between the colonists and _____ III because the colonists felt they were being treated unfairly.
6. The first shots of the American Revolution were fired in the battles of _____ and _____ on April 19, 1775.
7. Representatives from the 13 colonies gathered for the _____ Continental Congress during the American Revolutionary War.
8. Thomas Jefferson was a remarkable individual known for his curiosity, creativity, and _____.
9. The Declaration of Independence states that governments are created by the people to ensure their _____ are secured.
10. On August 2, 1776, the delegates began signing the Declaration of Independence, which is often called America's _____.

Answer Key

1. Declaration, Independence
2. Sherman
3. third
4. rule
5. King George
6. Lexington, Concord
7. Second
8. intelligence
9. rights
10. birthday

Student Text

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.



King George III

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.



Paul Revere

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 system.

On August 2, 1776, the delegates began signing the Declaration of Independence, with 56 individuals putting their names to the historic document. This 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>

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Day Two Teacher Guide



Key Themes

- Freedom
- Independence
- Patriotism



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define liberty.
- List two patriots that made a positive impact on the colonists.
- Explain how patriots inspired the colonists during the Revolutionary War.

Key Terms



1. Continental Army

The army that represented the 13 colonies.



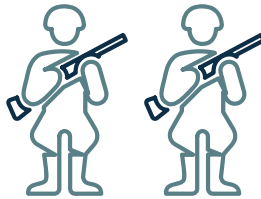
2. Determination

The act of never giving up.



3. Faith

The act of believing in something.



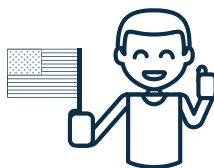
4. Hessians

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 is willing to do anything for 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 democracy, and why they are so important. By learning about the American Revolution during Celebrate Freedom Week, we begin to 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 today.

ASK Students

Why and how do we celebrate freedom?

TELL Students

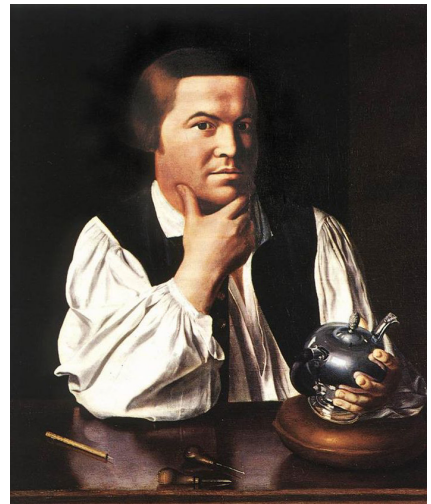
Patrick Henry, George Washington, and Paul Revere were very important people during the time of the American Revolution and the founding of America. They were brave, smart leaders. Patrick Henry was a strong speaker who told people to be ready to fight for their freedom. He is famous for saying, "Give me liberty, or give me death!" George Washington was the first President of the United States, but he was also a great military leader. He had a clever plan to surprise the British soldiers on Christmas by crossing a freezing river, and it worked! Paul Revere was originally from France and came to Boston as an apprentice to a silversmith. He loved the tall church steeple, which he used to spy on the British soldiers and warn his fellow colonists that the British were coming. All three of these men helped America become a free and independent country. They were heroes who fought for liberty and freedom.



Patrick Henry



George Washington



Paul Revere

ASK Students

What is an adjective we can use to describe Patrick Henry, George Washington, and Paul Revere?

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. Faith and liberty were very important to Patrick Henry, George Washington, and Paul Revere.

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

What is a **patriot**?

TELL Students

Tell students that you are going to play a game called Red Rover. Divide everyone into two equal teams. Stand in a line, holding hands, and face each other. Make sure the teams are about six to ten yards apart. One team calls a player from the other team by saying, “Red Rover, Red Rover, will (name) come over!” The named player runs and tries to break through the linked arms of two players on the other team. If the player breaks through, they go back to their team and they get to take one of the players they broke through with them. If they cannot break through, they join the other team. Keep playing until one side is left with only one player.

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, like when you try to run through your friends’ arms unexpectedly in Red Rover. Washington’s army captured many Hessians, and some of them later decided to stay in America.

ASK Students

Who are some important patriots that you have learned about? Why are they important?

TELL Students

General Washington was determined and didn't want to give up, even though things were tough for his **Continental Army**, the army of the 13 colonies. [Teachers, please print and distribute the student text to the class.] Please carefully read the passage below to learn more.

After some defeats, many people didn't believe the Patriots could beat the British, but on July 4, 1776, the 13 colonies declared their independence with the Declaration of Independence.

Thomas Paine wrote a pamphlet called "The American Crisis," which inspired Washington's soldiers. More Patriot soldiers joined Washington's army, and now he had

6,000 soldiers ready for action.

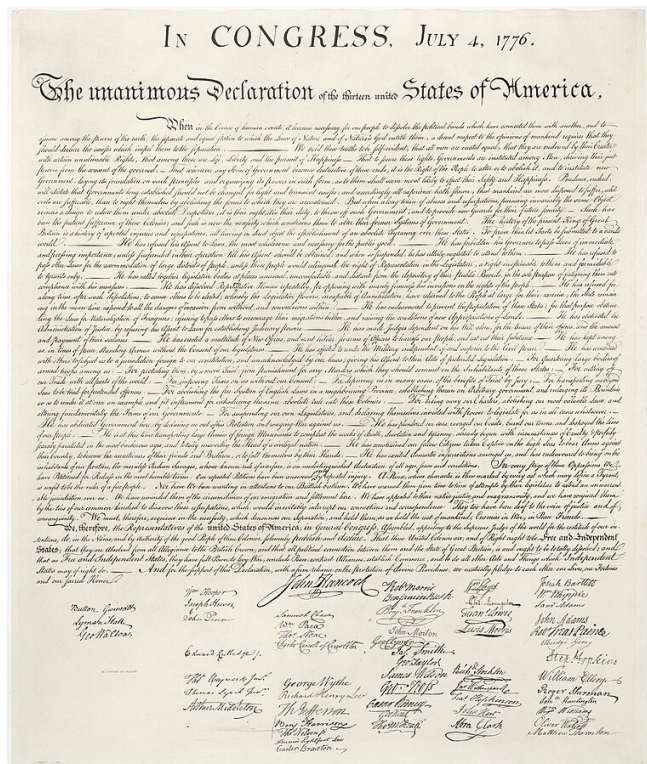
They crossed the Delaware River, and Washington had a secret plan. On Christmas night in 1776, they surprised the British in a battle. They captured 1,000 British soldiers and supplies, which boosted their spirits. Washington's **determination** and the surprise attack at the Battle of Trenton helped keep the Patriot soldiers going.

ASK Students

What effect did Patrick Henry's speech have on the other colonists?

TELL Students

The Patriots were feeling more confident and ready to fight. The Continental Army and Congress believed they could win, so Washington led his soldiers back to Trenton on New Year's Eve. On January 2, 1777, the British attacked. The Continental Army defended three times before sneaking away at night, leaving the British puzzled. Washington and his army were going to Princeton to fight the British there, and the British retreated towards New York after losing again.



ASK Students

What are some things you have learned about George Washington?

TELL Students

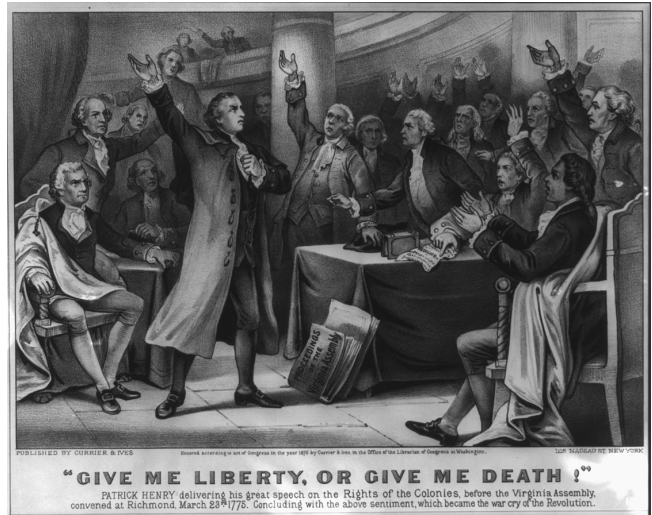
Please read the passage below to review important American patriots.

On July 4, 1776, the 13 colonies declared their independence, as stated in the Declaration of Independence. Despite the looming British threat, George Washington arranged for some of his soldiers to hear the Declaration read in Manhattan on July 9.

Patrick Henry, George Washington, and Paul Revere were really important during the Revolutionary War and when America was just starting. Patrick Henry was a passionate speaker who encouraged people to fight for their freedom. He famously said, "Give me liberty, or give me death!"

George Washington, who later became the first President, led the Continental Army to win against the British when things were tough. He surprised them on Christmas by crossing a freezing river!

Paul Revere was originally from France and changed his name. He used the tall church steeple to spy on the British and warn others about them. All three of these patriots helped America gain her independence.



ASK Students

Why are the following men important to the founding of the United States: George Washington, Patrick Henry, and Paul Revere?



Activity

A Bold Victory: Exploring the Battle of Trenton

Objective

By the end of the activity, students will be able to:

1. Explain the significance of the Battle of Trenton in the American Revolutionary War.
2. Identify key figures involved in the battle.
3. Understand the strategic importance of George Washington's surprise attack.

Introduction

- Begin by reviewing the importance of battles in wars. Ask students if they know any famous battles from history.
- Introduce the Battle of Trenton and its significance in the American Revolutionary War.

Key Figures in the Battle

- Divide the class into small groups.
- Assign each group one key figure involved in the Battle of Trenton, such as George Washington, Johann Rall, or Hessians.
- Provide resources (books, articles, or school-approved online resources) for students to research their assigned figure.
- Have each group present a short summary of their assigned figure's role in the battle to the class.

Strategic Importance of the Surprise Attack

- Explain to students the strategic importance of George Washington's surprise attack on Trenton.
- Discuss how Washington planned and executed the attack on Christmas night, catching the Hessian troops off guard.
- Emphasize the morale boost and strategic advantage gained by the Continental Army as a result of this victory.
- Engage students in a discussion about the risks and rewards of surprise attacks.

Interactive Map Activity

- Provide students with maps of the area where the Battle of Trenton took place.
- Divide the class into small groups and assign each group a specific aspect of the battle to focus on, such as troop movements, river crossings, or key locations.
- Have students use markers or stickers to mark these aspects on their maps.
- Encourage students to discuss their findings and compare maps with other groups.

Reflection and Conclusion

- Lead a class discussion reflecting on what students have learned about the Battle of Trenton.
- Ask students to share their thoughts on why the battle was significant in the context of the American Revolutionary War.
- Summarize the key points of the lesson and reinforce the importance of understanding historical events in shaping the course of history.

Assessment: Battle of Trenton Quiz

Please carefully read each question and answer subset. Circle the correct answer.

Name: _____ Date: _____

1. Who was the leader of the Continental Army during the Battle of Trenton?

- a) George Washington
- b) Thomas Jefferson
- c) Benjamin Franklin
- d) John Adams

2. What was the strategic significance of the Battle of Trenton?

- a) It marked the beginning of the American Revolutionary War.
- b) It was a decisive victory for the British army.
- c) It boosted the morale of the Continental Army and inspired more support for the revolution.
- d) It resulted in the capture of George Washington by the British.

3. Why was the timing of George Washington's attack on Trenton significant?

- a) It occurred during the harsh winter months when enemy forces were least expecting an attack.
- b) It happened on July 4th, a symbolic date for American independence.
- c) It coincided with a major British holiday, weakening their defenses.
- d) It took place during a ceasefire agreement between the two sides.

4. Who were the primary opponents in the Battle of Trenton?

- a) Continental Army vs. French Army
- b) British Army vs. Continental Army
- c) Hessian mercenaries vs. Spanish conquistadors
- d) Native American tribes vs. British settlers

5. What was the outcome of the Battle of Trenton?

- a) The British captured George Washington.
- b) The Continental Army suffered a major defeat.
- c) The Hessians surrendered, resulting in a victory for the Continental Army.
- d) The battle ended in a stalemate.

6. Why did George Washington choose to attack Trenton on Christmas night?

- a) To take advantage of the British troops celebrating the holiday.
- b) To honor the tradition of surprise attacks on significant dates.
- c) To commemorate the birth of Jesus Christ.
- d) It was the only night suitable for crossing the Delaware River.

7. Which of the following statements best describes the significance of the Battle of Trenton?

- a) It marked the end of the American Revolutionary War.
- b) It inspired renewed hope and support for the American cause.
- c) It led to the surrender of the Continental Army.
- d) It resulted in the capture of key British generals.

8. Who were the adversaries that George Washington's forces surprised at Trenton?

- a) Spanish conquistadors
- b) British regulars
- c) Native American tribes
- d) Hessian mercenaries

9. What role did the weather play in the Battle of Trenton?

- a) It was sunny and warm, facilitating easy troop movement.
- b) It was rainy, leading to muddy conditions on the battlefield.
- c) It was bitterly cold, catching the Hessians off guard.
- d) It was foggy, hindering visibility for both sides.

10. How did the outcome of the Battle of Trenton impact the American Revolutionary War?

- a) It discouraged further support for the revolution.
- b) It convinced the British to negotiate a peace treaty with the colonies.
- c) It bolstered morale and momentum for the Continental Army.
- d) It led to the collapse of the Continental Army.

Answer Key

1. a) George Washington
2. c) It boosted the morale of the Continental Army and inspired more support for the revolution.
3. a) It occurred during the harsh winter months when enemy forces were least expecting an attack.
4. b) British Army vs. Continental Army
5. c) The Hessians surrendered, resulting in a victory for the Continental Army.
6. a) To take advantage of the British troops celebrating the holiday.
7. b) It inspired renewed hope and support for the American cause.
8. d) Hessian mercenaries
9. c) It was bitterly cold, catching the Hessians off guard.
10. c) It bolstered morale and momentum for the Continental Army.

Student Text

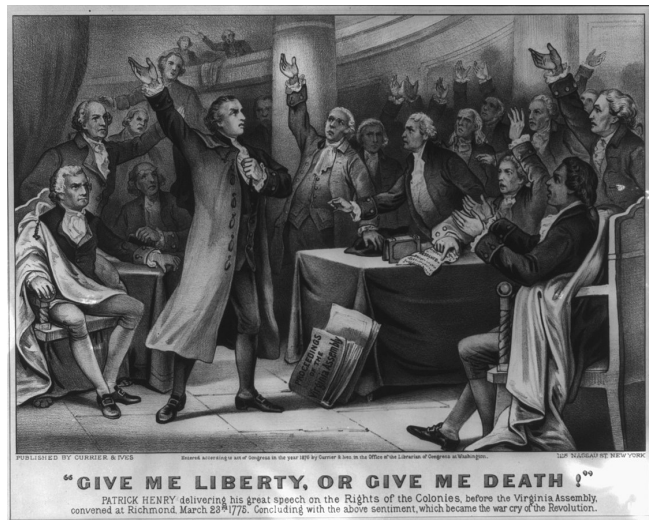
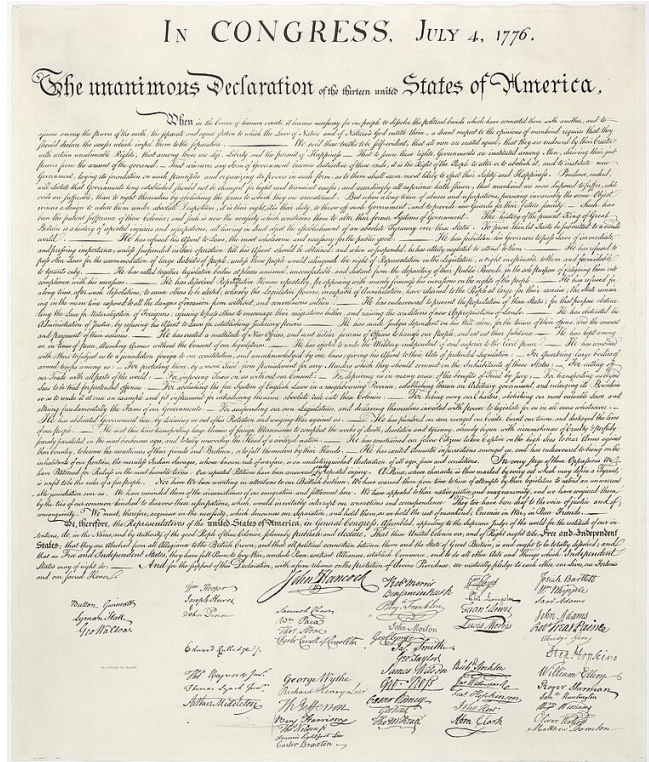
After some defeats, many people didn't believe the Patriots could beat the British, but on July 4, 1776, the 13 Colonies declared their independence with the Declaration of Independence. Thomas Paine wrote a pamphlet called "The American Crisis," which inspired Washington's soldiers. More Patriot soldiers joined Washington's army, and now he had 6,000 soldiers ready for action.

They crossed the Delaware River, and Washington had a secret plan. On Christmas night in 1776, they surprised the British in a battle. They captured 1,000 British soldiers and supplies, which boosted their spirits.

Washington's determination and the surprise attack at the Battle of Trenton helped keep the Patriot soldiers going.

On July 4, 1776, the 13 colonies declared their independence, as stated in the Declaration of Independence. Despite the looming British threat, George Washington arranged for some of his soldiers to hear the Declaration read in Manhattan on July 9.

Patrick Henry, George Washington, and Paul Revere were really important during the Revolutionary War and when America was just starting. Patrick Henry was a passionate speaker who encouraged people to fight for their freedom. He famously said, "Give me



liberty, or give me death!"

George Washington, who later became the first President, led the Continental Army to win against the British when things were tough. He surprised them on Christmas by crossing a freezing river!

Paul Revere was originally from France and changed his name. He used the tall church steeple to spy on the British and warn others about them. All three of these patriots helped America gain her independence.



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/>
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Day Three Teacher Guide



Key Themes

- Freedom
- Government
- Patriotism



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Explain how the three branches of government interact.
- Define checks and balances.
- List one responsibility of 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 and make our democratic government so special!

ASK Students

Why is the Constitution 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

How do the three parts of our government interact?

TELL Students

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 wouldn't 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, put 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, 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 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. 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 weren't 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

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.

ASK Students

What is the Constitution?

TELL Students

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.

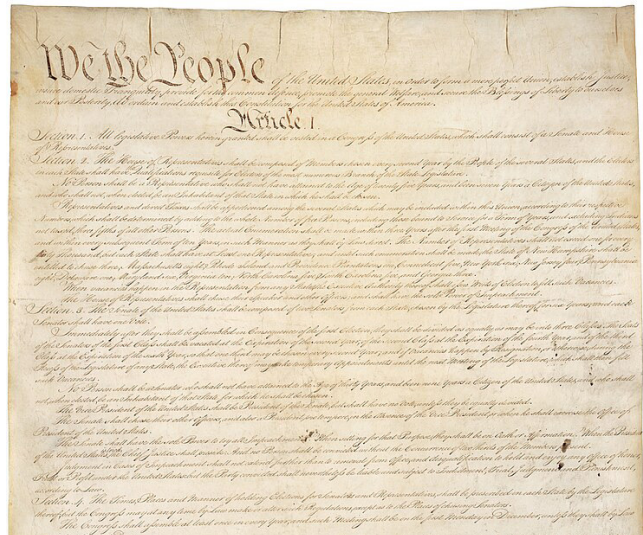


ASK Students

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.

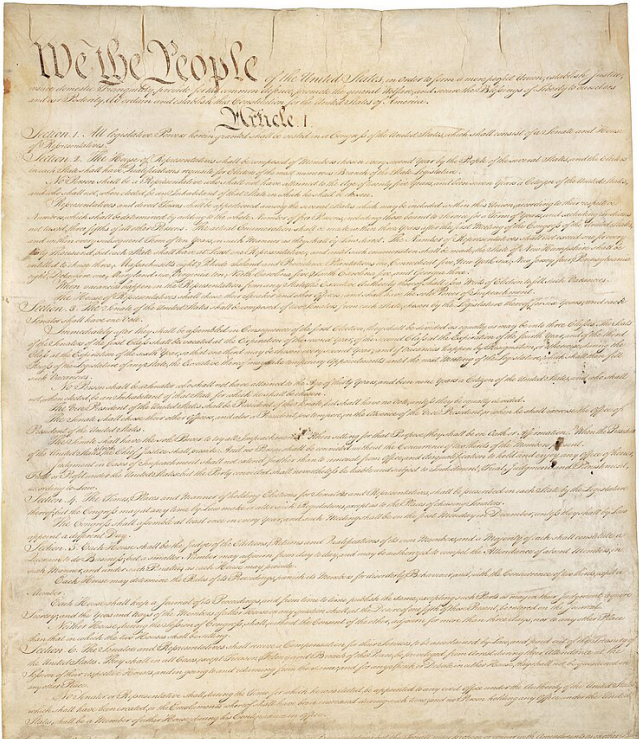
ASK Students

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 wouldn't 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.



Activity

The Great Government Adventure

Objective

To teach fourth grade students about the Separation of Powers and the Constitution through an engaging, hands-on activity. Students will gain insight into the Constitution's role in defining government powers and protecting citizens' rights. Students will begin to appreciate the importance of checks and balances in preventing the abuse of power.

Materials Needed

- Three large signs: "Legislative Branch," "Executive Branch," and "Judicial Branch"
- Copies of simplified Constitution excerpts
- Role badges for various government roles (President, Senators, Representatives, Supreme Court Justices)

- Scenario cards describing different government actions (e.g., making a law, vetoing a law, deciding if a law is constitutional)
- A large "Government Action Board" to track the process of scenarios

Preparation

- Before the activity, set up three stations in the classroom, each representing one of the branches of government.
- Prepare role badges and distribute them randomly to the students as they arrive, assigning them to different branches.
- Explain the basics of the Constitution and the role of each branch in simple terms.

Introduction

Start with a brief review on why the United States has three separate branches of government and how the Constitution is the supreme law that outlines the powers of each branch.

Branch Exploration

Divide the class into small groups. Each group will work together to assemble part of the puzzle, focusing on one of the three branches of government.

Scenario Simulation

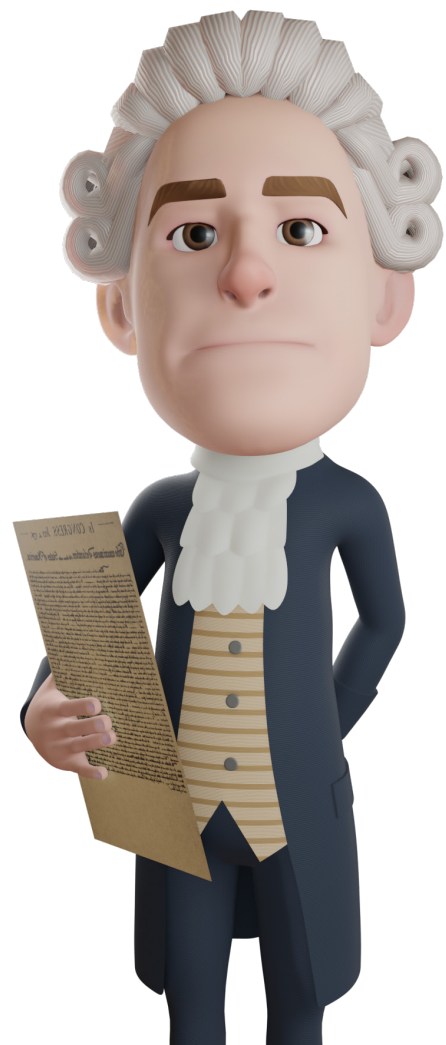
- Hand out scenario cards to each group. Each group must decide how to handle their scenario according to their branch's powers. For instance, a scenario might involve passing a new law about school lunches, which the Legislative Branch would work on first.
- After the Legislative Branch decides on the law, the scenario moves to the Executive Branch for approval or veto. Finally, if there's a dispute about the law's fairness, it goes to the Judicial Branch.

Government Action Board

As scenarios progress, track the actions on the "Government Action Board" for all students to see. This visual helps students understand how the branches interact and check each other's powers.

Reflection and Discussion

Conclude with a discussion about what happened during the scenarios. Ask students how they felt about their roles and the importance of each branch having separate powers. Discuss how the Constitution helps ensure no single branch becomes too powerful.



Assessment: The Constitution and the Separation of Powers True/False Activity

Name: _____ Date: _____

Instructions: Read each statement below and circle True if you think the statement is correct, or False if you believe it is incorrect.

1. _____ The thirteen colonies fought the Revolutionary War because they were happy with the way the British were treating them.
2. _____ The Articles of Confederation were the first set of rules that acted like a team playbook for the newly independent states.
3. _____ The Constitutional Convention was held to create a stronger basketball team for the colonies.
4. _____ The Constitution was created to replace the Articles of Confederation and help all the states work together better.
5. _____ George Washington was the last person to sign the Constitution.
6. _____ The Legislative Branch of the government is responsible for making and passing laws.
7. _____ The President of the United States can make all the laws and rules by himself.
8. _____ The Constitution ensures that one person or group gets all the power in the government.
9. _____ The Separation of Powers is important because it prevents any one part of the government from becoming too powerful.
10. _____ The Constitution and the principle of Separation of Powers are outdated and no longer important today.

Choose one statement that you marked as False and explain why it is incorrect. Use what you have learned about the Constitution and the Separation of Powers to support your answer.

Answer Key

1. False - The thirteen colonies fought the Revolutionary War because they were unhappy with the way the British were treating them.
2. True - The Articles of Confederation were the first set of rules that acted like a team playbook for the newly independent states.
3. False - The Constitutional Convention was held to create a new, stronger set of rules (the Constitution) for the country, not a basketball team.
4. True - The Constitution was created to replace the Articles of Confederation and help all the states work together better.
5. False - George Washington was not the last; he was the first person to sign the Constitution.
6. True - The Legislative Branch of the government is responsible for making and passing laws.
7. False - The President of the United States cannot make all the laws and rules by himself.
8. False - The Constitution ensures that no one person or group gets all the power in the government.
9. True - The separation of powers is important because it prevents any one part of the government from becoming too powerful.
10. False - The Constitution and the principle of separation of powers are still very important today, ensuring democracy and fair distribution of government power.

Example Statement: The President of the United States can make all the laws and rules by himself.

Example Explanation: This statement is false because the Constitution establishes a system of separation of powers among three branches of government: the Legislative Branch (Congress), which makes the laws; the Executive Branch (the President), which enforces the laws; and the Judicial Branch (the courts), which interprets the laws. This system ensures that no single branch can control the government entirely or make all the decisions, promoting a balance of power and protecting our democratic principles.

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. 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.

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 wouldn't 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>
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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.

Key Terms



1. Citizen

A member of a community, state, or nation.



3. Freedom of speech

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



5. Monarchy

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



2. Democracy

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



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.



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 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 crayons 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

The Founding Fathers believed that a pure democracy by majority rule would not fully protect liberty. It would be like two wolves and a sheep voting on what to have for lunch! A majority vote in that situation would not protect the sheep's rights! So the Founders created a constitutional republic with democratic principles. This means that the people would vote for individuals who would represent their interests and protect their rights. That would ensure that every voice would be heard, even if they were not part of the majority.

ASK Students

Why does majority rule not always protect everyone's rights?

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? [Please set up a voting station and complete the aforementioned activity by printing the [voting ballots](#) and having your student vote on the issues.]

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

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





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.

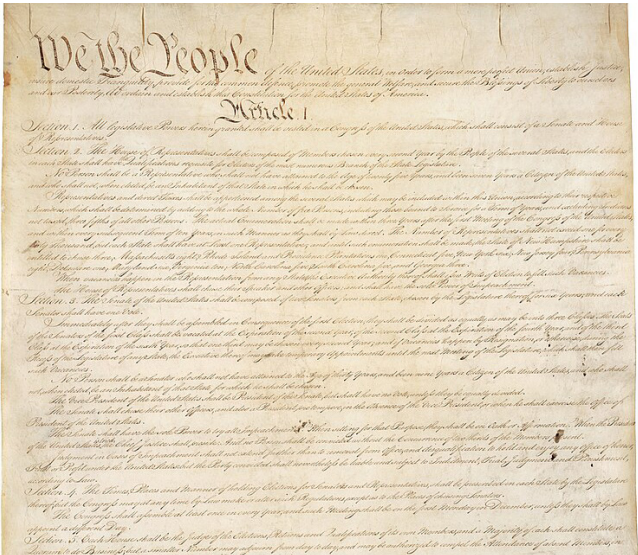
ASK Students

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.



WATCH

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





Activity

Democracy Town Hall

Objective

To teach fourth graders about democracy, and the rights and responsibilities of citizens through a simulated town hall meeting.

Materials Needed

- [Name tags](#) for various community roles (Mayor, Council Members, Citizens, Reporters, etc.)
- Scenario cards describing community issues (e.g., building a new park, setting a curfew for kids, improving local libraries)
- [Voting ballots](#) and a ballot box
- A “Town Hall” setup in the classroom with a podium and seating arrangement for the audience
- A gavel for the Mayor

Preparation

- Prepare the classroom to resemble a town hall meeting place.
- Assign roles to each student, giving them a name tag that identifies their role.
- Create scenario cards with issues that need to be addressed during the town hall meeting.

Introduction to Democracy

- Briefly explain the concept of democracy and the importance of participating in community decisions.
- Introduce the concept of a town hall meeting as a democratic forum where community members discuss issues and make decisions.

Role Assignment

Distribute name tags and explain each role. Highlight that every role, from Mayor to citizen, has an important part in the discussion and decision-making process.

Issue Presentation

Select students playing the role of council members to draw scenario cards and present the issues to the town hall. They should explain the issue and propose potential solutions.

Open Floor Discussion

Allow students in the role of citizens to ask questions, express opinions, and offer their ideas on the presented issues. Reporters can ask follow-up questions to encourage deeper thinking.

Voting

After the discussion, everyone gets to vote on the proposed solutions using the voting ballots and ballot box. This will demonstrate the democratic process of majority rule.

Result Announcement and Reflection

- The Mayor (or teacher) counts the votes and announces the decision.
- Lead a reflection session where students discuss what they learned about democracy, and how rights and responsibilities played a part in their town hall meeting.

Closing Discussion

- Discuss the importance of respecting different opinions and working together for the common good.
- Highlight how democracy relies on active participation and responsible citizenship.



Assessment: Discovering Democratic Government

Name: _____ Date: _____

Instructions

Read each section of the text carefully. Then, answer the questions below.

1. What is Celebrate Freedom Week about?

- A) Celebrating our favorite foods
- B) Celebrating our country and its democratic form of government
- C) Having a week off school
- D) Playing video games

2. In Decidopolis, how are decisions made?

- A) By drawing straws
- B) By voting
- C) By asking a magic 8-ball
- D) By rock, paper, scissors

3. What is a citizen?

- A) A type of bird
- B) A member of a community, state, or nation
- C) A kind of dessert
- D) A new video game

4. What does "majority rule" mean?

- A) A rule made by the oldest person in the room
- B) A decision made if it gets more than half of the votes
- C) A new school policy
- D) The tallest student in class makes the rules

5. Why is the Constitution important?

- A) It tells us the history of pirates
- B) It is the rule book for the United States government
- C) It contains secret treasure maps
- D) It teaches us how to cook

6. Why is voting important in a democracy?

- A) It's a way to decide what game to play
- B) It allows citizens to share their opinions on decisions
- C) It determines who has to do the homework
- D) It's only for choosing class pets

7. What is freedom of speech?

- A) A new song
- B) The right to share ideas and opinions without getting into trouble
- C) The fastest way to run
- D) A type of dance move

8. What does it mean to be informed?

- A) Knowing all the gossip
- B) Learning about issues and candidates before voting
- C) Being the best at video games
- D) Knowing every answer on a test

9. What makes a democracy special?

- A) Only one person makes all the decisions
- B) Everyone gets to eat ice cream every day
- C) Every citizen has the chance to vote and voice their opinion
- D) Nobody ever has to go to school

Reflection: In a few sentences, write about why you think it is important for everyone to participate in making decisions in a democracy.

Answer Key

1. B) Celebrating our country and its democratic form of government
2. B) By voting
3. B) A member of a community, state, or nation
4. B) A decision made if it gets more than half of the votes
5. B) It is the rule book for the United States government
6. B) It allows citizens to share their opinions on decisions
7. B) The right to share ideas and opinions without getting into trouble
8. B) Learning about issues and candidates before voting
9. C) Every citizen has the chance to vote and voice their opinion

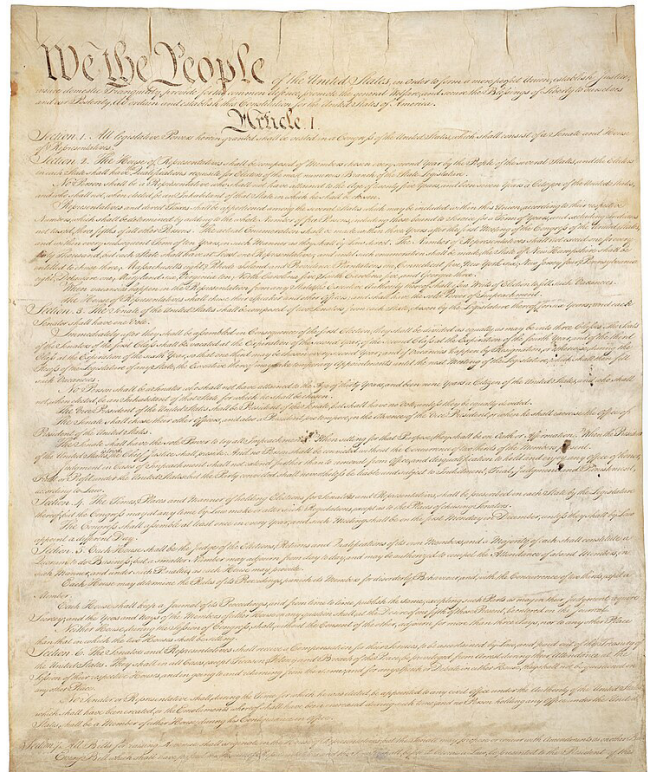
Reflection: Answers will vary. A satisfactory response might emphasize the importance of each person's participation in a democracy to ensure that all voices are heard and that decisions reflect the collective will of the people, contributing to a fair and just society.

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.



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>

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Day Five Teacher Guide



Key Themes

- Freedom
- Government
- Leadership
- Presidency



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- List two facts about two American Presidents or key figures in American history.
- Explain why leadership is important.
- Define civil rights.

Key Terms



1. Civil rights

Rights that are granted to citizens by a government.



2. Honorable

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



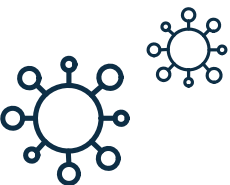
3. Optimistic

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



4. Peace Corps

A program where Americans volunteer to help in other countries.



5. Polio

A very contagious disease caused by a virus.



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? 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? What official roles did he have?

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.

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.



President George Washington



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.]

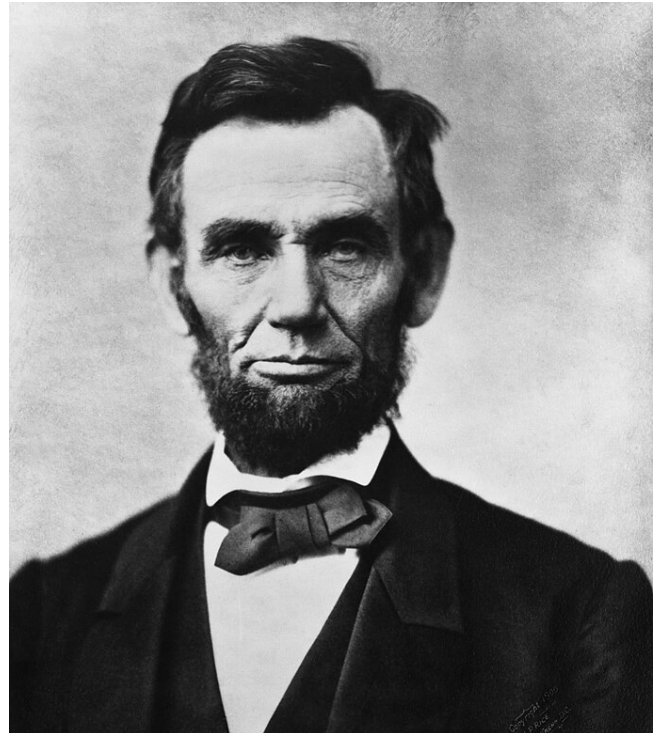
Abraham Lincoln was an important man in American history.

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.

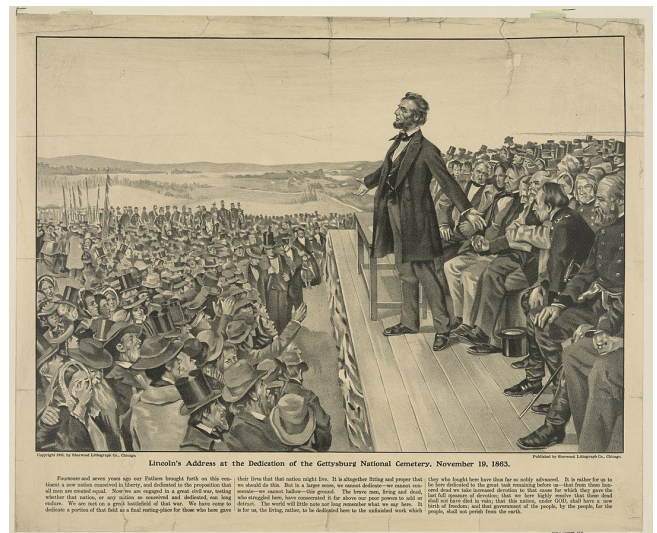
Lincoln is remembered as a hero for his bravery and determination to do what was right.

ASK Students

What made President Lincoln a great leader?

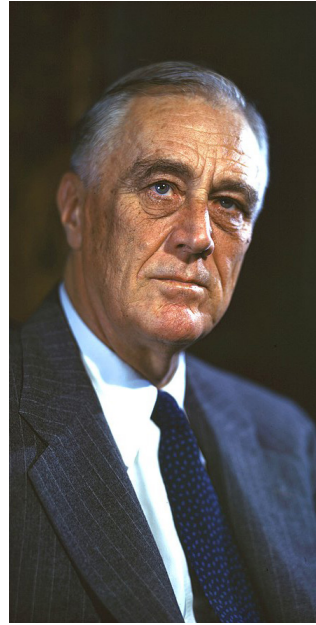


President Abraham Lincoln



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

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*



President John F. Kennedy,

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.



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.



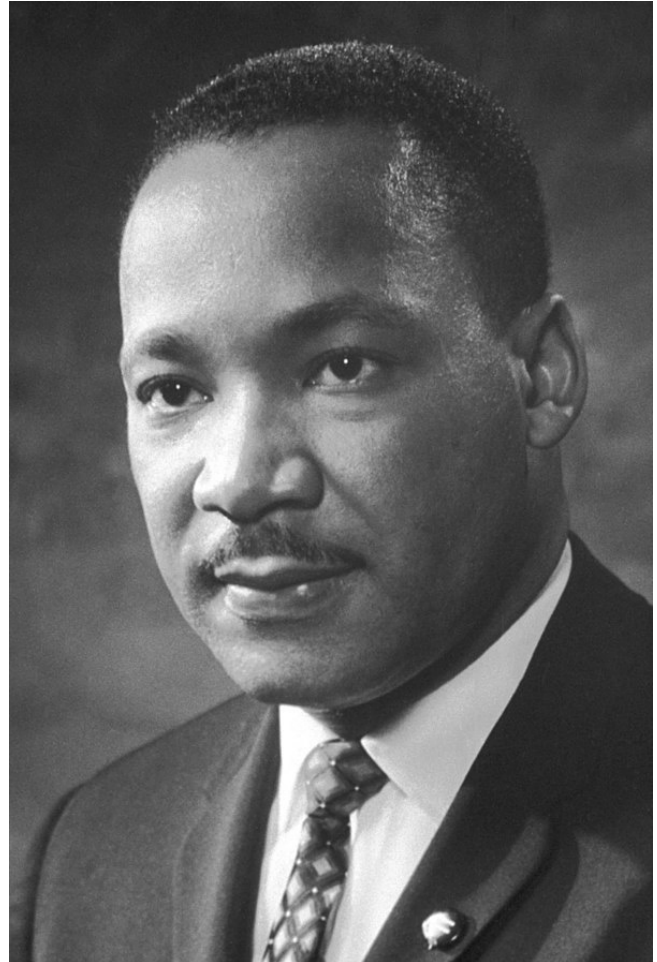
President Ronald Reagan

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.



Dr. Martin Luther King, Jr.

ASK Students

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

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 Tree of Leadership

Objective

This activity is designed to help fourth graders explore the concept of leadership and decision-making through the lives and contributions of significant American figures. By engaging in a creative project, students will learn about the values of courage, honor, and democratic principles that shaped the United States.

Materials Needed

- Construction paper
- Crayons, markers, and colored pencils
- Glue and scissors
- Printed stock images of George Washington, Abraham Lincoln, Franklin D. Roosevelt (FDR), John F. Kennedy (JFK), Ronald Reagan, and Dr. Martin Luther King Jr.

- Bulletin board labeled [“The Tree of Leadership”](#)

Introduction

Briefly recap Celebrate Freedom Week’s lessons, emphasizing the importance of leadership in shaping our country.

Discussion

Split students into small groups and assign each group one of the figures discussed during Celebrate Freedom Week: George Washington, Abraham Lincoln, FDR, JFK, Ronald Reagan, or Dr. Martin Luther King Jr.

Creative Project: The Tree of Leadership

- Each group will receive construction paper, crayons, markers, colored pencils, and a printed stock image of their assigned figure.
- Students will create a [leaf](#) for “The Tree of Leadership.” On one side of the leaf, they will draw or write key qualities that made their figure a great leader (e.g., courage, honesty, optimism). On the other side, they will attach the stock image of their figure.
- Once all groups have completed their leaves, they will come up to the front of the class and briefly explain the leadership qualities of their assigned figure before gluing their leaf onto the tree template.

Reflection and Sharing

- With “The Tree of Leadership” now filled with leaves, discuss how different leadership qualities contributed to the growth and development of the United States.
- Highlight how each leader faced challenges and made tough decisions, emphasizing the importance of doing what is right for the common good.

Wrap-Up

- Conclude by reinforcing the idea that leadership comes in many forms and that each student has the potential to be a leader in their own way.
- Encourage students to think about how they can demonstrate leadership in their school, community, and country.

Assessment: Leadership and Legacy

Read the information provided about each leader carefully. Then, answer the questions based on what you have learned. Use the space provided for your answers and reflections.

Name: _____ Date: _____

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

2. What important change did Abraham Lincoln help achieve in the United States?

3. What challenges did FDR face as President, and how did he address them?

4. Name one program JFK started and explain its purpose.

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

6. What was Dr. Martin Luther King, Jr.’s dream, and how did he work to achieve it?

7. Think about the qualities these leaders had. Write down two qualities you admire and why.

- Quality 1: _____

- Why: _____
- Quality 2: _____
- Why: _____

8. Choose one leader you learned about today. Write a sentence on how they showed leadership and why their legacy is important.

Remember, leaders come in many forms, and each one of us can make a difference in the world around us.

Answer Key

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

George Washington is called the “Father of Our Country” because he was the first President of the United States and played a crucial role in the founding and establishment of the nation through his leadership in the Revolutionary War and his guidance in forming the new government.

2. What important change did Abraham Lincoln help achieve in the United States?

Abraham Lincoln helped to abolish slavery with the Emancipation Proclamation and worked to preserve the Union during the Civil War, leading to significant changes in civil rights and the fabric of American society.

3. What challenges did FDR face as president, and how did he address them?

FDR faced the Great Depression and World War II. He addressed these challenges by implementing the New Deal to provide economic relief and recovery, and by leading the United States as a Commander-in-Chief during the war, guiding the nation to victory.

4. Name one program JFK started and explain its purpose.

JFK started the Peace Corps to promote world peace and friendship. The program sends Americans abroad to tackle the most pressing needs of people around the world, promoting a better understanding between Americans and people of other nations.

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

Ronald Reagan was known as “The Great Communicator” because of his ability to effectively convey ideas and policies to the American public and world leaders, using his skills as a speaker to inspire and persuade.

6. What was Dr. Martin Luther King, Jr.'s dream, and how did he work to achieve it?

Dr. Martin Luther King, Jr.'s dream was for a society where people would be judged by the content of their character and not the color of their skin, promoting equality and civil rights. He worked to achieve it through nonviolent protest, eloquent speeches, and by mobilizing the civil rights movement.

7. Think about the qualities these leaders had. Write down two qualities you admire and why.

- Quality 1: Courage - because it enabled them to face challenges without fear.
- Why: Courage is essential for overcoming obstacles and effecting positive change.
- Quality 2: Integrity - because they remained true to their values and principles.
- Why: Integrity builds trust and ensures decisions are made for the right reasons.

8. Choose one leader you learned about today. Write a short paragraph on how they showed leadership and why their legacy is important.

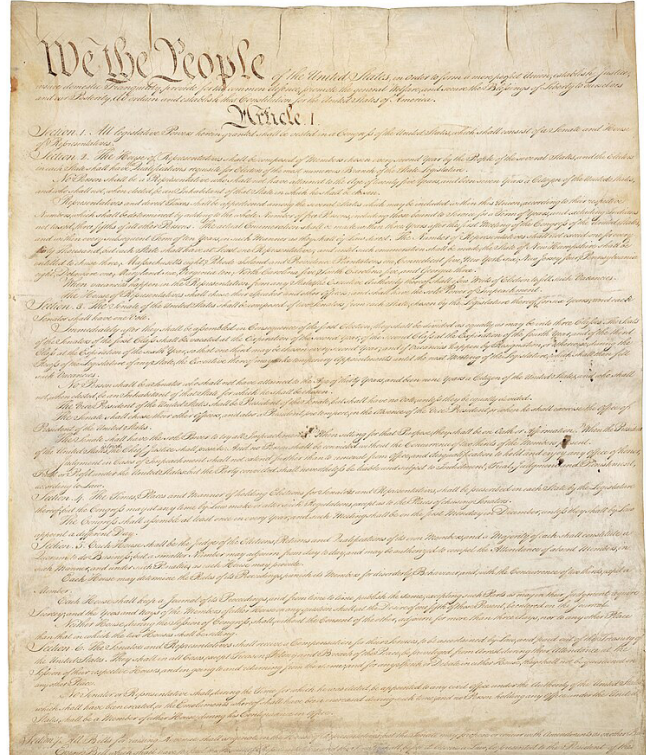
Responses will vary. An example could be: "Abraham Lincoln showed exceptional leadership by navigating the United States through its most divisive period, the Civil War, with a steadfast commitment to preserving the Union and ending slavery. His legacy is important because it set the foundation for civil rights in America and demonstrated the importance of unity and equality, principles that continue to guide the nation."

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.



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>

