



LITTLE PATRIOTS



CELEBRATE FREEDOM WEEK

TEACHER GUIDE



Kindergarten



Faith. Liberty. Community. Life.

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Day One Teacher Guide



Key Themes

- Freedom
- Loyalty



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define loyalty.
- Explain the importance of the Pledge of Allegiance.
- List one way to honor the United States of America.

Key Terms



1. Democracy

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



2. Honor

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



3. Loyalty

A devotion for someone or something.



4. United

Joined together to act as a whole.



TELL Students

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

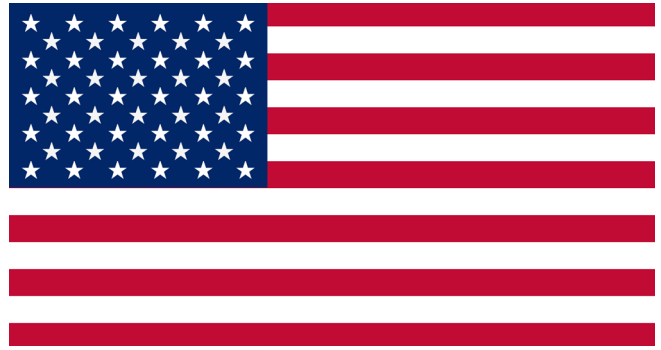
We will do a lot of fun activities and games to help us understand just how lucky we are to live in a place where we can be free to be ourselves. So get ready to wave those flags high and celebrate the land of the free and the home of the brave during Celebrate Freedom Week! It is going to be an awesome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



What is Celebrate Freedom Week?

TELL Students

Display the American flag. Explain that it is a symbol of our country, the United States of America. The Pledge of Allegiance is a special promise or oath that people in the United States say to show their love and loyalty to their country. **Loyalty** is a devotion for someone or something. Tell students that today they will learn about the Pledge of Allegiance and what it means.



Have students stand, put their hand on their heart, look at the American flag, and say the Pledge of Allegiance with you.

ASK Students

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

TELL Students

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

WATCH

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



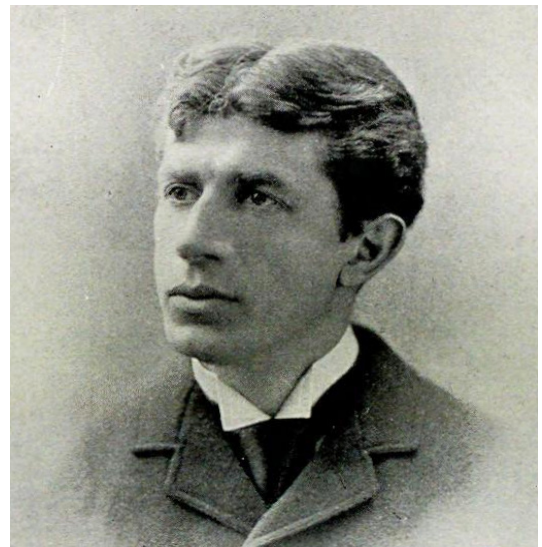
Lesson

TELL Students

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

ASK Students

What does it mean to honor something?



Francis Bellamy, author of the original Pledge of Allegiance.

TELL Students

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

ASK Students

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

TELL Students

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

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

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



ASK Students

What does it mean to be loyal?

TELL Students

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

ASK Students

What do you know about our country's government?

TELL Students

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

ASK Students

What is a democracy?

TELL Students

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

ASK Students

What does united mean?

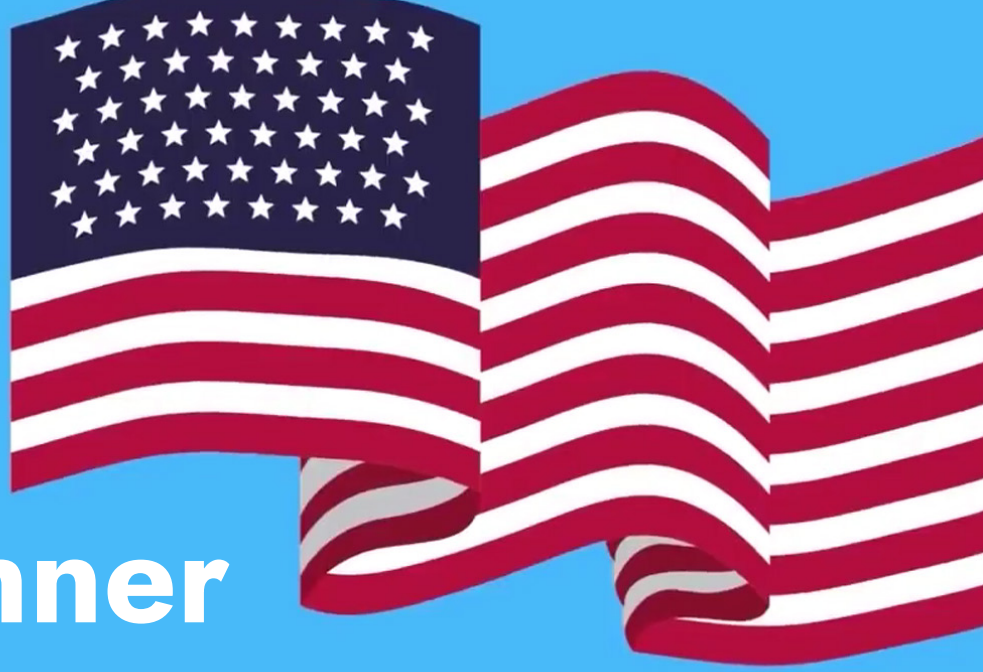
TELL Students

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

WATCH

Learn More With Liberty: How to Say the [Pledge of Allegiance](#)





Activity Flag Banner

Objective

Students will create a personalized flag banner while learning about the significance of the Pledge of Allegiance and the values it represents.

Materials

- Construction paper (red, white, and blue)
- Scissors
- Glue
- Markers or crayons
- String or yarn
- Hole punch
- American flag stickers or printed flag images (optional)

Preparation

- Cut the red and white construction paper into long rectangular strips, approximately 4 inch wide and 12 inches long.

- Cut one blue rectangle slightly larger (about 6 inches wide and 8 inches long) to represent the flag's blue field.

Creating the Flag Banner

- Take the blue rectangle and glue it to the top left corner of a white rectangular strip of butcher paper, leaving a small border of white around the blue field.
- On the remaining white space of the rectangle, write or draw the words "Pledge of Allegiance" using markers or crayons.
- Next, take alternating red and white strips of construction paper and glue them horizontally to create the stripes of the flag. Make sure to leave some space between each strip.

- Once all the strips are glued, trim any excess paper on the sides.
- Optionally, decorate the flag with American flag stickers or printed flag images.

Adding the String

- Punch two holes at the top corners of the flag banner.
- Cut a piece of string or yarn to the desired length for hanging the banner.
- Thread the string through the holes and tie knots at each end to secure it.

Displaying and Using the Banner

- Hang the completed flag banner in a prominent place in the classroom or at home.
- During the Pledge of Allegiance lesson or other patriotic activities, encourage students to stand and recite the Pledge while facing the banner.

Interactive Element

- As students work on their banners, guide them in reciting the Pledge of Allegiance together and explain the meaning behind each phrase.
- Encourage students to share their thoughts and feelings about patriotism and what the Pledge of Allegiance means to them as they engage in the craft activity.

Resources List

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

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Day Two Teacher Guide



Key Themes

- American Symbols
- Opportunity



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define respect.
- List two important American symbols.
- Describe the correct way to show respect for the American flag.

Key Terms



1. Opportunity

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



2. Respect

To admire or look up to someone or something.



3. Symbol

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



Introduction

TELL Students

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

ASK Students

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

TELL Students

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



red and white, and a blue rectangle with white stars in the corner. Each star represents one of the 50 states in our country. When we see the flag, it reminds us of the freedom we have and the people who have worked hard to protect it.

Now, let's talk about the national anthem. Have you ever heard a special song played before events like the Super Bowl? That song is called the [national anthem](#), and it is an important song that represents our country.

It is called, "The Star-Spangled Banner." Every time we hear this song, we need to show respect for our country and the people who have helped to make it great.

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



ASK Students

What does the American flag look like? What colors do you see on the flag, and what shapes do you notice?





Lesson

TELL Students

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

ASK Students

What do you think this book is about?

TELL Students

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

ASK Students

What do the 50 stars on the American flag represent?

TELL Students

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

ASK Students

What are you free to do in America?

TELL Students

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

ASK Students

Why do we stand for the American flag?

TELL Students

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

ASK Students

Can you show respect even if you disagree with someone?

TELL Students

Yes! Reread the last page of the book: standing together shows respect even if we may disagree, because that flag waves for us all reminding us that we are free. In the United States, we are free to disagree. But, we show respect even when we disagree with someone else. Above all, we always show respect to our country. The United States of America is a wonderful country with many opportunities for you to grow, learn, and serve others.



Activity

Oh, Say Can You Sing? Exploring the National Anthem

Objective

Students will learn about the national anthem and its significance as a symbol of the United States. Students will understand the importance of showing respect for the national anthem.

Materials Needed

- [Recording or video of “The Star-Spangled Banner”](#)
- Picture or illustration of the American flag
- Whiteboard or chart paper
- Crayons or markers
- Printouts of the lyrics to “The Star-Spangled Banner”

Introduction

- Begin by reviewing what the American flag represents and why it is important.
- Explain that the American flag represents our country. It is a symbol. Tell students that our country has other important symbols, including a song. It is our national anthem and it is called, “The Star-Spangled Banner.”

Activity

1. Play a recording or video of “The Star-Spangled Banner” for the students. Encourage them to listen carefully to the music.

2. While the song is playing, show students the printouts of the song lyrics. Point to each word as it is sung to help them follow along.
3. After listening to the song, ask students how it made them feel and what they noticed about the music.
4. Use the whiteboard or chart paper to write down key words or phrases from the song, such as “land of the free” and “home of the brave.” Discuss the meaning of these words with the students.
5. Have students color pictures of the American flag while listening to the national anthem again. Encourage them to think about what the flag represents as they color.

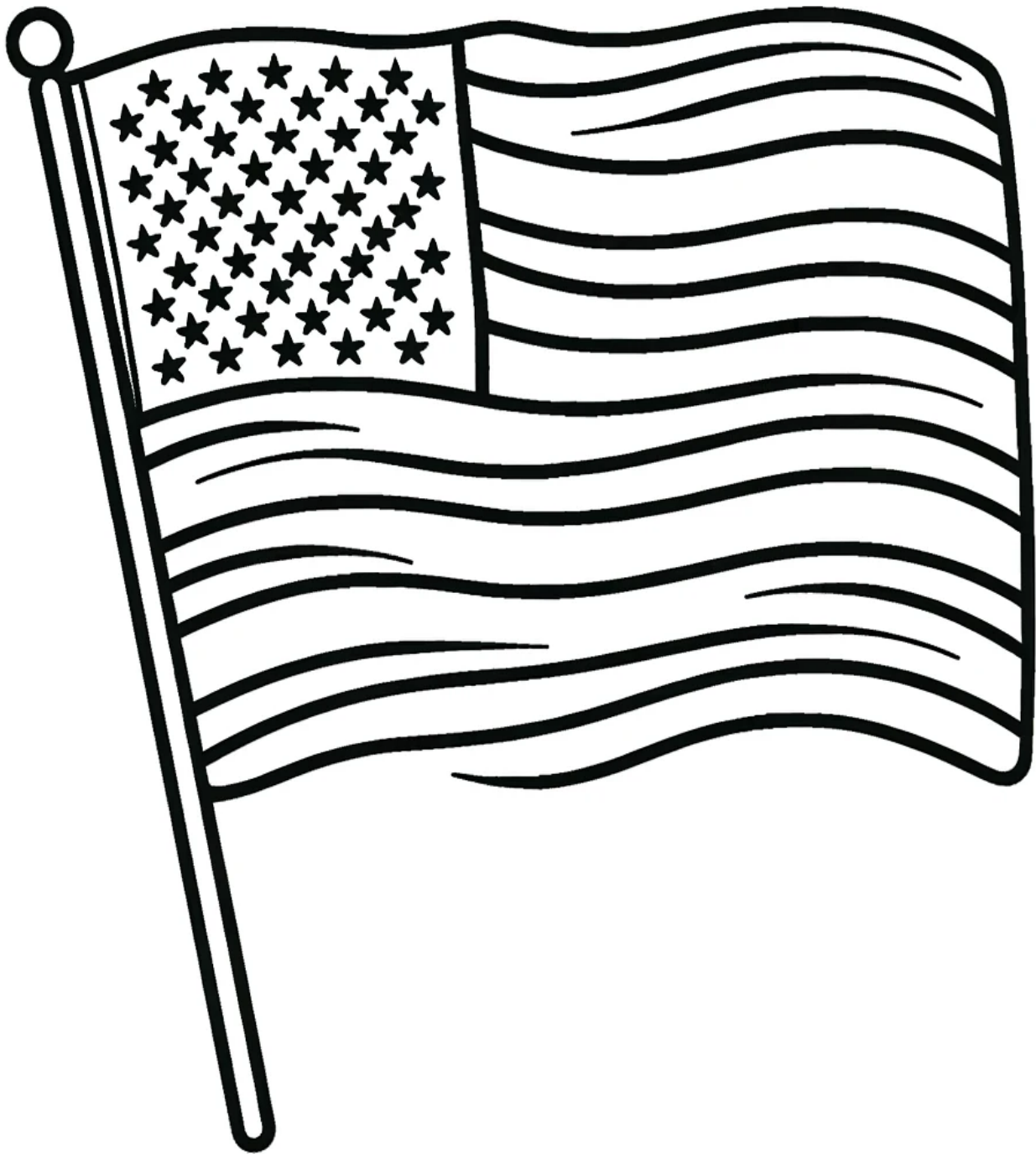
Sing-Along



Teachers, lead your students in singing the [National Anthem](#) together using the provided link. Encourage students to observe proper etiquette while singing.

Conclusion

- Review what students learned about the national anthem and the American flag.
- Explain that whenever they hear the national anthem, it is important to show respect by standing quietly, facing the flag, and placing their right hand over their heart.
- Sing [“The Star-Spangled Banner”](#) together as a class.



Resources List

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

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Day Three Teacher Guide



Key Themes

- Freedom
- Independence



Core Values

- Community
- Faith
- Life
- Liberty

Learning Objectives



Students will be able to

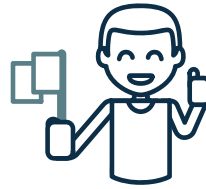
- Explain the significance of the Declaration of Independence.
- List two reasons why the colonies were unhappy with Great Britain.

Key Terms



1. Colonist

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



2. Independent

Not being controlled by another, free.



3. Tax

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



Introduction

TELL Students

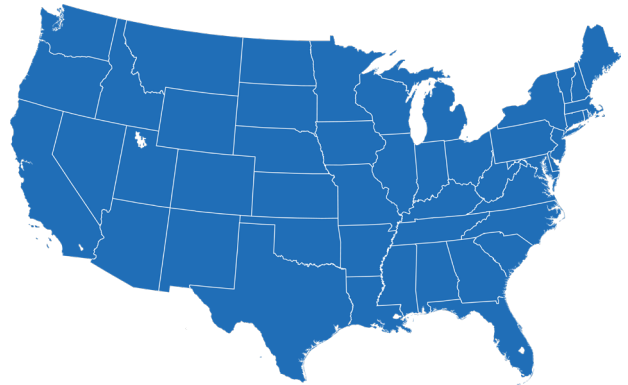
During Celebrate Freedom Week, we honor a special paper called the Declaration of [Independence](#). It tells the story of when America became its own country a long time ago. We celebrate freedom because of this special day. It is like having a birthday party for our country every year!

ASK Students

- Imagine you have a clubhouse where you and your friends play together. Do you need rules to make sure everyone is treated kindly and has a fair chance to play?
- What are some rules you would create for your playhouse?

TELL Students

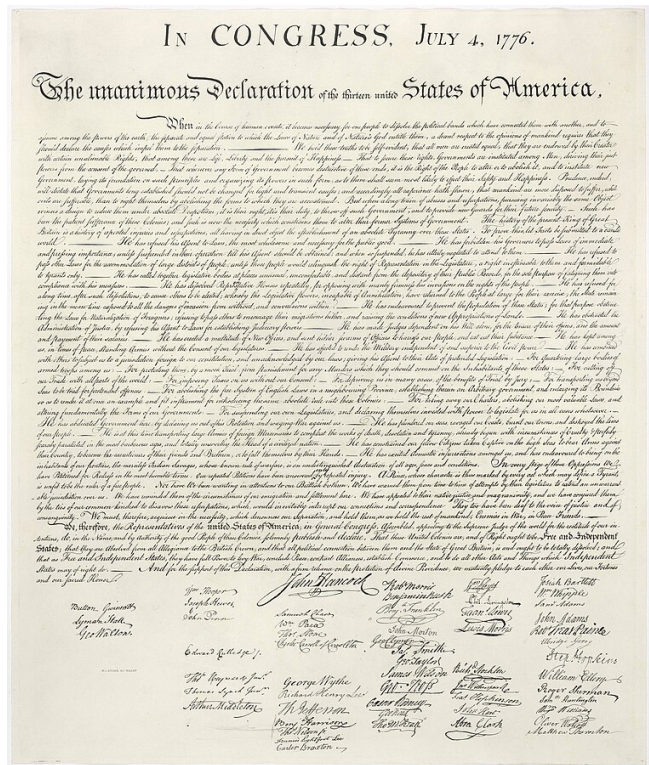
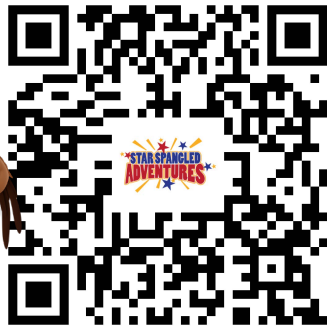
We live in the United States. The United States is a wonderful country. Did you know that a long time ago our country was ruled by a British king? Some people were not being treated very nicely by the king. The people in America, called the **colonists**, had to pay the king taxes. A **tax** is money that adults give to the government to help pay for important



things like schools, parks, and keeping us safe. But, the taxes that the colonists paid did not help the colonists. The taxes only benefited the British king. So, a group of smart, brave colonists wrote the Declaration of Independence. This is a special letter the colonists sent to the British king to say, "We want to make our own rules and be in charge of our own taxes." Let's watch an episode of Star Spangled Adventures to learn more about the Declaration of Independence!

WATCH

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





Lesson

TELL Students

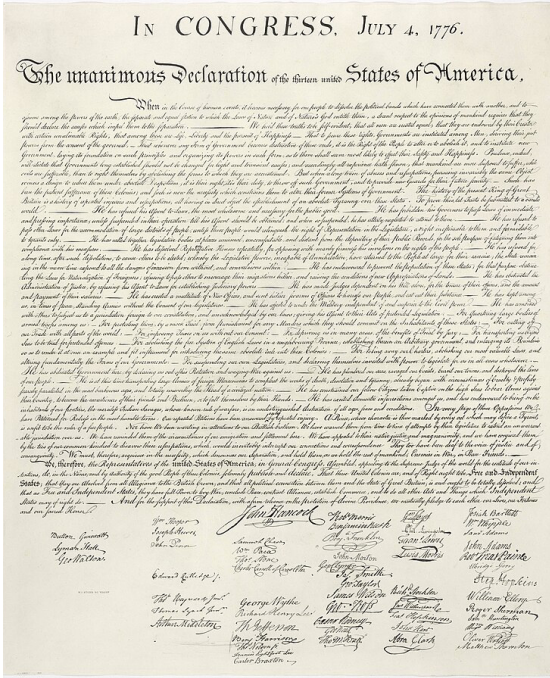
The Declaration of Independence is a special letter the colonists wrote to the British king. In this special letter, the colonists said that everyone should be treated fair. When everyone is treated fair in a clubhouse, children share and help each other. The people who wrote the Declaration of Independence said they wanted to be happy and safe, just like when you play and feel safe in your clubhouse.

ASK Students

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

ASK Students

When the colonists sent the document, they told the British king that they were not going to follow his rules anymore because they wanted to be independent. **Independent** means being able to do things by yourself without being controlled by someone else. When the British king heard this, what did he decide to do?



TELL Students

Did you know that the day the Declaration of Independence was agreed to is often referred to as America's birthday? That is why we celebrate the Fourth of July. We remember the day when the American colonists told the British king that they wanted to be in charge of their own rules and have their own country. The Declaration of Independence is a very important paper that tells the story of how our country started. It tells us that in our country, you have the chance to be happy and independent. It also tells us that in our country, you will be treated with fairness, the same way you want to be treated in your clubhouse.



TELL Students

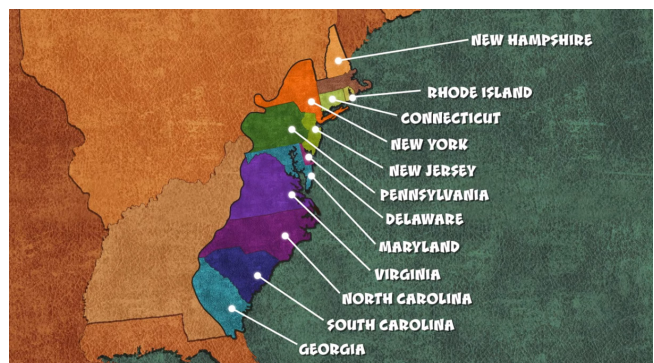
We are going to play a game. You will pretend to be the American colonists. I will pretend to be the British king. Give each child five M&Ms. Place board games around the room. Explain that students can play board games after they pay you a tax. Tell students that the M&Ms will be used to pay their required tax. Then, walk to each desk and ask each student which game they would like to play. After the student responds, tell them to give you all of their M&Ms.

ASK Students

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

TELL Students

The British king also took a lot of taxes from the colonists. And, the colonists lived a very long way from the British king!. The colonists wrote the Declaration of Independence to declare independence from the British king. It was a very important document to the colonists and it is a very important document today.





Activity Write Your Own Declaration

Objective

Kindergarten students will learn about the concept of independence by understanding the purpose of the Declaration of Independence and applying it to a relatable scenario.

Materials Needed

- Whiteboard or chart paper
- Markers or chalk
- Picture of M&M candies
- Paper and crayons or pencils

Introduction

- Remind students that you are the ruler of M&M Land and you collect taxes (M&Ms) from everyone who plays the M&M board games.

- Ask students to think about whether it is fair for you to collect taxes.

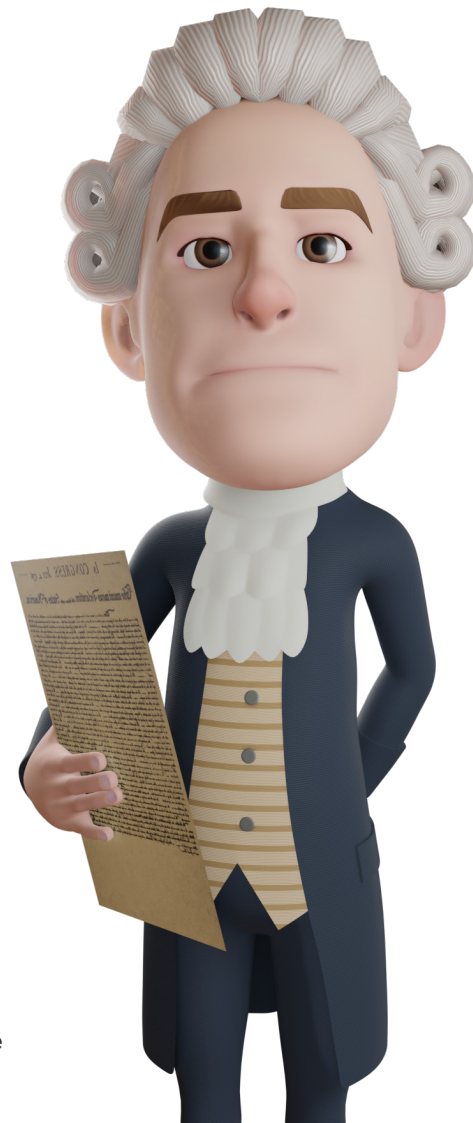
Activity

1. Tell students that they are going to pretend to be the people of M&M Land who want to declare their independence from the M&M board game tax.
2. Ask students to raise their hands if they think it is fair for you to collect taxes from them.
3. Have a brief discussion about why they think it is fair or unfair.
4. Tell students that just like the people of M&M Land, the colonists in America felt it was unfair for the British to tax them without giving them a say in the government. This led to the Declaration of Independence.

5. Explain that students are going to write their own Declaration of Independence from the M&M board game tax.
6. On the whiteboard or chart paper, write the following prompt: "We, the people of M&M Land, declare our independence from the M&M board game tax because..."
7. Ask students to think about why they want to declare independence and what they want to say about it.
8. Allow students to share their ideas aloud.
9. Provide each student with a piece of paper and crayons or pencils.
10. Instruct students to draw a picture and write a sentence or a few words declaring their freedom from the M&M board game tax.

Conclusion

- After students have completed their declarations, invite a few students to share what they wrote.
- Display their declarations around the classroom.
- Recap the lesson by briefly discussing the importance of independence and how it relates to the Declaration of Independence.



Resources List

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

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Day Four Teacher Guide



Key Themes

- Community
- Citizenship
- Freedom



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define community.
- Explain the significance of being a good citizen.
- List two ways to be a good citizen.

Key Terms



1. Beneficial

Helpful, useful, or good.



2. Citizen

A member of a community, state, or nation.



3. Community

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



4. Efficient

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



5. Respect

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



6. Volunteer

A person who spends some of their time helping others.



Introduction

TELL Students

During Celebrate Freedom Week, we celebrate the freedom we have in our country. Remember, these freedoms give us a lot of opportunities. You have the freedom, or opportunity, to share ideas, to learn and go to school, and to be yourself. Being good citizens helps protect these freedoms for everyone. A **citizen** is a member of a [community](#), state, or nation.

ASK Students

What freedoms, or opportunities, do you have?

TELL Students

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

people living or working together in the same area. In our community, we have neighbors, friends, teachers, and family members who all work together to help each other. Being a good citizen means doing things like following rules, being kind to others, and helping out when we can. It is like being part of a team where everyone has an important role to play.



ASK Students

How does being a good citizen help our community?

TELL Students

Let's think about some ways we can be good citizens in our community. We can pick up trash to keep our neighborhood clean, share our toys with friends, and say "please" and "thank you" to show kindness.

As we learn more about citizenship and our community, we will discover how special it is to work together and make a difference in the world around us!

ASK Students

What can you do to help in your community? What does it mean to be a good citizen?



TELL Students

You are a member, or citizen, of our classroom community. Think about how our classroom works. [Review classroom jobs and your classroom [management system](#)].

When everyone does their job, it helps our classroom to be more efficient. **Efficient** means working in a way that gets results, with little wasted effort.

ASK Students

What does efficient mean?

TELL Students

When everyone follows our classroom rules, it is more fun! Rules like listening to your teacher and your parents, following directions, doing your best and taking care of your responsibilities are good for you and the community.

ASK Students

Why is it important to follow rules?

TELL Students

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



ASK Students

How do good citizens treat others?

TELL Students

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

ASK Students

What does it mean to respect someone?

TELL Students

To **respect** someone means that you accept somebody for who they are, even when they are different from you or you do not agree with them. Sometimes it is hard to do this! But, it is an important skill that makes our school, community and country a good place to live.



ASK Students

Why is it important to be a good citizen in our classroom? Why is it important to be a good citizen in our community and country?

TELL Students

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



ASK Students

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

TELL Students

When we are kind, share, and help others, we make our classroom, community and country a happy place for everyone. Think about the ways you can make a difference in our classroom and our community this week.



WATCH

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





Activity

Kindness Rocks: Spreading Joy in Our Community

Objective

To teach kindergarten students about the importance of being good citizens and building strong communities by engaging in an act of kindness.

Materials Needed

- Smooth rocks (enough for each student)
- Non-toxic acrylic paint
- Paintbrushes
- Markers or paint pens
- Clear sealant spray (optional)
- Newspaper or plastic tablecloth
- Cardboard box or tray for drying rocks
- Sign or poster with the message “Spread Kindness”

Introduction

- Gather students in a circle and review the concept of kindness and being good citizens.
- Explain that being a good citizen means doing things to help others and making our community a better place.
- Discuss how small acts of kindness can have a big impact on others and contribute to building a strong, caring community.

Painting Kindness Rocks

- Place newspaper or a plastic tablecloth on the tables to protect them from paint.
- Distribute smooth rocks to each student and provide them with acrylic paint, paintbrushes, and markers.

- Encourage students to paint positive messages, colorful designs, or simple images on their rocks that will spread joy and kindness to others in the community.
- Remind students to think about the feelings of others when choosing their designs and messages.
- Allow the painted rocks to dry completely before moving on to the next step. Optionally, apply a clear sealant spray to protect the designs.

Spreading Kindness

- Once the rocks are dry, take students outside to a designated area in the schoolyard or community space.
- Explain to students that they will be spreading kindness by placing their painted rocks in places where others can find them.
- Encourage students to hide their rocks in various locations around the area, such as along walking paths, near trees, or on benches.
- Before hiding the rocks, take a moment to discuss why spreading kindness is important and how their actions can make someone's day brighter.

Reflection and Discussion

- After hiding the rocks, gather students together to reflect on the activity.
- Ask questions to facilitate a discussion, such as:
 1. "How did it feel to spread kindness by hiding the rocks?"
 2. "Why is it important to do things that make others happy?"

3. "What are some other ways we can be good citizens and help our community?"
- Encourage students to share their experiences and observations from the activity.

Follow-Up

- Encourage students to keep an eye out for painted rocks when they are out in the community and to share their findings with their classmates.
- Discuss the impact of their actions and how they contributed to building a stronger, more caring community.
- Encourage students to continue spreading kindness in their everyday lives by looking for opportunities to help others.

Resources List

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

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Day Five Teacher Guide



Key Themes

- Equality
- Freedom
- Loyalty



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

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

Key Terms



1. Immigrant

People who move to a new country.



2. Motto

A slogan or favorite saying.



3. Monument

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



4. Values

Beliefs that shape daily life.



Introduction

TELL Students

During Celebrate Freedom Week, we get to explore American symbols and monuments! We learn about important symbols like the American flag and the [Statue of Liberty](#). These symbols and monuments represent important values like freedom, democracy, and unity. By studying them, we can understand more about American history and what our country stands for. This is a chance for us to appreciate our heritage and to remember the sacrifices made for our freedom.

ASK Students

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

TELL Students

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

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

ASK Students

What is a symbol?

TELL Students

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

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



ASK Students

What does the American flag represent?

Lesson

TELL Students

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



ASK Students

What are values?

TELL Students

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

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

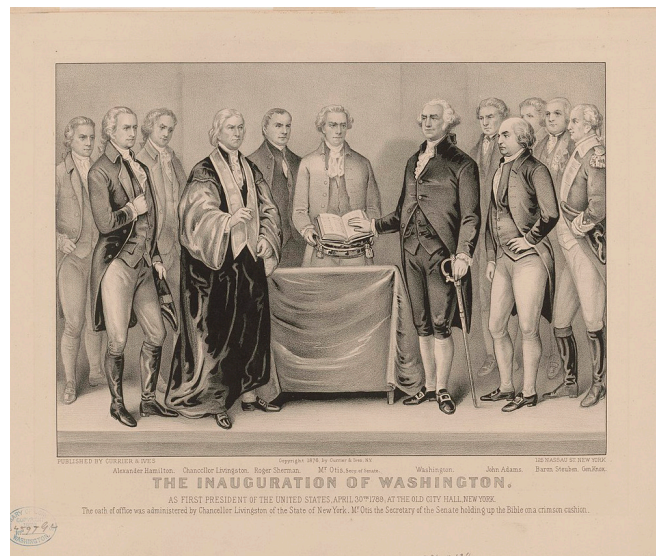


ASK Students

Who is Thomas Jefferson?

TELL Students

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



ASK Students

What did the people who founded our country believe in?

TELL Students

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

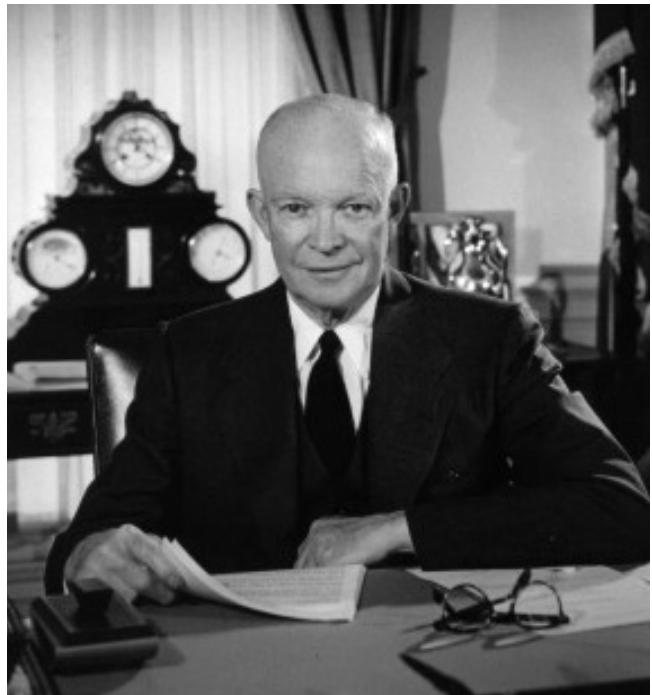


ASK Students

What did Salmon P. Chase believe?

TELL Students

In 1864, they got the approval they needed, and they started making coins with the words “In God We Trust” on them. Years later, in 1956, President Dwight D. Eisenhower made it official that “In God We Trust” would be our country’s motto. A **motto** is a slogan or favorite saying. Now, if you look at coins or paper money, you will see the words, “In God We Trust” on them.



ASK Students

What phrase can you find on coins and paper money?

TELL Students

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

ASK Students

What is a monument?

TELL Students

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



ASK Students

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

TELL Students

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



ASK Students

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

WATCH

Star Spangled Banner Adventures: [Ellis Island](#)





Activity

Statue of Liberty

Storytelling

Objective

By the end of the lesson, kindergarten students will be able to recognize and describe the Statue of Liberty and the Lincoln Memorial as important American monuments representing freedom and equality.

Materials Needed

- Green construction paper
- White paper or foam
- Scissors
- Glue or tape
- Crayons or markers

Activity

1. Show students pictures of the Statue of Liberty and explain its significance as a symbol of freedom and hope.
2. Provide each student with a strip of green construction paper long enough to fit around their head comfortably. Assist them in measuring and cutting the paper if needed.
3. Help the students cut out spikes from the white paper or foam to represent the spikes on the crown of the Statue of Liberty.
4. Encourage students to color or decorate the spikes using crayons or markers.
5. Assist students in gluing or taping the spikes onto the green construction paper strip to create their own Statue of Liberty crown.
6. Once the crowns are completed, allow students to wear them while participating in the storytelling session.

Storytelling Session: Tales of Freedom and Equality

- Gather students together and show pictures or illustrations of the Statue of Liberty and the Lincoln Memorial, pointing out specific features and details.
- Encourage students to share their thoughts and feelings about the monuments, emphasizing the themes of freedom, equality, and unity.
- Conclude the session by allowing students to take turns wearing their Statue of Liberty crowns and sharing what freedom means to them.

Resources List

1. <https://www.ushistory.org/us/3c.asp>
2. <https://www.mountvernon.org/library/digitalhistory/past-projects/quotes/article/the-time-is-now-near-at-hand-which-must-probably-determine-whether-americans-are-to-be-freemen-or-slaves-whether-they-are-to-have-any-property-they-can-call-their-own-whether-their-houses-and-farms-are-to-be-pillaged-and-destroyed-and-themselves-consigned/>
3. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/battle-of-long-island/>
4. <https://amhistory.si.edu/starspangledbanner/the-lyrics.aspx>
5. <https://www.loc.gov/exhibits/religion/rel07.html>
6. <https://quod.lib.umich.edu/cgi/t/text/text-idx?c=lincoln;cc=lincoln;type=simple;rgn=div1;q1=October%2026,%201862;view=text;subview=detail;sort=occur;idno=lincoln5;node=lincoln5:1047>
7. <https://www.greatamericanhistory.net/lincolnsfaith.htm>
8. <https://blogs.loc.gov/law/2013/04/in-god-we-trust/>
9. <https://ingodwetrust.com/about/history-of-in-god-we-trust/>

Notes
