



LITTLE PATRIOTS



CELEBRATE FREEDOM WEEK

TEACHER GUIDE



Second Grade



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.
- Summarize why the Pledge of Allegiance is important.
- Explain how and why we honor the United States.

Key Terms



1. Democracy

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



2. Honor

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



3. Loyalty

A devotion for someone or something.



4. United

Joined together to act as a whole.



TELL Students

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

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

ASK Students

What is Celebrate Freedom Week?

TELL Students

Begin the lesson by displaying the American flag. Explain that it is a symbol of our country, the United States of America. Remind students that we stand and face the flag when we say the Pledge of Allegiance. The Pledge of Allegiance is a special promise or oath that people in the United States say to show their love and loyalty to their country.



Tell 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?

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: [How to Say the Pledge of Allegiance](#)



Lesson

TELL Students

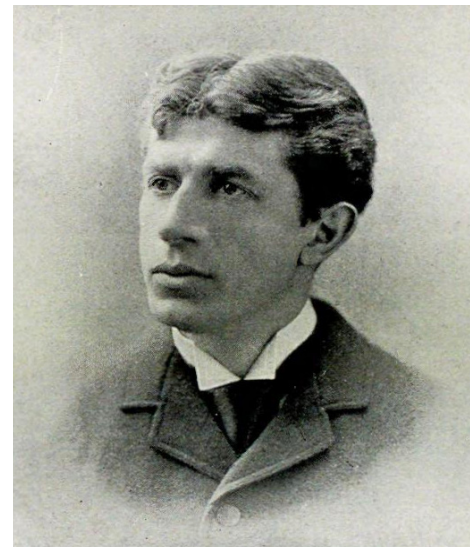
The Pledge of Allegiance is a promise that people in the United States say to show their love and loyalty to their country. **Loyalty** is a devotion for someone or something. The Pledge of Allegiance was written a long time ago by a man named Francis Bellamy. He wanted children to have a special way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

ASK Students

What does it mean to honor something?

TELL Students

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



Francis Bellamy, author of the original Pledge of Allegiance.

ASK Students

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

TELL Students

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

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

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



ASK Students

What does loyalty mean?

TELL Students

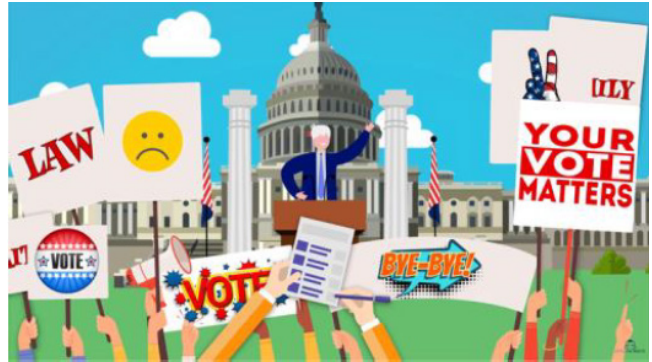
"To the flag" means we are talking about the American flag. "Of the United States of America" means our country. "And to the Republic" means our country's government. "For which it stands" means the flag represents our country.

ASK Students

What type of government do we have in the United States? How is it different from other governments?

TELL Students

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



ASK Students

What is a democracy?

TELL Students

“One Nation” means we are united together as one country. “Under God” means we believe in God. “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. We stand for the pledge because it is a way to show respect and honor for our country. The pledge is like a promise or a special way of saying that we love our country and all the good things it stands for. When we stand for the pledge, we are showing that we believe in things like freedom, fairness, and working together to make our country better. It is also a way to

remember all the people who have helped our country and to think about how we can be good citizens too. So, when we stand for the pledge, it is like saying “I love my country and I want to do my best to help it!” Tomorrow we will learn more about why we stand when we say the Pledge.

WATCH

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





Activity

Exploring the Pledge of Allegiance

Objective

Students will learn about the Pledge of Allegiance and how to show respect to the United States of America. Students will demonstrate their understanding by creating mini American flags and writing the words of the Pledge of Allegiance on them.

Materials Needed

- American flag (for display)
- Visual aids (pictures or posters of the American flag, pledge words)
- Whiteboard and markers
- Printed copies of the Pledge of Allegiance
- Craft materials: construction paper, popsicle sticks, markers, glue, scissors

Introduction

- Begin by showing students the American flag and reviewing what they learned today.

- Explain that the flag represents our country, the United States of America, and that we have a special way of showing respect to it.
- Introduce the concept of the Pledge of Allegiance and explain that it is like a promise we make to our country to be good citizens and to support the values of freedom and justice.

Discussion

- Lead a discussion about why we say the Pledge of Allegiance and why it is important to show respect during the pledge.
- Ask questions like:
 - “What does the word ‘allegiance’ mean?”
 - “Why do you think we say the Pledge of Allegiance every day?”
 - “What are some ways we can show respect while saying the Pledge?”

Learning the Pledge

- Teach the students the words of the Pledge of Allegiance, one line at a time, emphasizing proper pronunciation and meaning.
- Have students repeat each line after you until they are comfortable with the whole pledge.
- Use the whiteboard to write down the pledge line by line, pointing to each word as it is recited.

Craft Activity

- Distribute craft materials to each student, including construction paper, popsicle sticks, markers, glue, and scissors.
- Instruct the students to create their own mini American flags using the materials provided. They can decorate the flags with markers, drawing the stripes and stars.
- Encourage students to write the words of the Pledge of Allegiance on their flags as a reminder of what they learned.
- Circulate around the room to assist students as needed and provide guidance on crafting flags.

Craft Activity

- After completing the flags, invite students to share their creations with the class.
- Encourage students to reflect on what they learned about the Pledge of Allegiance and why it is important to show respect to the flag.
- Conclude the lesson by emphasizing the significance of the Pledge of Allegiance in honoring our country.

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

- Explain the significance of the American flag.
- Describe the correct way to show respect during the National Anthem.
- Describe the events that occurred before Francis Scott Key wrote the national anthem.

Key Terms



1. Opportunity

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



2. Respect

To admire or look up to someone or something.



3. Symbol

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



4. Unity

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



Introduction

TELL Students

Are you ready for day two of Celebrate Freedom Week? It is exciting to learn more about our wonderful country!

ASK Students

What did we learn about yesterday? What American symbol do we stand and look to when we say the Pledge of Allegiance?

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 or a baseball game? 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 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

How are the American flag and the national anthem related?





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!*](#) Give each student a copy of the book. Give students a few moments to do an independent book walk.

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! Ask students to read pages 5-10 with a partner. When students have finished, ask the question below.

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. Please read to learn more about opportunities that our country offers. Have students independently read pages 11-15. Once students complete the reading, ask the question below.

ASK Students

Why do we stand for the American flag?

TELL Students

We stand for the flag to show respect. Read pages 16-21 to the students as they follow along in their book.

ASK Students

Can you show respect even if you disagree with someone?

TELL Students

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

ASK Students

How can you show respect to your country?

TELL Students

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



ASK Students

What is the “The Star Spangled Banner?”
Why is it important?

TELL Students

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

WATCH

Sing-along: [The National Anthem](#)

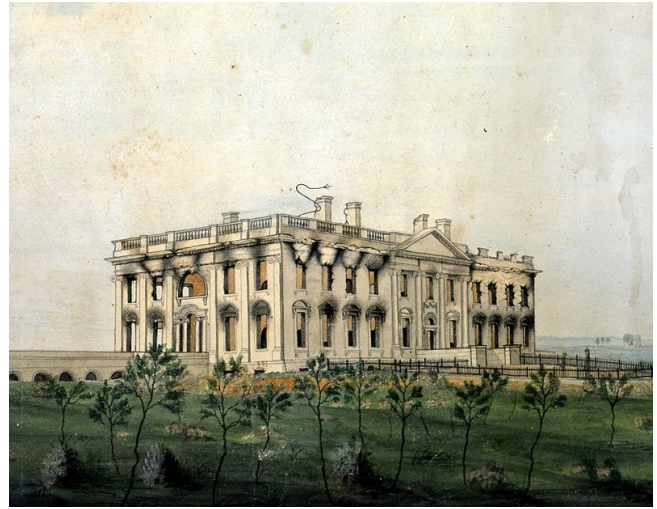
ASK Students

How does this important song make you feel?



TELL Students

You may know the words by heart. But it is also important to know what they mean. Let's learn when "The Star-Spangled Banner" was written. Let's also find out why it is important to America. America won a war with England. It became a free nation. But England did not like that the United States was growing. They wanted to fight the United States again. This is known as the War of 1812. Two years later, the British captured and burned Washington, D.C. This is our nation's capital. The British set the White House and the Capitol building on fire.

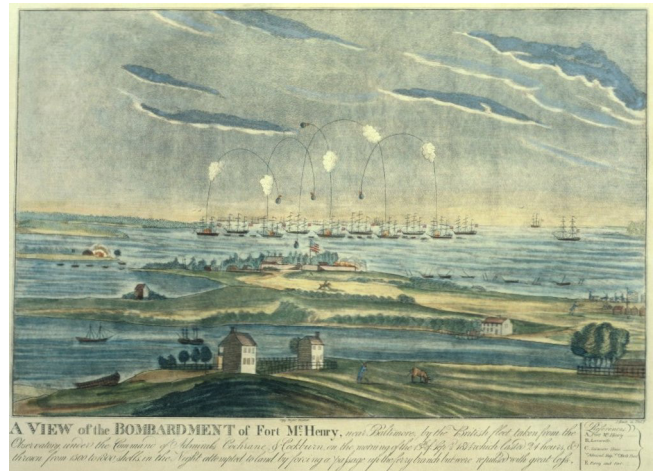


Then, British forces launched a land and sea attack. Every few seconds bombs were going off. The area was covered in smoke and fog. The troops fighting for America did not know if they were winning or not. They looked to see if our flag was still flying.

They knew if they could see the flag then America was winning. Every time a bomb went off it lit up the sky. The troops could see the flag waving in the light. This gave them courage to keep fighting. The next morning, the air cleared. The American troops began to cheer! America beat the British navy and the American flag was still standing!

ASK Students

How did the American flag inspire the troops? How does it inspire American troops today?



TELL Students

The author of the “Star Spangled Banner” is Francis Scott Key. He watched American soldiers throughout the night. He saw American troops bravely defend Fort McHenry. While he was on his ship watching, he wrote this song. The American flag was a symbol of American determination, sacrifice, and freedom then. It is still a symbol of these values today.


The flag stood for soldiers at Fort McHenry. It stood for Americans during other hardships too. It is a sign of respect for our country. It is also a sign of respect for the men and women who serve in our military, law enforcement, and as first responders. Thanks to these brave people, America is the free country it is today.



WATCH

Star Spangled Adventures: [The National Anthem](#)





Activity Flag Facts Scavenger Hunt

Objective

To deepen students' understanding of the American flag and the national anthem through an interactive scavenger hunt.

Materials Needed

- Images or drawings of the American flag
- Copies of the lyrics to "The Star-Spangled Banner"
- Flag-themed stickers or stamps
- Scavenger hunt checklist

Introduction

Begin by reviewing the importance of the American flag and the national anthem with the students. Briefly review key facts about the flag and the anthem.

Scavenger Hunt Preparation

Hide or place images or drawings of the American flag and copies of "The Star-Spangled Banner" lyrics around the classroom or schoolyard. Each location should have a flag-related fact written on it.

Scavenger Hunt Rules

Divide students into small groups and provide each group with a scavenger hunt checklist. Explain that their task is to find each hidden flag or anthem lyric and read the associated fact. They should then mark off the corresponding item on their checklist.

The Hunt

Allow students to start the scavenger hunt. Encourage them to work together as a team to locate all the hidden items.

Fact Review

Once all groups have completed the scavenger hunt, reconvene as a class to review the flag-related facts they discovered. Discuss each fact in detail, allowing students to share their thoughts and ask questions.

Flag Sticker

As a reward for completing the scavenger hunt, provide each student with a flag-themed sticker or stamp to place on their clothing.

Reflection

Ask students to reflect on what they learned about the American flag and the national anthem. Encourage them to share one new thing they discovered and how it made them feel about these important symbols of our country.

FLAG FACTS

The American flag has 50 stars representing the 50 states.

The 13 stripes on the flag represent the 13 original colonies.

The flag's colors are red, white, and blue, symbolizing valor, purity, and justice.

The national anthem of the United States is "The Star-Spangled Banner."

The anthem was written by Francis Scott Key during the War of 1812.

The flag is nicknamed "Old Glory."

The Star-Spangled Banner became the official national anthem in 1931.

The flag should be displayed from sunrise to sunset on all days when the weather allows.

The American flag was adopted on June 14, 1777, now celebrated as Flag Day.

There are specific rules for the proper disposal of an American flag.

Assessment: Flag Facts

Please carefully read each question and answer set. Please circle the correct answer.

Name: _____ Date: _____

1. What colors are on the American flag?

- a) red and blue
- b) red, white, and blue
- c) green and yellow

2. How many stripes are on the American flag?

- a) 13
- b) 50
- c) 100

3. What does each star on the American flag represent?

- a) a state
- b) a president
- c) a landmark

4. Who wrote "The Star-Spangled Banner"?

- a) George Washington
- b) Francis Scott Key
- c) Abraham Lincoln

5. What inspired Francis Scott Key to write "The Star-Spangled Banner"?

- a) watching American soldiers defend Fort McHenry
- b) eating apple pie
- c) riding a bicycle

6. What event is described in "The Star-Spangled Banner"?

- a) The Revolutionary War
- b) The War of 1812
- c) The Civil War

7. Why is the American flag important?

- a) It represents the freedom of the United States.
- b) It is a decoration.
- c) It is just a piece of cloth.

8. What do we do when we hear "The Star-Spangled Banner"?

- a) sit down and talk
- b) stand up and be quiet
- c) dance and sing

9. What is a symbol of respect for our country?

- a) throwing trash on the ground
- b) talking loudly during the national anthem
- c) standing quietly during the national anthem

10. Who do we honor by showing respect during the national anthem?

- a) teachers
- b) famous people
- c) Men and women who serve in the military, law enforcement, and as first responders.

Answer Key: Flag Facts

1. b) red, white, and blue
2. a) 13
3. a) a state
4. b) Francis Scott Key
5. a) watching American soldiers defend Fort McHenry
6. b) The War of 1812
7. a) It represents the freedom of the United States.
8. b) stand up and be quiet
9. c) standing quietly during the national anthem
10. c) Men and women who serve in the military, law enforcement, and as first responders.

Resources List

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

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Day Three Teacher Guide



Key Themes

- Equality
- Freedom
- Independence



Core Values

- Community
- Faith
- Life
- Liberty

Learning Objectives



Students will be able to

- Recognize similarities between a colony and a community.
- List characteristics of a self-governing community.
- Explain the significance of the Declaration of Independence.

Key Terms



1. Colony

A group of people from one country who build a settlement in a new territory or land.



3. Declare

To say something in a clear and strong way.



5. Opportunity

A chance or a possibility for something good to happen.



7. Self-governing

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



2. Community

A place where people live, learn, play, and work together.



4. Government

A group of people who make decisions and rules to help run a community, city, state, or country.



6. Resources

Useful materials often needed to create new towns.



Introduction

TELL Students

Celebrate Freedom Week is a time to celebrate the Declaration of Independence. The Declaration of Independence 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. This is a time to celebrate the bravery and determination of those who took a stand for freedom and paved the way for the nation we have today. By studying the Declaration of Independence during Celebrate Freedom Week, we honor the legacy of those who fought for our country's independence and our commitment to the ideals of freedom and democracy.

ASK Students

What do you know about the Declaration of Independence? Why was it written?

TELL Students

A long time ago, English explorers discovered exciting things in what was known as the New World, which we call America today. England wanted more land and to build colonies in the New World. A **colony** is a group of people from one country who build a settlement in a new territory or land.

England thought the colonies in the New World would bring more money, jobs, and places to trade along the American coast. They said it was okay for the colonists to build homes in the New World. England even gave the colonists materials to help them start their new lives. There were 13 colonies located on the east side of North America, near the Atlantic Ocean. [Locate this area on the United States map.] These colonies later became the first states in the United States of America.



America was under British rule at this time. The colonists were upset with King George III because he imposed taxes without giving them a say in government. A **government** is a group of people who make decisions and rules to help run a community, city, state, or country. They work to keep everyone safe and make sure things are fair for everyone.

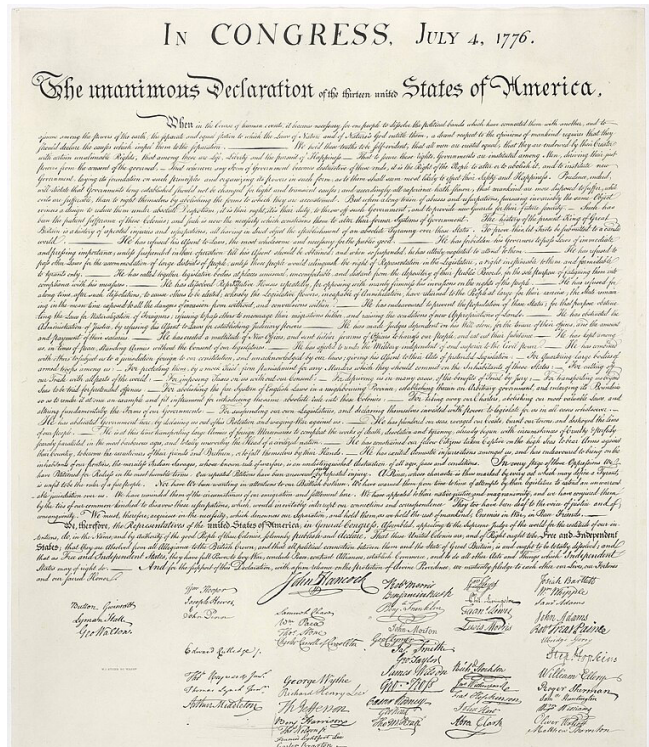


King George III, ruler of Great Britain from 1760-1820.

In today's lesson, we will explore the very old handwritten document called the Declaration of Independence. We will discuss why this document is still important and talk about the brave ideas it contains. You might be wondering why a document that is almost 250 years old, with a lot of scribbles and splotches, matters so much. Well, let's watch another episode of Star Spangled Adventures to find out!

WATCH

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





Lesson

TELL Students

A **community** is a place where people live, learn, play, and work together. It includes houses, schools, stores, parks, and friendly neighbors. Today, community helpers like police officers and firefighters keep everyone safe, and special events bring people together for fun. Rules are in place to ensure that everyone is happy and safe in the community, making it a wonderful place to be.

Before the Declaration of Independence was written, people from Europe and Africa moved to the original 13 colonies. Some of these people were there for religious reasons. Some were there for financial reasons. Sadly, others were there against their will.

ASK Students

How is a colony like a community today? What did a colony in early America look like?

TELL Students

Being in a colony in early America meant living in close-knit groups. The people in these groups relied on each other for support and survival. Individuals worked together on farms, in small towns, or in close neighborhoods. They shared resources, helped each other with tasks like building homes and farming, and often had strong social connections. A **resource** is something that people value and need such as water and land. Community members also played important roles in each other's lives, assisting during times of hardship and celebrating together during times of joy. People depended on one another for various aspects of daily life.

ASK Students

What is a self-governing community?

TELL Students

Before the Declaration of Independence, the 13 colonies were under British rule. But they mostly governed themselves. They were essentially **self-governing**. This means they created their own rules and laws. However, their ability to govern themselves was challenged by the acts and taxes imposed by the British government. The British king and the British government still technically owned the colonies. This meant that the colonies were not exactly free.

ASK Students

How did the colonists gain their freedom? What document declared the colonists' freedom?

TELL Students

On July 4, 1776, the 13 colonies declared that they were independent states. This is our country's birthday, our Independence Day! The document that declared our freedom is called the Declaration of Independence.

The Declaration of Independence listed the colonists' complaints and shared their beliefs about people's rights, which they used to explain why they wanted to be independent. In one well-known sentence, the Declaration declares, "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." This idea, that everyone is equal and has rights from God, has continued to influence the foundation of American government ever since.



ASK Students

What does life, liberty, and the pursuit of happiness mean?

TELL Students

The statement in the Declaration of Independence that “all men are created equal” means that everyone is born with the same rights and opportunities. An **opportunity** is a chance or a possibility for something good to happen. The Declaration of Independence is essential to the founding principles of our country. It declares that every person in the United States has the right to freedom and the opportunity to pursue their dreams through hard work. **Declare** means to say something in a clear and strong way.

ASK Students

What dreams will you pursue in America?



Activity

Our Classroom Declaration

Objective

To engage second grade students in understanding the principles of self-governance and democracy through the creation of a classroom Declaration of Independence.

Materials Needed

- Large poster paper or whiteboard
- Markers, crayons, or colored pencils

Introduction

- Begin by reviewing the concept of self-governance and democracy. Use relatable examples such as voting for classroom activities or rules.
- Introduce the idea of a Declaration of Independence by reviewing its purpose

in history. You can mention the American Revolution and how the colonists declared independence from British rule.

- Discuss the importance of having rules and guidelines to ensure fairness and
- harmony within a community.

Brainstorming Session

- Facilitate a brainstorming session where students suggest ideas for rules or principles they believe are important for a fair and respectful classroom environment.
- Encourage students to think about what rights they would like to have as members of the classroom community and what responsibilities they should uphold.
- Write down all the ideas on the large poster paper or whiteboard.

Drafting the Declaration

- Based on the brainstorming session, guide students in crafting a Classroom Declaration of Independence. Begin with a statement asserting their right to self-governance and fair treatment.
- Break down the Declaration into sections such as “Our Rights,” “Our Responsibilities,” and “Our Commitment to Each Other.”
- Help students articulate each section using simple language that reflects their ideas and values.

Review and Revisions

- Review the drafted Declaration as a class, discussing each section to ensure clarity and understanding.
- Encourage students to suggest any revisions or additions they feel are necessary to make the Declaration representative of the class.

Signing Ceremony

- Once the Declaration is finalized, organize a signing ceremony where each student can write their name or make a thumbprint as a symbolic commitment to upholding the principles outlined in the document.
- Display the signed Declaration prominently in the classroom as a reminder of the class’s shared values and commitments.

Reflection

- Conclude the activity with a brief reflection where students share their thoughts on the process of creating the Classroom Declaration of Independence.
- Encourage students to consider how the Declaration can help promote a positive and self-governing classroom community.

Extension Activity

For an extension activity, invite students to create individual or group posters illustrating key principles or rights outlined in the Classroom Declaration. Display these posters around the classroom as visual reminders of the class’s values.



Assessment: Thumbs Up/Thumbs Down Review

Read each statement to the class. Students will give a thumbs up if the statement is correct. Students will give a thumbs down if the statement is false.

1. England did not want to expand and have more land.
2. The 13 colonies were on the east side of North America.
3. England did not help the colonists start their new lives.
4. The original 13 colonies eventually became the first states in the United States of America.
5. A colony is a place that belongs to another country far away.
6. Early American communities were not tightly connected.
7. The 13 colonies were mainly self-governing communities.
8. The Declaration of Independence does not talk about freedom.
9. The Declaration of Independence declares that all people are created equal and have certain rights.

Answer Key

1. Thumbs down (False)
2. Thumbs up (True)
3. Thumbs down (False)
4. Thumbs up (True)
5. Thumbs up (True)
6. Thumbs down (False)
7. Thumbs up (True)
8. Thumbs down (False)
9. Thumbs up (True)

Resources List

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

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Day Four Teacher Guide



Key Themes

- Community
- Citizenship
- Freedom



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

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

Key Terms



1. Beneficial

Helpful, useful, or good.



3. Community

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



5. Efficient

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



7. Volunteer

A person who spends some of their time helping others.



2. Citizen

A member of a community, state, or nation.



4. Contribute

To give something away to help someone or something.



5. Respect

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



Introduction

TELL Students

During Celebrate Freedom Week, we celebrate the freedom we have in our country. Remember, these freedoms give us a lot of opportunities. You have the freedom, or opportunity, to share ideas, to learn and go to school, and to be yourself. Now, you have the opportunity to help me solve this riddle: *I'm unseen but in every deed, in the community, I plant the seed. With rights in hand and duties in heart, in every country, I play a part. Not just a person, but a role to play, helping, respecting, in my own way. What am I that makes a place grand, by doing things together, hand in hand?* Yes, that is correct! The answer is a good citizen! Being good citizens helps protect our freedoms. A **citizen** is a member of a community, state, or nation.

ASK Students

How do good citizens help protect the freedoms we enjoy in the United States?

TELL Students

Today, we are going to learn about something very important: citizenship and community. Citizenship is about being a good member of our community. A **community** is a group of people living or working together in the same area. In our community, we have neighbors, friends, teachers, and family members who all work together to help each



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

ASK Students

Why is it important to be a good citizen?

TELL Students

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

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



ASK Students

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



Lesson

TELL Students

Good citizens are like superheroes in our community! They are people who help others, listen carefully, and share with friends. Imagine someone like a teacher who helps you learn new things, a firefighter who bravely saves people from fires, or even a friend who shares their toys and plays fair. These people show us how to be kind, respectful, and how to work together to make our world a better place. Just like them, you can be a good citizen too, by being helpful, kind, and caring for others around you. Remember, when we all do our part, we make our community a wonderful place to be.

ASK Students

Who are some citizens in our community that help you?

TELL Students

Citizens help each other. The citizens that have helped you can also be helped by you. You are an important 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 classroom 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 it mean to do something efficiently?

TELL Students

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



ASK Students

Why is it important to follow rules? What are some responsibilities you have in our classroom, at home, and in the community?

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



ASK Students

What does it mean to respect someone?

TELL Students

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



ASK Students

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

TELL Students

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

ASK Students

What are some ways you can serve your school, community, and country as a good citizen?

TELL Students

In the United States, being a good citizen is not only about following rules. It is about contributing to the well-being of our community and country. To **contribute** means to give something away to help someone or something. When we practice respect, responsibility, and kindness, we build a happy and welcoming place where everyone can succeed and feel valued. By participating in community events, helping those in need, and treating others with kindness, we demonstrate our commitment to making a difference. Whether it's volunteering at a local shelter, picking up litter in the park, or simply being a good friend to someone who needs it, every action, big or small, contributes to the greater good. As good citizens, we uphold the ideals upon which our country was founded and ensure that the spirit of unity and cooperation continues to flourish for generations to come.



Activity

Being a Good Citizen

Objective

Students will understand the importance of being a good citizen in their community and learn ways to demonstrate good citizenship through respect, responsibility, and kindness.

Materials Needed

- Chart paper and markers
- [“Good Citizen” badge templates](#)
- Crayons or markers for coloring
- Scenario cards (pre-made cards with different situations where students can practice being a good citizen)
- [“Good Citizen Tree” poster](#) (a large tree on poster paper where leaves can be added)
- [Leaves cutouts](#) for the tree

Introduction to Citizenship

- Start with a group discussion on what the students think a good citizen is. Ask questions like, “What does it mean to be a good citizen?” and “Can you name some qualities of a good citizen?”
- Explain that being a good citizen means being someone who respects others, helps the community, follows rules, and acts with kindness.

Qualities of a Good Citizen

- On [chart paper](#), write down the qualities of a good citizen that come up in the discussion. These might include respect, responsibility, kindness, helping others, etc.
- For each quality listed, ask students for examples of how they can demonstrate that quality in their daily lives (e.g., helping a friend, listening to their teacher).

Scenario Practice

- *(Role-Playing)* Use scenario cards that describe various situations where they can practice being a good citizen (e.g., seeing someone being left out, finding something that doesn't belong to them). Have students act out what they would do in each scenario.
- *(Reflection)* After each role-play, discuss with the class what the students did well and how they showed good citizenship.

Creating Good Citizen Badges

- *(Craft Activity)* Give each student a "Good Citizen" badge template to color and decorate. While they work, encourage them to think of one way they can be a good citizen at school or at home.
- *(Sharing)* After creating their badges, students can share their good citizenship goal with the class.

Conclusion

- Recap the key points of the lesson, emphasizing how being a good citizen makes their community a better place.
- Encourage students to wear their badges for the day and to do the action they promised on their badge.
- Let them know you'll be watching for good citizens to add leaves to the Good Citizen Tree.

Follow-Up

- In the following weeks, regularly add leaves to the Good Citizen Tree as students demonstrate good citizenship. This ongoing activity reinforces the lesson and encourages continuous good behavior.

Assessment: Good Citizen Hunt

Instructions: As a great detective of good deeds, your mission is to observe and find examples of good citizenship around you. Use this worksheet to write down the good deeds you see. Remember, a good citizen can be anyone who is being kind, helpful, responsible, or respectful. Happy hunting!

Name: _____ Date: _____

1. Helping Others

What I observed: _____

Who was being a good citizen? _____

How did they help someone? _____

2. Being Respectful

What I observed: _____

Who was being a good citizen? _____

How were they being respectful? _____

3. Showing Responsibility

What I observed: _____

Who was being a good citizen? _____

What responsible action did they take? _____

4. Sharing with Others

What I observed: _____

Who was being a good citizen? _____

How did they share or what did they share? _____

5. Following Rules

What I observed: _____

Who was being a good citizen? _____

What rule were they following? _____

Reflection Questions:

1. Which good deed did you think was the most important? Why?

2. How can you be a good citizen at school/home?

3. Did you help someone today? If yes, how?

Resources List

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

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Day Five Teacher Guide



Key Themes

- Equality
- Freedom
- Loyalty



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

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

Key Terms



1. Democracy

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



2. Immigrant

People who move to a new country.



3. Motto

A slogan or favorite saying.



4. Monument

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



5. Values

Beliefs that shape daily life.



Introduction

TELL Students

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

ASK Students

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

TELL Students

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

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

ASK Students

Why are symbols important?

TELL Students

As we learned earlier this week, the United States has many important symbols. One is the American flag! It is special because it stands for things like coming together, being proud of our country, and having freedom. It reminds us of all the brave people who helped make America what it is today. We also have a special saying, "In God We Trust," and historical monuments. A **monument** is a statue or building made to remember a person or important event. All of these things help show what our country believes in and what is important to us. Today, we are going to learn about why our country has these special symbols and monuments and what they mean.



ASK Students

What does the American flag represent?

Lesson

TELL Students

American symbols and monuments all have important historical meaning. They represent American values. **Values** are the beliefs that shape daily life. Long ago, even before America was called America, faith, religion, and the freedom to practice them were really important. In the early 17th century, when people first came to live here, many were looking for a new place where they could worship however they wanted. Some groups, like the Puritans, wanted to create a special community that showed how to live a good and moral life. Others, like the Pilgrims, came here seeking freedom to practice their religion. Quakers went to Pennsylvania, and Catholics went to Maryland, all hoping for religious freedom.

ASK Students

What are values?

TELL Students

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



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



ASK Students

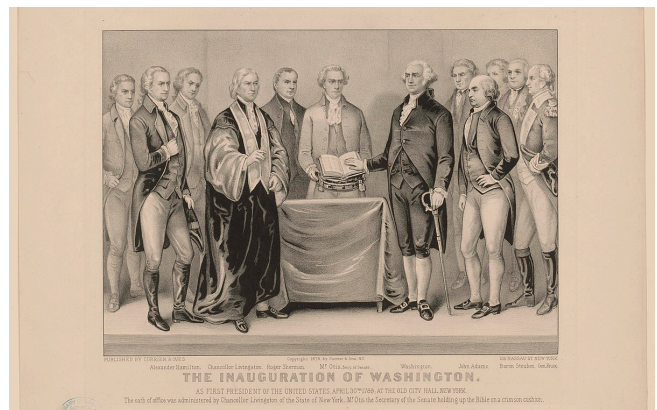
What does the Declaration of Independence say?

TELL Students

Later, when the people 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 that shows we trust in God.

ASK Students

What is our country’s motto?

TELL Students

But they needed permission from a group called Congress to do this. Finally, 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. They also started putting the motto on paper money in 1957.



Now, if you look at coins or paper money, you’ll see the words “In God We Trust” on them. Even though it wasn’t always there, these words are really important in our country’s history.

ASK Students

What phrase can you find on coins and paper money?

TELL Students

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



ASK Students

What is a monument?

TELL Students

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

ASK Students

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

TELL Students

The Lincoln Memorial reminds us to be kind and fair to everyone, no matter what they look like or where they come from. The Statue of Liberty, standing tall in New York City, is a big statue of a woman holding a torch in her hand. She represents freedom and hope for people all around the world. The Statue of Liberty welcomes immigrants to America, showing that everyone is welcome in our country and 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 Adventures: [Ellis Island](#)





Activity Statue of Liberty and Lincoln Memorial Comparison

Objective

To compare and contrast the Statue of Liberty and the Lincoln Memorial to deepen understanding of their significance.

Materials Needed

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

Introduction

- Begin by reviewing the importance of symbols in representing ideas and values, using examples such as flags and logos.

- Reintroduce the Statue of Liberty and the Lincoln Memorial as two iconic symbols in American history.

Comparison Chart

- Divide the class into small groups.
- Provide each group with pictures or illustrations of the Statue of Liberty and the Lincoln Memorial.
- Give each group a large piece of chart paper or access to a whiteboard.
- Instruct the groups to create a comparison chart with two columns labeled “Statue of Liberty” and “Lincoln Memorial.”
- Have students work together to brainstorm and list characteristics, features, and historical significance of each landmark in their respective columns.

Group Presentations

- After completing the comparison charts, allow each group to present their findings to the class.
- Encourage students to explain their reasoning behind the similarities and differences they identified.
- Facilitate a brief discussion after each presentation to clarify any points and encourage participation from other students.

Art Activity

- Distribute construction paper, glue, and scissors to each group.
- Instruct students to choose one aspect of either the Statue of Liberty or the Lincoln Memorial that they found interesting or significant.
- Encourage students to create a collage or artistic representation of their chosen aspect using the provided materials.
- Allow time for students to complete their artwork.

Gallery Walk

- Display the completed artwork around the classroom.
- Conduct a gallery walk, where students can observe and discuss each other's creations.
- Encourage students to share what they learned about the Statue of Liberty and the Lincoln Memorial through the art activity.

Conclusion

- Wrap up the activity by summarizing the key similarities and differences between the Statue of Liberty and the Lincoln Memorial.
- Reinforce the importance of these landmarks as symbols of freedom and democracy in the United States.

Resources List

1. <https://www.ushistory.org/us/3c.asp>
2. <https://www.mountvernon.org/library/digitalhistory/past-projects/quotes/article/the-time-is-now-near-at-hand-which-must-probably-determine-whether-americans-are-to-be-freemen-or-slaves-whether-they-are-to-have-any-property-they-can-call-their-own-whether-their-houses-and-farms-are-to-be-pillaged-and-destroyed-and-themselves-consigned/>
3. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/battle-of-long-island/>
4. <https://amhistory.si.edu/starspangledbanner/the-lyrics.aspx>
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7. <https://www.greatamericanhistory.net/lincolnsfaith.htm>
8. <https://blogs.loc.gov/law/2013/04/in-god-we-trust/>
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