



LITTLE PATRIOTS



CELEBRATE FREEDOM WEEK

TEACHER GUIDE



Third Grade



Faith. Liberty. Community. Life.

Table of Contents

DAY ONE

03

Themes &
Values

04

Learning
Objectives

05

Key Terms

06

Introduction

08

Lesson

12

Activity
Founders
Matching Game

13

Assessment

15

Answer Key

16

Resources



Day One Teacher Guide



Key Themes

- Equality
- Freedom
- Independence
- Life



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- List three principles promoted in the Declaration of Independence.
- Explain one way to use the word "life."
- Identify one prominent Founding Father.
- Define the American Revolution.

Key Terms



1. American Revolution

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



3. Religious freedom

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



5. Treason

The act of turning against one's own country.



7. Self-governing:

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



2. Founders

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



4. Responsibility

Doing the things you are supposed to do and making good choices.



6. Second Continental Congress

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



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 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!

ASK Students

What is Celebrate Freedom Week?

TELL Students

America now has 50 states. But, this was not always the case. Originally, there were only 13 colonies. The colonies were ruled by the British king. The colonies were home to men, women, and children who left England and other places in search of a new home. Some came for religious freedom, while others were seeking better opportunities. **Religious freedom** means that the government cannot force people to follow a particular religion or prevent them from practicing their own beliefs. Let's watch an episode of Star Spangled Adventures to learn about the document that declared the colonists' freedom from British rule.



WATCH

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



Lesson

TELL Students

The word “life” is an important word. Life can mean different things to different people, depending on how you use the word. For example, life can refer to a lifetime, from a baby to a grandparent. The word “life” can also be used as a way to show how someone lived. We call this a “way of life.” And, life can describe the conditions of a living thing.



ASK Students

What does “way of life” mean?

TELL Students

For a long time, the 13 colonies maintained their way of life as self-governing colonies, even though they were officially part of England. **Self-governing** describes a place that is run by its own people rather than people from another region or organization. But by 1775, tensions escalated between King George III and the American colonists. The king sent soldiers to take away the colonists’ weapons, sparking fights in Lexington and Concord. These battles kicked off the American Revolution. **The American Revolution** was a struggle by the American colonies against British rule, leading to the formation of the United States of America as an independent nation.

ASK Students

What is the American Revolution?

TELL Students

In the summer of 1776, a committee of five men known as the Founders, including Thomas Jefferson, Benjamin Franklin, and John Adams, drafted a document declaring the colonies' independence from Britain and outlining the reasons for this decision. This document, known as the Declaration of Independence, declared America's independence from Britain.

Declaring independence from Britain was considered an act of treason by King George III. **Treason** is an act of turning away from one's own country.

ASK Students

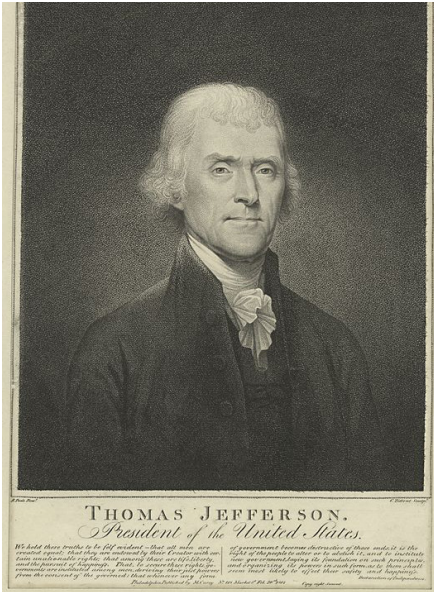
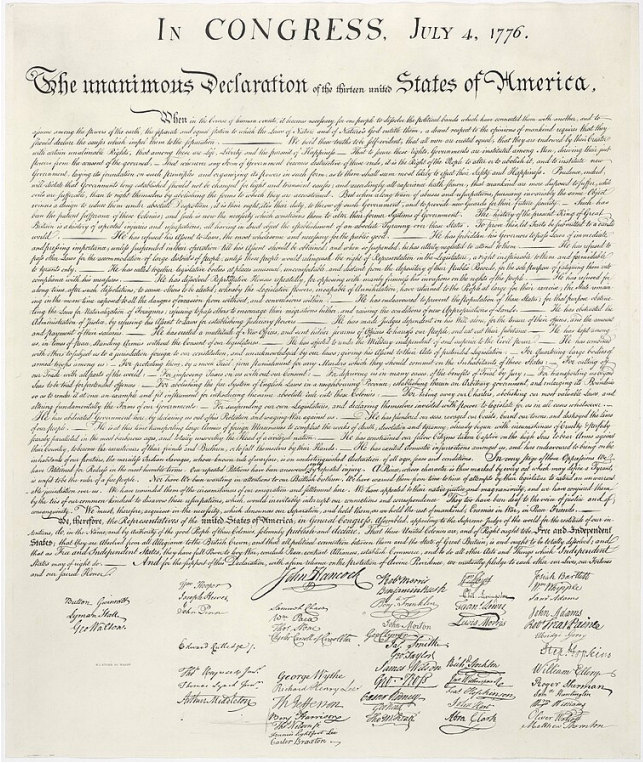
Who are the Founders?

TELL Students

The Founders are the individuals who played key roles in establishing the United States of America. One prominent Founder was Thomas Jefferson. Jefferson took the lead in writing the Declaration of Independence.

ASK Students

What contribution did Thomas Jefferson make to the United States?



TELL Students

On July 4, 1776, the Second Continental Congress agreed upon a final version of the Declaration of Independence. The **Second Continental Congress** was a big meeting where representatives from all the colonies came together to talk about and make important decisions. Let's look at some of the most important passages from the Declaration of Independence to learn what they mean. *"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."* First, let's look at "all men are created equal." In this line, the Founders declared that no one person is better than anyone else, no one is more or less important, and no one is valued more or less.

ASK Students

What does "all men are created equal" mean?

TELL Students

Now, take a look at the second part, that says our Creator "endows" people with certain "unalienable" rights. Thomas Jefferson was referring to the rights that all human beings have, which he believed come from God. This part of the Declaration of Independence tells us that the government doesn't give us our rights – God does. This means our rights can never be taken away.

ASK Students

What rights does the Declaration of Independence declare are from God?

TELL Students

In the United States, we have the right to life, which means we have the ability to live. We also have the right to liberty, which means we can think and believe freely. We have the right to pursue, or seek happiness, which means we can choose how to make our lives joyful and enjoyable. The Declaration of Independence tells us that as human beings with rights given to us by God, we have a lot of freedom! However, with great freedom comes great responsibility. **Responsibility** means doing the things you are supposed to do and making good choices. People must follow the law but no law and no person can violate anyone's freedom.

ASK Students

What does life, liberty, and the pursuit of happiness mean? What document declares these rights are from God?

TELL Students

Did you know that the day the Declaration of Independence was agreed to is often referred to as America's birthday? To celebrate the significance of this historic day, we now have a holiday known as the Fourth of July.

On the Fourth of July, Americans often celebrate our country's independence with parades and firework shows. People wear red, white, and blue and host barbeques to enjoy hotdogs and hamburgers.



ASK Students

Do you have any special traditions that you enjoy with your family, friends, or community on the Fourth of July?

TELL Students

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

Activity

Founders

Matching* Game



Objective

To understand the contributions of the Founders to the Declaration of Independence and the formation of the United States.

Materials Needed

- Pictures or illustrations of Founders (e.g., Thomas Jefferson, Benjamin Franklin, John Adams)
- Names of Founders written on separate note cards
- Large poster board or whiteboard

Introduction

- Divide the class into small groups or pairs.
- Place the pictures or illustrations of Founders on one side of the classroom or area.
- Scatter the cards with the names of the Founders on the other side.
- Explain to the students that they will

be playing a matching game to match the names of the Founders with their corresponding pictures.

- Encourage students to work together to discuss and match the names with the correct pictures.
- Once all the matches are made, review each pair of Founders and their contributions.
- Allow students to share any interesting facts they know about each Founder.
- Encourage students to remember the important roles these Founders played in American history.

Assessment

Instruction

Read each question and answer set carefully. Circle the correct answer.

1. What does the term “way of life” refer to in the text?
 - a) a person’s age
 - b) the conditions of a living thing
 - c) the manner in which someone lives
 - d) a person’s favorite activities
2. What event sparked the fights in Lexington and Concord?
 - a) the Declaration of Independence
 - b) the Battle of Bunker Hill
 - c) the British soldiers taking away colonists’ weapons
 - d) the Boston Tea Party
3. What was the outcome of the American Revolution?
 - a) the formation of the United States of America as an independent nation
 - b) the annexation of the 13 colonies by Britain
 - c) the establishment of British rule over the colonies
 - d) the dissolution of the Continental Congress
4. Who are referred to as the “Founders” in the text?
 - a) the first settlers of America
 - b) the British government
 - c) individuals who played key roles in establishing the United States
 - d) the leaders of the British Parliament
5. Which Founder took the lead in writing the Declaration of Independence?
 - a) George Washington
 - b) Thomas Jefferson
 - c) Benjamin Franklin
 - d) John Adams

6. What important decision did the Second Continental Congress make on July 4, 1776?
- a) the drafting of the United States Constitution
 - b) the agreement upon a final version of the Declaration of Independence
 - c) the declaration of war against Britain
 - d) the establishment of the Continental Army
7. What does the phrase "all men are created equal" mean in the Declaration of Independence?
- a) every person has the same abilities
 - b) every person has equal worth and importance
 - c) only men have rights
 - d) only certain individuals have rights
8. According to the Declaration of Independence, who gives humans their rights?
- a) the government
 - b) God
 - c) the Founders
 - d) the President
9. What rights does the Declaration say all humans should have?
- a) the right to drive
 - b) the right to vote
 - c) the right to life, liberty, and the pursuit of happiness
 - d) the right to own property
10. What holiday celebrates the day the Declaration of Independence was agreed upon?
- a) Memorial Day
 - b) Independence Day (Fourth of July)
 - c) Labor Day
 - d) Thanksgiving Day

Answer Key

1. c) The manner in which someone lives
2. c) The British soldiers taking away colonists' weapons
3. a) The formation of the United States of America as an independent nation
4. c) Individuals who played key roles in establishing the United States
5. b) Thomas Jefferson
6. b) The agreement upon a final version of the Declaration of Independence
7. b) Every person has equal worth and importance
8. b) God
9. c) The right to life, liberty, and the pursuit of happiness
10. b) Independence Day (Fourth of July)

Resources List

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

Table of Contents

DAY TWO

18

Themes &
Values

19

Learning
Objectives

20

Key Terms

21

Introduction

24

Lesson

27

Activity
Comparing
Important Patriots

29

Assessment
Multiple Choice
Review

31

Answer Key

32

Resources



Day Two Teacher Guide



Key Themes

- Freedom
- Independence
- Patriotism



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define liberty.
- List patriots that made a positive impact on the colonists.
- Explain the meaning of “give me liberty or give me death.”

Key Terms



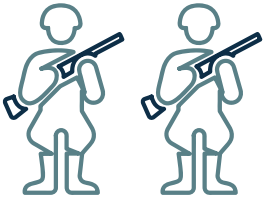
1. Colonist

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



2. Continental Army

The army that represented the 13 colonies.



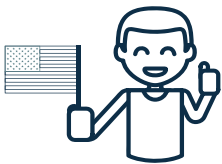
3. Hessians

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



4. Liberty

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



5. Patriot

A person who loves his or her country and is willing to do anything for it.



Introduction

TELL Students

During Celebrate Freedom Week, we learn about a special time in America's history called the American Revolution. This was when our country fought for its independence from British rule. By learning about the American Revolution during Celebrate Freedom Week, we begin to understand how our country became free and why freedom is such a big part of who we are as Americans. It helps us appreciate the sacrifices made by those who fought for our freedom and understand why we value our freedom today.

ASK Students

Why do we celebrate freedom?

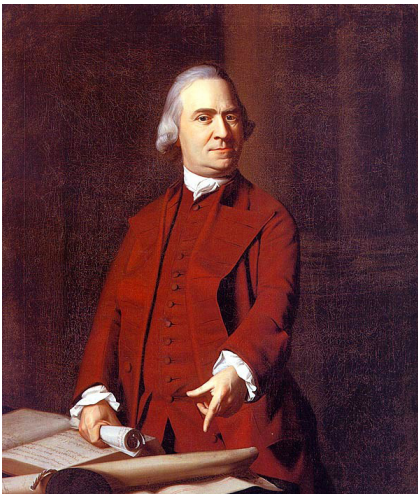
TELL Students

A long time ago, even though the American colonies were far across the ocean, they were still under the rule of King George III. England had spent a lot of money on a previous war called the French and Indian War.

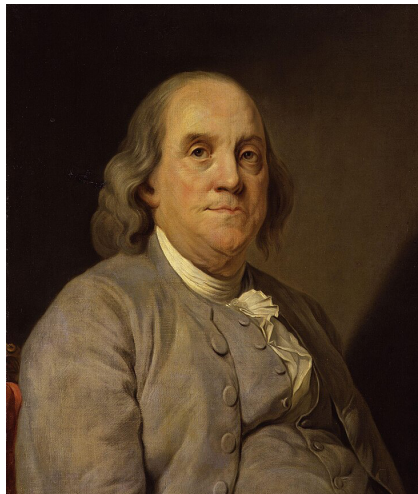
King George III came up with an idea to get some of that money back. He decided to make the colonists pay more taxes on things they bought from Great Britain, like paper, tea, and sugar. The problem was, he didn't ask the colonists for their opinion, and that made them very mad. People like Samuel Adams, Benjamin Franklin, and Patrick Henry helped bring the colonists together against the British.



King George III



Samuel Adams



Benjamin Franklin



Patrick Henry

TELL Students

Before we explore why faith, liberty, community, and life were important to the brave Americans who fought for our freedom, let's discover a group called the Hessians.

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

WATCH

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





Lesson

ASK Students

Why is the American Revolution important?

TELL Students

Standing up for what you believe in can be easy when there are no big consequences, but it becomes much harder when it involves your life and the lives of those you care about. Think about a situation where someone takes something you care about. Imagine cousins who always take your favorite toys when they visit, and how that makes you feel. Now, picture a scenario on the playground where a stranger takes a toy you don't really mind losing.

Is it simpler to stay calm when it is something unimportant? How do you react when it truly matters? Our founding fathers and patriots valued the lives of the American people even more than their own lives. A **patriot** is a person who loves his or her country and is willing to do anything for it.

Today, we are going to highlight patriots who prioritized the freedom of their country over their own lives, even in challenging circumstances.

ASK Students

What is a patriot?

ASK Students

Who are important patriots that you have learned about this week?

TELL Students

Patrick Henry was a patriot during the American Revolutionary War. He believed strongly in freedom and independence. Patrick Henry is famous for saying, "Give me liberty or give me death!" This is a powerful phrase he used during a speech. Let's look at each line carefully:

"Give me" This means he was asking for something.

"Liberty" **Liberty** means freedom. Patrick Henry was asking for freedom.

"or" This word gives us a choice.

"give me death!" This part means he was saying that if he could not have freedom, he would rather not be alive. So, he was willing to risk his life for freedom.

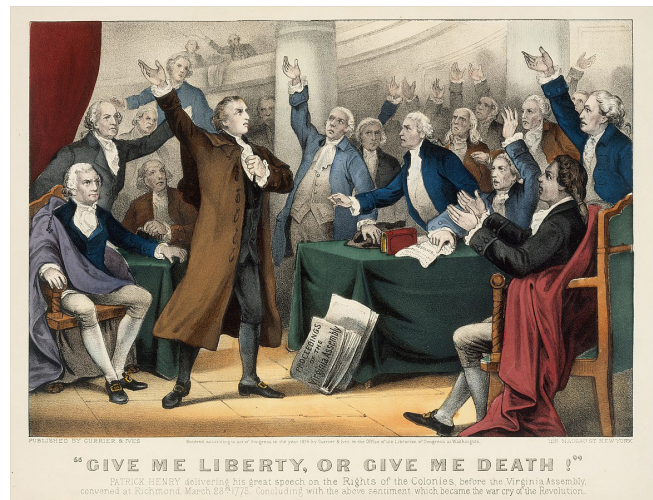
Patrick Henry was so passionate about being free from British rule that he was ready to do anything, even give up his own life. His words inspired many people to fight for their freedom during the American Revolution. His phrase is famous because it shows just how important freedom was to him and many others at that time.

ASK Students

How did Patrick Henry's speech impact the colonists?

TELL Students

Tensions between the 13 colonies and the British escalated, eventually leading to the outbreak of the Revolutionary War. In February 1775, Massachusetts was declared to be in a state of rebellion. British troops were sent with orders to disarm rebels, or take away their weapons. This confrontation resulted in the first British casualties at the



battles of Lexington and Concord on April 19, 1775. The opening gunshot of these battles became famous as “the shot heard round the world,” symbolizing the beginning of the Revolutionary War against British rule. Despite these early conflicts, the 13 colonies were not yet officially free from British control. The King and the British government still technically owned the colonies, which means the colonies were not completely independent.

ASK Students

If someone can not really hear a gunshot on the other side of the world, why do you think the first shot of the American Revolution is known as “the shot heard around the world?”

TELL Students

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

George Washington, Patrick Henry, and Paul Revere were really important during the Revolutionary War. Patrick Henry was a passionate speaker who encouraged people to fight for their freedom. George Washington, who later became the first President, led the Continental Army against the British even when things were tough. Washington’s troops surprised the British on Christmas by crossing a freezing river! Paul Revere was originally from France and changed his name. He used the tall church steeple to spy on the British and warn others about them. All three of these patriots helped America gain her freedom.



ASK Students

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



Activity

Comparing Important Patriots

Objective

By comparing Patrick Henry, George Washington, and Paul Revere, students will understand their significant contributions to the United States during the Revolutionary War.

Introduction

- Gather students and review what they learned about American patriots today.
- Explain the significance of Patrick Henry, George Washington, and Paul Revere in American history.
- Encourage students to pay attention to their contributions during the Revolutionary War.

Research and Comparison

- Divide students into small groups or pairs.
- Provide each group with resources (books, school approved websites, etc.) about Patrick Henry, George Washington, and Paul Revere.
- Instruct students to research and gather information about each patriot's background, contributions to the Revolutionary War, and lasting impact on the United States.
- Encourage students to take notes and discuss within their groups.

Comparison Chart

- Provide each group with a comparison chart (Venn diagram) with circles for Patrick Henry, George Washington, and Paul Revere.
- Instruct students to fill in the chart with key information about each patriot, including their roles, contributions, and notable achievements.
- Encourage students to discuss similarities and differences between the patriots as they complete the chart.

Group Presentations

- Give each group an opportunity to present their findings to the class.
- Encourage students to share interesting facts and insights about Patrick Henry, George Washington, and Paul Revere.
- Facilitate a class discussion after each presentation, allowing students to ask questions and share their thoughts.

Reflection

- Lead a reflection activity where students compare and contrast the contributions of Patrick Henry, George Washington, and Paul Revere.
- Ask students to consider which patriot they find most inspiring and why.
- Encourage students to reflect on the importance of these patriots in shaping American history.

Conclusion

- Summarize the key points discussed during the lesson.
- Reinforce the importance of Patrick Henry, George Washington, and Paul Revere in the fight for American independence.
- Invite students to share any additional thoughts or questions before concluding the lesson.

Assessment: Multiple Choice Review

Read each question and answer set carefully. Circle the correct answer.

Name: _____ Date: _____

1. Why is the American Revolution important?

- A) because it led to the invention of new technologies
- B) because people fought for their freedom from British rule
- C) because it encouraged people to move to Europe
- D) because it created new colonies in Africa

2. What did Patrick Henry famously say during the American Revolutionary War?

- A) "Give me liberty or give me ice cream!"
- B) "Give me liberty or give me death!"
- C) "Give me freedom or give me candy!"
- D) "Give me freedom or give me cake!"

3. How did Patrick Henry's speech impact the colonists?

- A) It made them want to give up and surrender to the British.
- B) It inspired them to fight for their freedom and independence.
- C) It made them want to move back to Europe.
- D) It encouraged them to stay loyal to the British King.

4. What did the phrase "the shot heard round the world" symbolize?

- A) the end of the Revolutionary War
- B) the beginning of the Revolutionary War against British rule
- C) the celebration of British victory
- D) the start of a new country in Africa

5. When were the 13 colonies officially declared independent from British rule?

- A) July 1, 1776
- B) July 2, 1776
- C) July 3, 1776
- D) July 4, 1776

6. Who arranged for soldiers to hear the Declaration of Independence read in Manhattan on July 9, 1776?

- A) Patrick Henry
- B) George Washington
- C) Paul Revere
- D) King George III

7. What was George Washington's role during the American Revolutionary War?

- A) He was a passionate speaker who inspired people to fight for their freedom.
- B) He was a spy who spied on the British from a church steeple.
- C) He led the Continental Army to victory against the British.
- D) He warned others about the British by riding through the countryside.

8. How did George Washington surprise the British on Christmas during the Revolutionary War?

- A) by crossing a freezing river with his soldiers
- B) by reading the Declaration of Independence to his troops
- C) by surrendering to the British
- D) by hiding in the forest and ambushing the British troops

9. Where was Paul Revere originally from?

- A) France
- B) England
- C) Germany
- D) Spain

10. What did Paul Revere use to spy on the British and warn others about them?

- A) a telescope
- B) a tall church steeple
- C) a hidden cave
- D) a secret code

Answer Key

1. B) because people fought for their freedom from British rule
2. B) "Give me liberty or give me death!"
3. B) It inspired them to fight for their freedom and independence.
4. B) the beginning of the Revolutionary War against British rule
5. D) July 4, 1776
6. B) George Washington
7. C) He led the Continental Army to victory against the British.
8. A) by crossing a freezing river with his soldiers
9. A) France
10. B) a tall church steeple

Resources List

1. <https://www.history.com/this-day-in-history/british-evacuate-boston>
2. <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/new-york/>
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Table of Contents

DAY THREE

34

Themes &
Values

35

Learning
Objectives

36

Key Terms

37

Introduction

40

Lesson

44

Activity
Comparing
Important Patriots

46

Assessment
Multiple Choice
Review

47

Answer Key

48

Resources



Day Three Teacher Guide



Key Themes

- Freedom
- Government
- Patriotism



Core Values

- Community
- Faith
- Life
- Liberty

Learning Objectives



Students will be able to

- Summarize the events leading up to the Constitution.
- Define Separation of Powers.
- Explain why our government is important.

Key Terms



1. Constitution

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



2. Executive branch

One branch of government that is led by the president who enforces laws and is in charge of the military.



3. Judicial branch

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



4. Legislative branch

One branch of government that consists of the House of Representatives and the Senate, which together form the United States Congress.



5. Separation of Powers

The functions of government divided among separate and independent branches.



Introduction

TELL Students

Celebrate Freedom Week is about celebrating something very important—our freedom! This week is a great time to learn about the **Constitution**, that big rule book for the United States, and a smart idea inside it called the “Separation of Powers.” A constitution is a set of rules that guides how a country, state, or other political organization works. **Separation of Powers** means that the legislative, executive, and judicial functions of government are divided among separate and independent branches. Separation of powers is also called “checks and balances” because each of the branches can check up on each other. If any of the branches get too strong, that branch will be balanced by the others. Let’s find out how these all connect and make Celebrate Freedom Week so special!

ASK Students

Why is Celebrate Freedom Week important?

TELL Students

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

ASK Students

Why is the Constitution important?

TELL Students

Now, the Separation of Powers is a bit like having three captains on the freedom team. Congress (**Legislative Branch**) is the first captain of the team. They create rules, or laws, to make our country better. The legislative branch consists of the House of Representatives and the Senate, which together form the United States Congress.

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

The Supreme Court (**Judicial Branch**) is the third captain. They are like the referees, making sure all the rules are fair. The judicial branch interprets laws and judges when a law is unconstitutional.

The freedom captains work together but also check on each other to make sure no one gets too powerful. It is their job to protect our freedom by following the Constitution.



ASK Students

What does Separation of Powers mean?

TELL Students

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

WATCH

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





Lesson

TELL Students

Long ago, the people living in the 13 colonies had a big problem. They felt that the British were being unfair and threatening their way of life. So, they bravely fought in the Revolutionary War and won, keeping their way of life safe. But there was another problem on the horizon. Even though they were now free, the 13 states were all different and had their own ways of living. This made it hard for them to stick together as one strong group. If they couldn't unite, other countries might threaten them again.

To try and stick together, the 13 states followed a set of rules called the Articles of Confederation, made by a group called the Second Continental Congress. These rules were like the first try at making a team playbook for the states in 1781. But this playbook wasn't strong enough to stop the states from arguing with each other.

ASK Students

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

TELL Students

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



ASK Students

What do you remember about the Declaration of Independence?

TELL Students

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



ASK Students

What is the Constitution?

TELL Students

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



ASK Students

Who was the first person to sign the Constitution?

TELL Students

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

ASK Students

Who does the Legislative Branch do?

TELL Students

The second freedom captain is the Executive Branch (The President). The third freedom captain is the Judicial Branch (The Courts). These are the referees, deciding if the laws fit the rules of the Constitution.

ASK Students

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

TELL Students

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

ASK Students

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

WATCH

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





Activity

The Constitution

Power Puzzle

Objective

To help third grade students understand the Constitution and the concept of separation of powers through an engaging group activity.

Materials Needed

- Large puzzle pieces (can be made from cardboard or heavy paper)
- Markers or paints
- Labels or printed pictures representing the three branches of government (Legislative, Executive, Judicial)
- Velcro strips (optional, to attach pieces together)
- A large area or table to assemble the puzzle

Preparation

1. Create the Puzzle: Before the activity, prepare a large puzzle that, when assembled, forms a simple illustration of the U.S. Capitol, the White House, and the Supreme Court. Each building represents one of the three branches of government. Make sure there are enough pieces for each student to participate.
2. Label the Pieces: On the back of each piece, write hints or facts about each branch of government.
3. Set Up the Space: Arrange the classroom to have enough space for students to work together to assemble the puzzle.

Introduction

Start with a short discussion on why rules are important in games, at school, and in the country. Review the Constitution as the set of rules for the United States and explain that it creates three teams (branches) to make sure the rules are fair and followed.

Group Formation

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

Final Assembly

Bring all the groups together to assemble the entire puzzle. As each branch is connected, reinforce how the Separation of Powers prevents any one part of the government from becoming too powerful, ensuring that everyone has a say in how the country is run.

Reflection

Conclude with a discussion on how the Constitution and the Separation of Powers affect their lives today. Ask students why they think it is important to have rules and different teams to enforce, make, and interpret these rules.

Highlight the importance of working together, just like the branches of government, to achieve common goals. Emphasize that the Constitution and the Separation of Powers ensure that everyone's voice is important and that the country runs smoothly and fairly.



Assessment: Understanding the Constitution and the Separation of Powers

Name: _____ Date: _____

Part 1: Fill in the blanks with words from the box below to complete the sentences.

Constitution	Laws	Judicial	Executive	Legislative
Rights	Supreme Court	President	Congress	Three

1. The _____ is the rule book for the United States.
2. The government is divided into _____ main parts to make sure it's fair.
3. The _____ Branch makes the _____.
4. The _____ Branch makes sure the laws are followed.
5. The _____ Branch decides if laws are fair and follows the Constitution.
6. The _____ is part of the Legislative Branch.
7. The _____ lives in the White House and is part of the Executive Branch.
8. The _____ makes sure everyone's _____ are protected.

Part 2: Circle "True" if the statement is correct and "False" if it is not.

1. The Constitution says the President can make all the rules.
True/False
2. Congress is made up of the Senate and the House of Representatives.
True/False
3. Only the Judicial Branch can decide if a law is against the Constitution.
True/False
4. The Executive Branch includes judges and courts.
True/False

Part 3: Answer the following question in a few sentences.

1. Why do you think it is important for the government to have three different branches?

2. Draw a picture of something you learned about the Constitution or the branches of government.



Answer Key

Part 1: Fill in the Blanks

1. The **Constitution** is the rule book for the United States.
2. The government is divided into **three** main parts to make sure it's fair.
3. The **Legislative** Branch makes the **laws**.
4. The **Executive** Branch makes sure the laws are followed.
5. The **Judicial** Branch decides if laws are fair and follows the Constitution.
6. **Congress** is part of the Legislative Branch.
7. The **President** lives in the White House and is part of the Executive Branch.
8. The **Supreme Court** makes sure everyone's **rights** are protected.

Part 2: True or False

1. The Constitution says the President can make all the rules.
False
2. Congress is made up of the Senate and the House of Representatives.
True
3. Only the Judicial Branch can decide if a law is against the Constitution.
True
4. The Executive Branch includes judges and courts.
False

Part 3: Short Answer

1. Why do you think it is important for the government to have three different branches?

It is important for the government to have three different branches to make sure no one branch becomes too powerful. This way, each branch can check on the others, and together, they keep the government fair and balanced. This helps protect our freedoms and rights.

Resources List

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Table of Contents

DAY FOUR

50

Themes &
Values

51

Learning
Objectives

52

Key Terms

53

Introduction

56

Lesson

59

Activity
Democracy in
Action

61

Assessment
Understanding
Democracy

63

Answer Key

64

Resources



Day Four Teacher Guide



Key Themes

- Democracy
- Freedom
- Government



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- Define democracy.
- List two opportunities a democratic government affords.
- Explain the importance of voting.

Key Terms



1. Citizen

A member of a community, state, or nation.



2. Democracy

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



3. Freedom of speech

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



4. Majority rule

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



Introduction

TELL Students

Celebrate Freedom Week is about celebrating something very important—our country! The United States government is one thing that makes our country special, or unique. Today, we are going to embark on an exciting journey to a magical place called “Decidopolis,” as we learn about the United States government. Imagine an island where everything, from what color hats people wear to what fruit they eat for lunch, is decided by voting. Yes, that is right! In Decidopolis, every person’s voice is important, and every voice counts. Let’s find out what happens when the islanders face a decision where they have different opinions.

ASK Students

What do you know about the United States government?

TELL Students

Let’s learn more about the United States government through our activity on Decidopolis. Each group of you will become citizens of a part of our island. You will have a very important job: to make a decision for your part of the island. It could be choosing a new flag design

or picking a name for a park. You will use crayons and paper to create your options. Remember, in Decidopolis, we make our decisions by voting, so every citizen's voice is heard. A **citizen** is a member of a community, state, or nation.

ASK Students

What is a citizen?

TELL Students

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

ASK Students

What does majority rule mean?

TELL Students

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

ASK Students

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

TELL Students

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

ASK Students

What is a democracy?

TELL Students

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



TELL Students

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

ASK Students

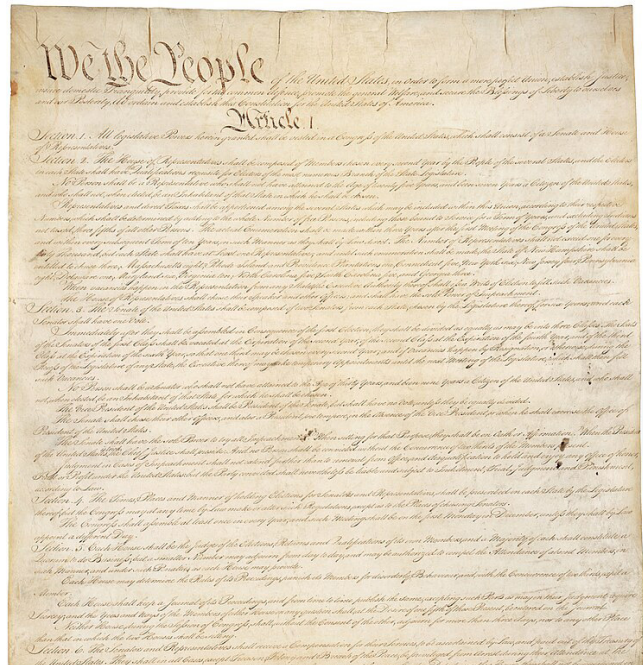
Why are rules important? Why should citizens have a voice in their government?

TELL Students

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

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

The Constitution set up a democracy, where the power would come from the people. In this new government, adults could vote to choose their leaders and have a say in important decisions. Today, we still live in a democracy, where we all share the responsibility of taking care of our country by voting and making our voices heard.



ASK Students

Why is it important for citizens to have a voice in their government?

TELL Students

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

ASK Students

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

TELL Students

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

ASK Students

What is freedom of speech?

TELL Students

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

ASK Students

What does it mean to be informed?

TELL Students

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

ASK Students

How does democracy work? What makes a democracy special?



Activity

Democracy in Action: Vote for Our Class!

Objective

To teach third graders about the concept of democracy through a hands-on, interactive voting experience, illustrating how decisions are made in a democratic society.

Materials Needed

- Ballot box (any box or container will do, as long as votes can be privately dropped in)
- [Pre-made ballots](#)
- Writing utensils (pencils or pens)
- List of classroom decisions to vote on (e.g., what game to play during recess, which book to read)
- ["Voter Registration" cards](#)
- A simple chart to tally votes

Preparation

Before the activity, decide on 3-4 decisions or choices that the class will vote on. These should be relevant to their daily activities or interests.

- Print the ballots for the class.
- Set up a "voting booth" area where students can fill out their ballots in privacy.
- Prepare a "voter registration" desk where students receive their ballots after showing their registration card.

Introduction to Democracy

- Start with a brief discussion on democracy. Explain that in a democracy, people have the power to make decisions together by voting.
- Introduce the concept of voting as a way to make choices fairly in the classroom, just like in real communities and countries.

Voter Registration

Give each student a "Voter Registration" card, which they will use to receive their ballots. Explain the importance of being registered to vote in real-life elections.

Review Voting Options

- Go over the decisions to be voted on, explaining each option clearly.
- Encourage students to think about their choices and the reasons behind them.

Voting Process

- Allow students to approach the voting booth one at a time to fill out their ballots in privacy and drop them in the ballot box. Emphasize the importance of keeping their vote a secret to ensure fairness.
- After voting, each student places their ballot in the box, symbolizing their participation in the democratic process.

Tallying Votes and Discussion

- Together, open the ballot box and tally the votes for each decision on the chart.
- Announce the results and discuss how the majority's choice will be respected and implemented in the class.
- Reflect on the process, asking students how it felt to vote and have their say in class decisions.

Conclusion: The Importance of Democracy

- Wrap up by discussing how democracy allows everyone's voice to be heard, and why it is important to participate in voting.
- Highlight how the classroom activity is a small example of how decisions are made in larger communities and countries.

Follow-Up Activity

Implement the decisions made through the voting process in the classroom and reference back to the activity, reinforcing the democratic process's impact on their daily life.

Assessment: Understanding Democracy

Name: _____ Date: _____

1. Before the United States became its own country, it was made up of how many colonies?

- A) 10
- B) 13
- C) 15
- D) 20

2. Who ruled the colonies before the United States won its independence?

- A) A president
- B) A British king
- C) A French queen
- D) A Spanish emperor

3. What was the main reason the colonists fought for independence?

- A) They wanted more land.
- B) They didn't have any say in the government.
- C) They wanted to stop paying taxes.
- D) They didn't like the weather.

4. What important document did the leaders create after winning independence?

- A) The Declaration of Independence
- B) The Constitution
- C) The Bill of Rights
- D) The Magna Carta

5. What does the Constitution set up?

- A) A monarchy
- B) A democracy
- C) An oligarchy
- D) A dictatorship

6. Why is voting important in a democracy?

- A) It decides what everyone will have for lunch.
- B) It lets citizens share their opinions on decisions.
- C) It's a fun game to play.
- D) It chooses the king or queen.

7. Which of the following is a way people can participate in democracy besides voting?

- A) watching TV
- B) playing sports
- C) suggesting new laws
- D) sleeping

8. What does freedom of speech allow you to do?

- A) Fly anywhere you want.
- B) Share your ideas and opinions.
- C) Become invisible.
- D) Run really fast.

9. What is one responsibility of being a citizen in a democracy?

- A) To be informed about issues and candidates
- B) To eat vegetables
- C) To win video games
- D) To memorize all the songs on the radio

10. What makes a democracy special?

- A) Only adults have a voice.
- B) Everyone has a voice through voting.
- C) Only the president makes decisions.
- D) Nobody has to listen to each other.

Answer Key

1. B) 13
2. B) A British king
3. B) They didn't have any say in the government.
4. B) The Constitution
5. B) A democracy
6. B) It lets citizens share their opinions on decisions.
7. C) Suggesting new laws
8. B) Share your ideas and opinions.
9. A) To be informed about issues and candidates
10. B) Everyone has a voice through voting.

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Table of Contents

DAY FIVE

66

Themes &
Values

67

Learning
Objectives

68

Key Terms

69

Introduction

71

Lesson

77

Activity
Presidential
Quiz Bowl

79

Assessment
Discovering
Our Presidents

81

Resources

82

Notes



Day Five Teacher Guide



Key Themes

- Freedom
- Government
- Leadership
- Presidency



Core Values

- Community
- Life
- Liberty

Learning Objectives



Students will be able to

- List two facts about two American Presidents.
- Explain characteristics of good leaders.
- Define Peace Corps.

Key Terms



1. Honorable

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



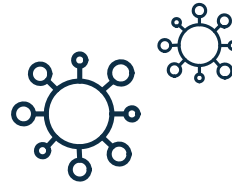
2. Optimistic

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



3. Peace Corps

A program where Americans volunteer to help in other countries.



4. Polio

A very contagious disease caused by a virus.



Introduction

TELL Students

Have you ever had to choose between two things and it was really tough to decide? Or maybe there was a time when doing the right thing was really hard? Like standing up for a friend when others were not being nice, or sharing your favorite snack, even when you wanted it all to yourself? It can be scary to do what you know is right, especially when it feels easier to do something else. Maybe you have had to wait patiently for your turn, share the last piece of candy with a buddy, or let your little brother or sister pick the movie on movie night. You do these things because you are kind and you care about others, even when it is tough. Sometimes, finding the courage to do the right thing can be really hard. It is like swimming against the current—it takes a lot of strength. But being brave is what makes someone a true leader. A long time ago, George Washington had to do something really hard, too. He had to lead our country when things looked impossible. Just like you, he had to be brave and do the right thing, even when it was difficult. And that is why we remember him as a great leader.

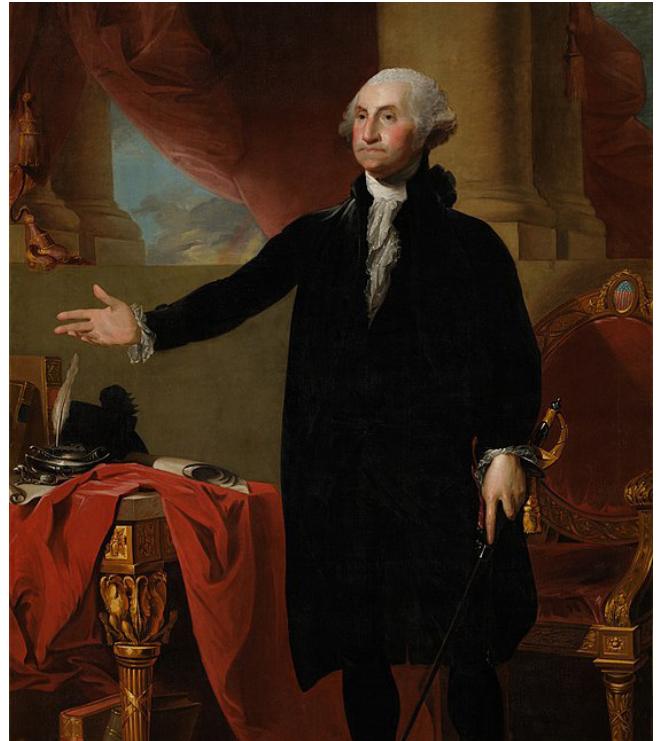
ASK Students

Why is George Washington important to us today?

TELL Students

George Washington was America's first President. He was not only tall and looked very strong, but he was also strong on the inside.

People respected him because he was a good and honest person. Washington believed in being honorable and always tried to do what was right. The word **honorable** has to do with people and actions that are honest, fair, and worthy of respect. Washington was very brave and his courage made the people around him want to be great, too. Washington carried himself in a way that made everyone, even the other important leaders who helped start our country, respect him a lot.



ASK Students

What made George Washington a good leader? Why is the President important?

TELL Students

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

WATCH

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



Lesson

TELL Students

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

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

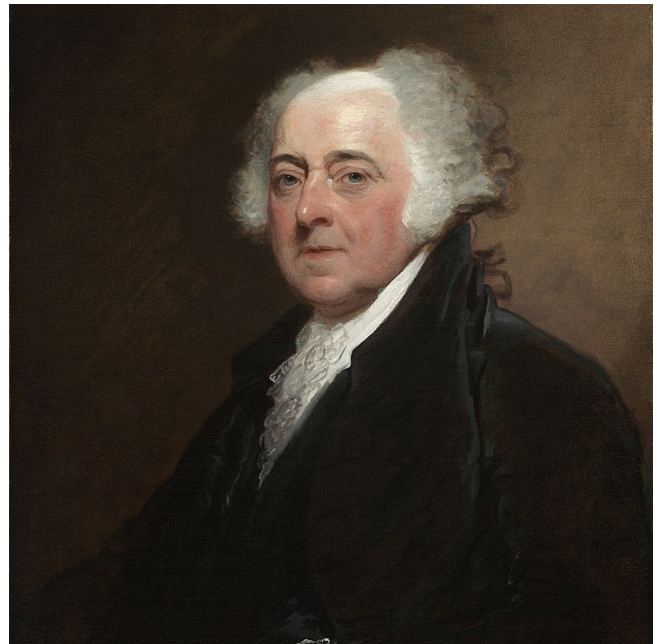


President Theodore Roosevelt

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

ASK Students

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



President John Adams

TELL Students

The President of the United States is a very important job. Today, we are going to learn about a few of our country's leaders. Earlier, we talked about George Washington. He was the very first President of the United States, serving from 1789 to 1797. He is often called the "Father of Our Country" because of how he helped the United States become its own nation. Before becoming President, he was a general who led American soldiers to victory in the Revolutionary War against Britain.



Washington didn't really want to be President at first, but he took the job because he knew his country needed him. He set many examples for future Presidents to follow, like serving only two terms (that is eight years in total). Plus, his face is on the one-dollar bill and Mount Rushmore, making him pretty famous.

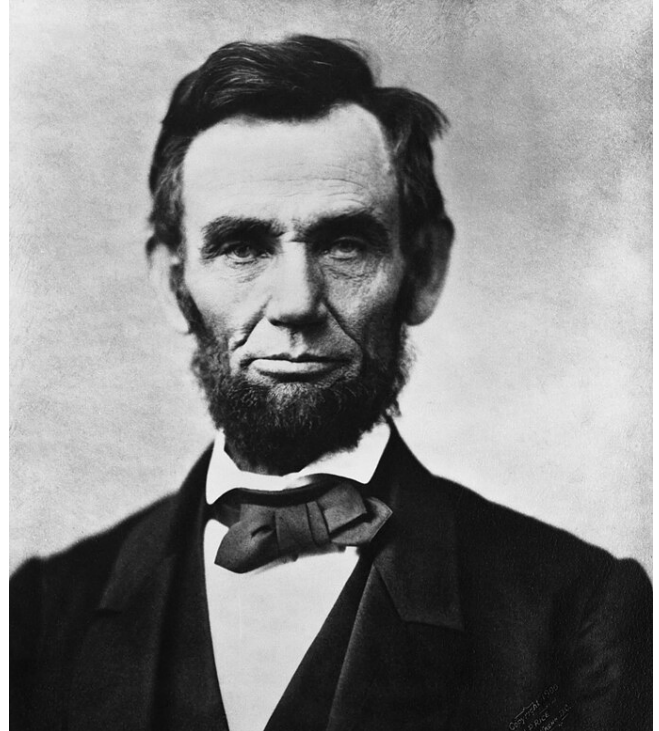


ASK Students

What made George Washington a great leader?

TELL Students

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



President Abraham Lincoln

ASK Students

What made President Lincoln a great leader?

TELL Students

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



President Franklin D. Roosevelt

ASK Students

What obstacles did FDR face?

TELL Students

Have you heard of JFK? John F. Kennedy, often called JFK, was the 35th President and served from 1961. He was the youngest person ever elected President, at the age of 43. Kennedy is famous for his inspiring speeches and for starting the **Peace Corps**, a program where Americans volunteer to help in other countries. He also supported the space program, promising that America would send a man to the moon by the end of the 1960s, a goal that was achieved after his death. JFK faced many challenges, including the Cuban Missile Crisis, which was a scary time when the world was close to nuclear war.



President John F. Kennedy,

ASK Students

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

TELL Students

The last American President we are going to talk about today is Ronald Reagan. He was the 40th President of the United States. He served from 1981 to 1989 and was known as “The Great Communicator” because of his ability to connect with Americans through his speeches. Before becoming President, Reagan was an actor and the governor of California. As President, he focused on reducing the government’s influence on people’s lives and played a crucial role in ending the Cold War, a tense time between the United States and the Soviet Union. Reagan’s optimistic view of America and his belief in the country’s potential inspired many. **Optimistic** means hoping or believing that good things will happen in the future. Reagan’s presidency is often remembered for its impact on American politics and its contribution to the spread of freedom and democracy around the world.



President Ronald Reagan

ASK Students

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

Celebrate Freedom Week is a special time when we honor the freedoms and rights we enjoy in the United States. It is the perfect opportunity to learn about the American Presidents who have helped shape these freedoms. From George Washington, who led the country to independence, to Abraham Lincoln, who fought to unite the nation and end slavery, each President has played an important role in history. Presidents like Ronald Reagan worked tirelessly to ensure all Americans could live in a country where freedom and democracy thrive. During Celebrate Freedom Week, we remember the hard work and dedication of these leaders and reflect on how their contributions continue to influence our lives today. It is a time to appreciate our history and the people who have made our country a place where freedom is cherished and celebrated.



Activity Presidential Quiz Bowl

Objective

Students will gain an overview of the American Presidency, learn interesting facts about various Presidents, and understand the significance of key historical moments associated with different presidencies.

Materials Needed

- Computer and projector or smartboard for multimedia presentation
- Printable trivia questions and answers about American Presidents
- Art supplies (construction paper, markers, colored pencils, glue, scissors)
- Printed portraits of various Presidents (enough for each student to have one)
- Timeline of Presidents (to be displayed in the classroom)

Part 1: Presidential Overview

- *Interactive Presentation:* Start with a short multimedia presentation that reviews the Presidency, including its role, the importance of the Oval Office, and a few fun facts about past Presidents. Use videos, images, and interactive websites designed for educational purposes to make this segment engaging.
- *Discussion:* Follow the presentation with a brief discussion. Ask students what they found interesting about the presentation and if there is a President they would like to learn more about. Encourage them to think about what qualities make a good President.

Part 2: Presidential Quiz Bowl

- *Preparation:* Divide the class into small teams and hand out buzzers or bells (anything that can make noise will work).
- *Game Rules:* Ask trivia questions based on the presentation and additional fun facts about Presidents. Questions can range from identifying Presidents based on achievements or interesting facts to questions about the role of the President. Each correct answer earns points for the team.
- *Engagement:* Keep the energy high and congratulate students for correct answers, offering small rewards or stickers for participation.

Part 3: Presidential Portraits and Facts Art Project

- *Art Project Setup:* Distribute printed portraits of various Presidents to each student randomly along with art supplies.
- *Creative Instructions:* Students will create a decorative frame around their President's portrait on construction paper. Encourage them to write interesting facts (from the presentation or their own knowledge) around the frame.
- *Gallery Walk:* Once completed, arrange the portraits around the classroom to create a "Presidential Gallery." Allow students to walk around and learn from each other's projects, fostering a peer-learning environment.

Wrap-Up

- *Reflection and Share:* Conclude the lesson by asking students to share one new thing they learned about an American President and why they found it interesting.
- *Encourage Further Learning:* Remind students that each President has contributed uniquely to the history of the United States and encourage them to explore more about American Presidents outside the classroom.

Assessment: Discovering Our Presidents

Instructions for Completion

- *Research: Use books, approved websites, and library resources to find the answers. Remember to check more than one source to make sure your information is accurate!*
- *Reflection: Think about what you have learned. Why do you think these facts are interesting or important?*
- *Creativity: When you draw your picture, think about what represents your President best. Is it a portrait, an event, or maybe a symbol related to his achievements?*

Name: _____ Date: _____

President Chosen: _____

Section 1: Getting to Know the President

1. Full Name of the President:

2. Date of Birth and Place:

3. Term(s) as President (Years in Office):

4. Vice President(s) during term(s):

Section 2: Presidential Achievements

1. List one major achievement during his presidency and describe why it was important:

2. Did this President face any significant challenges during his term? If so, describe one:

Section 3: Fun Facts

1. Share one fun fact about this President that you find interesting:

Section 4: Life Before and After Presidency

1. What was this President's job or occupation before becoming President?

2. Describe one interesting thing about this President's life after his presidency (if applicable):

Section 5: Reflecting on Leadership

1. What is one quality or trait of this President that you admire or think made him a good leader?

2. Why do you think it is important to learn about the U.S. Presidents and celebrate freedom?

Section 6: Creative Space

Draw a picture of your President or an important event during his presidency. Use the back of this sheet if you need more space.

Resources List

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

Notes
