

# DISCOVER AMERICA

## Teacher Guide



# Faith and Freedom: The First Great Awakening's Influence on America's Founding

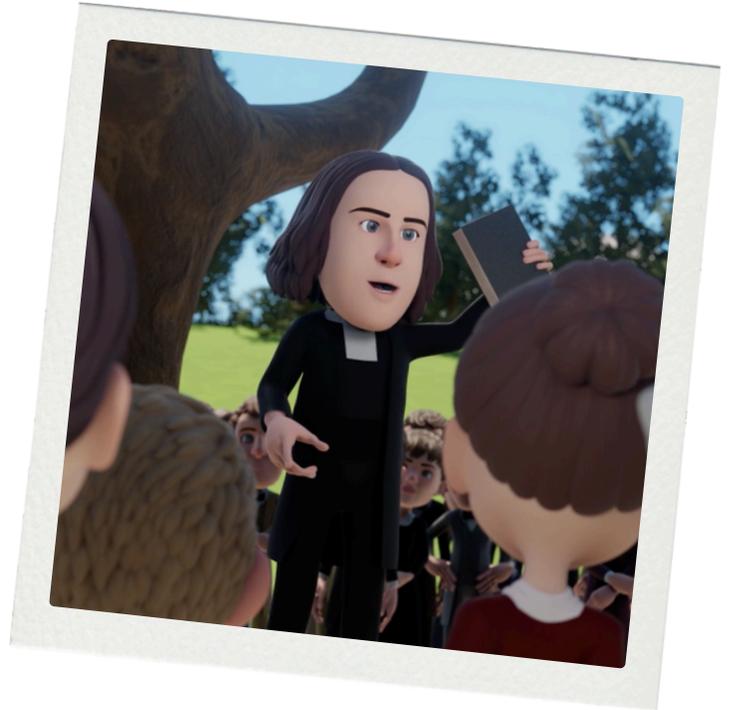
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## Key Themes

- Awakening to Faith and Unity
- Faith in Our Founding
- Faith Across Denominations
- Self-Reliance and Personal Responsibility
- Self-Governance and Fairness
- The Value of Freedom and Democracy



## Core Values

- Community
- Life
- Faith
- Liberty

## Learning Objectives

Students will be able to

- Identify key figures of the First Great Awakening, such as George Whitefield and Jonathan Edwards, and describe their contributions to the movement.
- Explain how the First Great Awakening encouraged personal reflection, repentance, and spiritual renewal.
- Define and identify the core values promoted during the First Great Awakening, including faith, unity, and community.
- Identify and explain how the First Great Awakening helped contribute to values in American society today.
- Compare the messages of George Whitefield and Jonathan Edwards, using similes, metaphors, and oxymorons to highlight their differences and similarities.
- Analyze the lasting impact of the First Great Awakening on American religious and political thought.

# Key Terms

- 0 1 **adversity:** difficult or challenging situations.
- 0 2 **autonomy:** having the freedom to make your own decisions and control your own actions.
- 0 3 **Bible:** a holy book inspired by God that teaches about Him, His love, and how He helps us live a good life.
- 0 4 **Christianity:** a religion based on the teachings of Jesus Christ.
- 0 5 **colony:** a place where a group of people settle and live, but it is still ruled by another country.
- 0 6 **community:** a group of people who live, work, or play together and support one another, like a neighborhood or a classroom.
- 0 7 **cornerstone:** something very important that other things are built on.
- 0 8 **denomination:** a group of Christians who practice their faith in God in a similar way.
- 0 9 **faith:** trusting and believing in something or someone.
- 1 0 **First Great Awakening:** a revival — a new excitement — about the religious beliefs brought to the New World by the first settlers from England.
- 1 1 **Founding Fathers:** the leaders who helped establish the United States as an independent country.
- 1 2 **honor:** to feel or show admiration or respect for something or someone.
- 1 3 **metaphor:** when we say one thing is another thing to show how they are alike.
- 1 4 **oxymoron:** when two words or phrases that seem to contradict each other are used together to create a unique or thought-provoking idea.

# Key Terms

- 1 5 **preacher:** a person who talks to others about God and teaches them lessons from the Bible.
- 1 6 **religious revival:** a renewed excitement about God and His plan.
- 1 7 **self-government:** making decisions about how to live and work together as a group, without someone (like a king) telling you what to do.
- 1 8 **self-reliance:** taking care of yourself and taking responsibility for your choices.
- 1 9 **simile:** when we compare one thing to another using the words like or as.
- 2 0 **spiritual principles:** important ideas or values that help guide how we think, feel, and act based on our beliefs about God.
- 2 1 **unity:** working together as one group to achieve a common goal.

# Introduction

## TELL Students

Alright, patriots, today we're going to explore a few ways to make our writing and thinking more creative and descriptive: similes, metaphors, and oxymorons. Let's start by reviewing some common similes that you may already be familiar with:

- "As brave as a lion."
- "She swims like a fish."
- "His smile was as bright as the sun."

Now, let's take a look at some metaphors:

- "Time is a thief."
- "The world is a stage."
- "He is a shining star."

In addition to similes and metaphors, we're going to learn about oxymorons. An **oxymoron** is when two words or phrases that seem to contradict each other are used together to create a unique or thought-provoking idea. For example:

- "Bittersweet" (both sweet and bitter at the same time)
- "Deafening silence" (a silence that feels overwhelming, even though silence itself is quiet)
- "Jumbo shrimp" (something that is both big and small at the same time)

Now, let's break down what similes and metaphors are. A **simile** is when we compare two things using the words like or as. For example, when I say, "The stars are like diamonds in the sky," I'm comparing stars to diamonds because they both sparkle. This helps us imagine stars as being as shiny as diamonds. A **metaphor** is when we say one thing is another thing, without using "like" or "as," to show how they are alike. For instance, if I say, "The stars are diamonds in the sky," I'm not saying the stars are actually diamonds, but I'm saying that they sparkle in the same way diamonds do. Now, let's use similes and metaphors to help us understand the First Great Awakening. Imagine the First Great Awakening as a giant alarm clock for people's hearts and minds. **[Reference Alarm Clock Image]** Just as an alarm clock wakes us up in the morning, the First Great Awakening woke people up to remember their faith, come together as a community, and focus on what truly mattered. It was a wake-up call for everyone to think about how they lived their lives and treated others. But we can also describe the First Great Awakening using a metaphor: It was a light shining in the darkness, guiding people back to their faith and helping them live with kindness and purpose. **[Reference Light Image]** The light represents the hope people felt again as they reconnected with God. Finally, let's consider the First Great Awakening as an oxymoron: it was a time of "peaceful unrest".

# Introduction

## TELL Students (continued)

While the movement stirred up great excitement and change, it also brought about peaceful renewal of faith. This oxymoron captures the way the First Great Awakening both disturbed people's routine lives and offered them peace through spiritual awakening. Similes, metaphors, and oxymorons help us express big ideas in creative ways. The First Great Awakening was an important time in history because it helped people come together, renew their faith, and work as a community. By using similes, metaphor, and oxymorons, we can better understand and communicate the importance of such historical events.

## ASK Students

How do similes, metaphors, and oxymorons help us understand big ideas like the First Great Awakening? Can you think of any other examples of these literary devices that might describe historical events? [Give students three to five minutes and then discuss as a class.]

## TELL Students

Now, let's turn our focus back to the First Great Awakening! The **First Great Awakening** was a revival — a renewed excitement or interest in something that had been forgotten or ignored. In this case, it was the religious beliefs that the first settlers from England brought to the New World. These beliefs not only shaped how the settlers lived, worked, and treated each other but also made faith an essential part of their everyday lives. The settlers who held these beliefs were incredibly brave and determined. They crossed the Atlantic Ocean, facing challenges like rough seas, limited supplies, and the unknown future of what awaited them in the new land. **[Reference Settlers Travel Image]** Despite these hardships, their strong religious beliefs gave them the hope and strength to push through the difficult journey. But what exactly were these beliefs, and why were they so important? To truly understand how the First Great Awakening sparked a movement that helped people reconnect with these values, we need to look back almost a century before this powerful revival began. Let's explore how these early settlers' faith helped them build strong, supportive communities and why this faith would later lay the foundation for the excitement and unity seen during the First Great Awakening.

## ASK Students

Why do you think the religious beliefs brought by the early settlers played such a key role in helping them build strong communities?

# Introduction

## ASK Students (continued)

How did their faith give them the strength to overcome the challenges they faced in the new land?

## TELL Students

The early settlers' religious beliefs were crucial in helping them build strong communities because they provided a sense of purpose in the face of adversity. **Adversity** is difficult or challenging situations that make things hard. This can include dealing with problems, obstacles, or tough times that make it harder to reach a goal or succeed. For example, if someone gets sick but still works hard to finish a project, they are overcoming adversity. It's about how we face and handle challenges in life. The early settlers' faith gave them the hope and strength needed to overcome the many challenges they encountered, like rough seas, food shortages, and an unfamiliar new land. These beliefs not only shaped how they lived and worked but also guided their actions, fostering cooperation and support within the community. They saw themselves as part of something larger, with a shared mission to build a new life based on faith. One of the key leaders during this time was John Winthrop, who led a group of settlers from England to what is now Massachusetts. **[Reference John Winthrop Image]** In the spring of 1630, a man named John Winthrop led a group of people from England across the Atlantic Ocean by boat. The ships they traveled on were small, and the journey was filled with difficulties, including the threat of storms, sickness, and the uncertainty of what awaited them. But even with these obstacles, Winthrop and his group remained determined, holding onto their faith and the hope of creating a new life. Before they set sail, Winthrop delivered a powerful speech to inspire the group. In his speech, he emphasized the importance of community, stating, *"We must delight in each other; make other's conditions our own; rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, as members of the same body. So shall we keep the unity of the spirit in the bond of peace . . . For we must consider that we shall be as a city upon a hill. The eyes of all people are upon us."* This speech reminded the settlers that they were not just individuals starting a new life—they were part of something larger, and their actions would be a model for others to see. His words gave the settlers the strength and hope they needed to push through the hardships and remain united in their journey.

## ASK Students

Why do you think John Winthrop's speech was important? What do you think he meant when he called their new colony "a city upon a hill"?

# Introduction

## TELL Students

When John Winthrop said “a city upon a hill,” he meant that the group should be a shining example for others to see — like a bright light that shows people the way. He wanted their colony to stand out by working together, being kind, and showing respect for one another, so others could look up to them. A **colony** is a place where people settle and live, but it is still ruled by another country. Winthrop was inspired by a verse from the Bible, in the Book of Matthew, Chapter 5, Verse 14, which says: *“You are the light of the world. A city set on a mountain cannot be hidden.”*

The **Bible** is a holy book inspired by God that teaches about Him, His love, and how He helps us live a good life and treat others with respect and kindness. **[Reference Bible Image]** The Bible has two main parts:

- The Old Testament, which tells stories from before Jesus was born.
- The New Testament, which tells about Jesus’ life and His teachings.

Christians believe the Bible is God’s word, given to help people know Him and follow His guidance. John Winthrop believed that the new colony in Massachusetts could be like the Bible’s teaching — a light of hope for everyone to see. Winthrop believed that by working together, showing kindness, and respecting one another, they could honor God and inspire others. To **honor** means to feel or show admiration or respect for something or someone. This idea — respecting others because they are created by God — became very important in American history. It’s even found in the Declaration of Independence, which says that all people are given rights by their Creator, or by God.

## ASK Students

What does “light of the world” mean to you? What could the colonists do to be “lights of the world”?

## TELL Students

To be a “light of the world” means to be an example of kindness, goodness, and love that others can see and follow. John Winthrop hoped that the colonists could be “lights of the world” by working together, helping one another, and showing respect for everyone, no matter their background or beliefs. However, things didn’t always go as smoothly as Winthrop had dreamed. The colonies didn’t always get along because not everyone shared the same beliefs.

# Introduction

## **TELL** Students (continued)

For example, Rhode Island was founded by people who left Massachusetts due to disagreements with Puritanism. Pennsylvania became home to the Quakers, a Christian group that formed after the English Civil War, while Georgia banned Catholicism. These differences in belief sometimes caused tension and division, making it harder for the colonies to work together as one. Each colony had its own way of practicing faith, and differences in religious beliefs also led to different ways of living and interpreting the world. Despite these challenges, the idea of being a “light of the world” through kindness, cooperation, and respect remained a strong guiding principle for many. It was a reminder to focus on what people had in common, rather than their differences, and to work together for the good of the community.

## **ASK** Students

How do you think the different religious beliefs in the colonies affected how people worked together? What challenges do you think the colonists faced because of these differences, and how do you think the idea of being a “light of the world” helped them overcome those challenges?

## **TELL** Students ✎

Different groups of Christians, called denominations, had their own ways of practicing their faith. A **denomination** is a group of Christians who share the same faith but may practice it differently from others. These differences sometimes caused disagreements and made it hard for the colonies to work together as one community. Instead of being united, the colonists often argued about how to worship God. Years later, the First Great Awakening helped people realize that they needed to reconnect with God and focus on what they had in common, instead of their differences. This movement reminded everyone of the importance of faith — trusting and believing in God — and **unity**, which means working together as one group to achieve a common goal. The First Great Awakening helped bring the colonies closer together and taught them how to live and work as a community, despite their differences.

## **ASK** Students

Now think about your own community. What brings people together where you live? Is it a shared goal, a common activity, or something everyone values? Just like the First Great Awakening reminded the colonists of their shared faith, what do you think helps your community stay united?

# Introduction

## TELL Students

Focusing on what we have in common helps us work together because it reminds us that we are all part of the same community. A **community** is a group of people who live, work, or play together and support one another, like a neighborhood or a classroom. **[Reference Community Image]** Shared values, such as kindness and respect, help people solve problems, support each other, and achieve more together. However, the colonies didn't always act like a united community. Remember, a colony is a place where people settle and live, but it is still ruled by another country. The colonists often forgot John Winthrop's idea that "the eyes of all people" were watching them, and they sometimes mistreated one another because of their religious disagreements. These tensions made it difficult for them to work together. But by the 1730s, the First Great Awakening swept through the colonies. This revival of faith helped unite Christians by encouraging them to focus on their shared beliefs and come together as one community. It reminded the colonists of the importance of treating one another with kindness and respect, despite their differences. One of the most important leaders of this movement was a preacher named George Whitefield. **[Reference George Whitefield Image]** A **preacher** is someone who talks to others about God and teaches lessons from the Bible. Preachers often deliver speeches, called sermons, to help people understand how to live in a way that honors God. Whitefield's sermons were powerful and emotional, helping many people reconnect with God and find a sense of unity through their faith in Him. His message encouraged colonists to see themselves as equals before God, regardless of their background or denomination. By emphasizing shared values, Whitefield inspired people to put aside their differences and work together as a united community. His preaching brought large groups of people together, making them feel like part of a larger movement. This unity was one of the lasting impacts of the First Great Awakening, which strengthened bonds within the colonies and helped them work toward common goals.

## ASK Students

How do you think George Whitefield's message of unity and equality before God helped bring people together during the First Great Awakening? How can shared beliefs and values help unite a community, even when people have different backgrounds or ideas? Would you prefer to live in a colony or a community, and why?

# Introduction

## TELL Students

A colony and a community have some similarities, but they also differ in significant ways. Remember, a colony is a group of people who settle in a new place, but they are still governed by another country. For example, the colonies were ruled by England, which meant the colonists had to follow England's laws and decisions, even though they lived far away. **[Reference Distance Between England and Colonies Image]** The distance between the colonies and England made it harder for the colonists to have a say in the laws and rules that affected their daily lives. On the other hand, a community is a group of people who live, work, or play together and support one another. Communities can be neighborhoods, schools, or towns. In a community, people make decisions that affect their daily lives and work together to solve problems. They are focused on helping each other and improving their shared environment. Unlike a colony, which is governed by a distant country, a community is centered around local cooperation and shared goals. In a community, the people have more control over the decisions that impact them and can make changes as needed.

## ASK Students

How do you think the fact that the colonies were ruled by England affected how the colonists worked together as a community? How do you think this affected their ability to cooperate and solve problems as a unified community?

## TELL Students

When the colonies were ruled by England, the colonists didn't have as much control over the decisions that affected their daily lives. They had to follow laws made by the British government, which was far away. This made it difficult for the colonies to fully cooperate and make decisions on their own, like a community does. However, even with these challenges, the colonists still worked together in many ways, like supporting each other through farming and building.

**[Reference Farming and Building Images]** This cooperation taught them the importance of unity and independence. It helped them understand that when people work together and make decisions based on fairness, they can accomplish great things. Later, when the Founding Fathers created a new government, they used these lessons to form a country based on the same principles. **[Reference Founding Fathers Image]** The **Founding Fathers** were the leaders who helped establish the United States as an independent country.

# Introduction

## TELL Students (continued)

They worked together to write important documents like the Declaration of Independence and the United States Constitution, which laid the foundation for the new nation. Just like the colonies worked together as a community despite being ruled by England, the Founding Fathers worked together to create a government that represented the people's voices. Benjamin Franklin, one of the Founding Fathers, mentioned that "people of all groups and denominations" came to hear George Whitefield speak. This message brought people together, regardless of their differences. But what does faith mean? **Faith** is trusting and believing in something or someone. For Christians, faith means trusting in God and believing in His love and promises, even if you can't see Him. **Christianity** is a religion based on the teachings of Jesus Christ, who Christians believe is the Son of God. For George Whitefield, it didn't matter what type of denomination someone belonged to. He believed that Jesus' love was for everyone, no matter how they worshiped. Whitefield taught that faith is about choosing to have Christ's love in your heart, no matter your background.

## ASK Students

What impacted the colonists' ability to unite?

## TELL Students 🗝️

The fact that the colonies were ruled by England made it difficult for the colonists to work together as a unified community. Since they had to follow laws made by the British government, which was far away, the colonies lacked control over many of the decisions that affected their daily lives. This separation and lack of autonomy created challenges in cooperating and making decisions as a local community. **Autonomy** means having the freedom to make your own decisions and control your own actions. It's when you are in charge of yourself and have the ability to make choices without being told what to do by others. For example, if you have the autonomy to decide what you want to eat for dinner, you're making that choice for yourself rather than someone else making it for you. In a larger sense, a country or group might have autonomy when it can make its own laws and decisions without being controlled by another country.

## ASK Students

In what ways did George Whitefield's message of unity and faith help overcome challenges?

# Introduction

## **TELL** Students

George Whitefield's message of unity and Christ's love helped bring people together during the First Great Awakening because it focused on what everyone shared — faith and the love of God — rather than what separated them. By emphasizing these common values, Whitefield was able to bridge divides and bring people together, regardless of their differences. Whitefield's belief that faith comes from the love in our hearts, rather than from belonging to a particular group, made his message even more powerful. It showed that faith could be a deeply personal experience, one that connected individuals in a meaningful way, no matter where they came from or how they worshiped God. This approach to faith created a sense of belonging and unity, which was crucial in uniting colonies that were often divided. The First Great Awakening not only brought Christians together, but it also attracted people who weren't Christians, further demonstrating the widespread appeal of Whitefield's message.

## **ASK** Students

How do you think George Whitefield's belief in the importance of personal faith, and his message that Christ's love is for everyone helped him connect with so many people during the First Great Awakening?

## **TELL** Students

George Whitefield connected with so many people during the First Great Awakening because he shared that Christ's love is for all people, a message that promoted personal faith and transcended religious divisions. Whitefield focused on what united people — faith and Christ's love — rather than what separated them, making his message accessible to a broad audience. This approach was powerful because it emphasized that faith is a personal experience, one that connects individuals on a deep level, regardless of their religious practices or denominational differences. Similarly, another important figure during the First Great Awakening, Jonathan Edwards, also made a significant impact with his sermons. **[Reference Jonathan Edwards Image]** Known for his passionate preaching and ability to connect deeply with his listeners, Edwards encouraged people to examine their personal relationship with God and to live lives that honored Him. While Whitefield's message focused on unity and inclusiveness, Edwards' messages challenged people to reflect on their faith, prompting them to devote their lives more fully to God. Both of these preachers played important roles in transforming the way many people thought about their faith, creating a spiritual revival that brought people together in ways they hadn't experienced before.

# Introduction

**WATCH** 

Star Spangled Adventures Cartoon [Ep.37: First Great Awakening](#)



# Lesson

## TELL Students

Jonathan Edwards was a powerful preacher who gave what many people believe is the most famous sermon of the 1700s, *Sinners in the Hands of an Angry God*. This sermon became well-known and had a significant impact during the First Great Awakening. **[Reference Edwards Image]** Edwards spoke about how people from the North, South, East, and West — were returning to God and renewing their faith. He emphasized that God's love and forgiveness were available to everyone, regardless of their location or background. In his sermon, Edwards said: *"And now you have an extraordinary opportunity, a day wherein CHRIST has flung the door of mercy wide open, and stands in the door calling and crying with a loud voice to poor sinners; a day wherein many are flocking to him, and pressing into the kingdom of God; many are daily coming from the east, west, north and south."*

This message reinforced Edwards' belief that it was never too late to turn to God, seek forgiveness, and become part of His kingdom. His call for repentance and renewal reached beyond individuals — it affected entire communities. As people rekindled their faith, they also came together to support one another, which helped build stronger, more united communities. **[Reference Church Image]** Churches became central places of gathering, prayer, and discussion, where people not only deepened their faith but also encouraged one another to live better lives. Edwards' message helped people see themselves as part of a larger spiritual family, which played a crucial role in strengthening communities and providing a sense of purpose. His sermons and their impact were a driving force in the spiritual revival that shaped the nation during this important period in history.

## ASK Students

How do you think Jonathan Edwards' message about God's love and forgiveness helped people feel more connected to each other and their communities? How might his belief that everyone has the opportunity to turn back to God, no matter their past, have influenced the way people worked together and supported one another during the First Great Awakening? How can the idea of being part of a larger spiritual family strengthen a community, and what role did Edwards' sermons play in creating that sense of unity?

# Lesson

## TELL Students

Jonathan Edwards' message about God's love and forgiveness helped people feel more connected to each other by encouraging them to leave behind bad habits and focus on living lives guided by kindness, honesty, and respect. He wanted people to grow closer to Christ by making a real change in their hearts. Edwards taught that true faith wasn't just about going to church or being part of a specific group—it was about allowing God's love to guide your thoughts and actions. Like George Whitefield, Edwards believed that following Christ meant living in a way that honored God every day. Edwards explained that true faith leads people to live good and obedient lives. Being **obedient** means following rules and doing what you are asked to do. When someone is obedient, they listen carefully and make good choices to do what is right. For example, being obedient could mean listening to your parents when they ask you to help around the house, following your teacher's instructions at school, or doing what God teaches in the Bible, like being kind, honest, and helpful. In a community, obedience is important because it helps everyone work together peacefully. When people follow rules and make good choices, it creates trust, respect, and cooperation among everyone. Edwards wanted people to live in a way that honored God in their choices and actions, which helped make their communities stronger and more united. His message of forgiveness and personal transformation helped bring people together as they shared a common purpose, and the sense of being part of a spiritual family further deepened the unity within communities.

## ASK Students

How do you think Jonathan Edwards' emphasis on living obediently and following God's teachings helped strengthen communities and bring people together during the First Great Awakening? How can these ideas of kindness, honesty, and respect apply to your own community today?

## TELL Students

Jonathan Edwards' message about living obediently and letting God's love guide our actions helped strengthen communities by fostering unity, cooperation, and mutual respect. When people choose to follow God's teachings, they make decisions that benefit everyone in the community, creating a peaceful environment where trust and kindness thrive. Edwards taught that faith isn't just about following rituals but living in a way that reflects God's love in everyday actions, which builds a stronger, more connected community.

# Lesson

## TELL Students (continued)

This principle of treating others with kindness and respect became one of the core messages of the First Great Awakening. Edwards' emphasis on equality and love for others laid the foundation for the idea that all people are created equal — a cornerstone of the Declaration of Independence. A **cornerstone** is a fundamental belief or value that shapes everything else, much like the first stone laid in the foundation of a building. **[Reference Cornerstone Image]** The belief that everyone is created equal shaped the founding of America and continues to guide our nation today. Other key cornerstones, such as faith, liberty, life, and community, help guide how we live and work together as a society. They encourage us to act with kindness, protect individual rights, and support each other, just as the First Great Awakening inspired unity and shared purpose among the colonists. Let's watch another Learn More with Liberty to learn more!

## WATCH

Learn More with Liberty: [Building a Nation: The Four Cornerstones of the First Great Awakening](#)



## ASK Students

Which cornerstone do you think is the most important in your community — faith, liberty, life, or community — and why? How do you think each of these cornerstones helps people work together and thrive? Consider how each principle—faith guiding kindness, liberty ensuring freedom, life protecting individual rights, or community fostering support—shapes the way people interact and collaborate. Can you think of examples where one of these cornerstones has helped you solve a problem, overcome a challenge, or support one another?

## TELL Students

Each cornerstone is important. But let's think about community for a moment. Community encourages people to work together and support each other. When people come together to help one another, whether it's in a neighborhood or a classroom, they create an environment where everyone can thrive.

# Lesson

## **TELL** Students (continued)

For example, when classmates help each other with schoolwork or when neighbors support one another during tough times, it makes the whole community stronger. Community brings people together by fostering a sense of belonging and shared purpose, which helps everyone work together for the common good. This sense of cooperation and shared responsibility relates to the First Great Awakening, which emphasized two key ideas: self-reliance and self-government. These ideas encouraged people to take responsibility for their actions and make decisions that benefit the entire group. **Self-reliance** means taking care of yourself and taking responsibility for your choices. **[Reference Self-reliance Image]** During the First Great Awakening, preachers like George Whitefield and Jonathan Edwards reminded people that accepting Christ was a personal decision — one that no one else could make for them. This idea of personal responsibility helped people understand the importance of making thoughtful, independent decisions in other areas of life as well, like how to contribute to their communities or how to solve problems. **Self-government**, on the other hand, means making decisions about how to live and work together as a group, without someone like a king making all the rules.

## **ASK** Students

How do you think the ideas of self-reliance and self-government from the First Great Awakening might have influenced the way people worked together in their communities? How do these ideas relate to the cornerstones of faith, liberty, life, and community?

## **TELL** Students

The First Great Awakening encouraged people to think about fairness and how communities could come together to create rules that would help everyone. It helped them understand that they had the power and the right to make their own choices — not just about faith, but also in how they lived and governed their communities. The idea of self-reliance connects with the cornerstone of faith, encouraging people to trust their own decisions, guided by moral and spiritual principles. **Spiritual principles** are values based on our faith or beliefs about God, and they help guide how we think, feel, and act. They teach us how to make good choices, treat others with kindness and respect, and live a life that honors God. These principles act as a map, guiding us through life and showing our faith through our actions, like how we care for others. Together, these principles help form a sense of family and community, where everyone can thrive.

# Lesson

## **TELL** Students (continued)

The First Great Awakening not only united the colonies, but it also inspired the values that would guide them as they moved toward independence and built a new nation. **[Reference American Flag Image]** This teaches us that our beliefs inspire our actions, and when we act on values like faith, life, and liberty, we help shape a society where everyone has the opportunity to thrive.

## **ASK** Students

How do you think the beliefs and values from the First Great Awakening, like faith, fairness, and liberty, influenced the way the colonies came together and worked toward independence? How did these beliefs help the colonists unite in the face of challenges and inspire them to create a new government? Think about your own beliefs — how do they guide your actions today?

## **TELL** Students

Please read the following passage to learn more. [Print and distribute fifth grade student text.] *The beliefs and values from the First Great Awakening, like faith, life, and liberty, played a big role in how the colonies came together and worked toward independence. The First Great Awakening encouraged the colonists to think about liberty and how they could create a society where everyone had a voice and was treated equally. These beliefs helped the colonists unite, even though they had different backgrounds and beliefs. The idea that everyone is created equal and has the right to make their own choices, especially in faith, inspired the colonies to seek a government that would reflect these values. It helped them realize they had the power to shape their lives and their community by making their own decisions rather than being ruled by a distant king. The First Great Awakening also emphasized the power of individual voices and the importance of working together to create change. This idea became crucial when the colonists decided they wanted a government that came from the people, not from a king. The belief that everyone is created equal by God and should have a say in how they are governed was a key idea that helped lead to the American Revolution. By realizing that their voices mattered, the colonists became inspired to take action and fight for a government that represented them. These ideas still influence us today. When we take responsibility for our decisions and work together as a group, we can create fairer communities and ensure that everyone's needs are considered.*

## **ASK** Students

How did ideas from the First Great Awakening lead the colonies to work toward independence?

# Lesson

**ASK Students**

How do these ideas still influence the way we make decisions and work together today?

**TELL Students**

The ideas from the First Great Awakening, such as life, equality, and the right to make decisions, helped inspire the colonies to work toward independence because they emphasized that people should have the power to make their own choices, especially in their faith and governance. The Great Awakening reminded people that everyone is created equal by God, which meant no one person or group should have more power than another. This belief in equality and self-governance was a driving force behind the American Revolution, as colonists wanted the freedom to make decisions without being controlled by a king. The First Great Awakening also emphasized the importance of unity and working together for the common good, which helped shape the idea of a government "of the people, by the people." This belief that everyone should have a say in how their government works became a cornerstone of our country's formation. The principles of faith, liberty, life, and community that emerged from the First Great Awakening continue to guide us today. These principles help ensure that people are treated fairly and have the opportunity to make decisions that affect their lives. By working together as a community and participating in the government, we can build a stronger and fairer society where everyone's voice is heard and respected.

**ASK Students**

Why do you think it's important for everyone to have a say in how their government works? How does the belief that "all people are created equal" help create a fair and peaceful society?

**TELL Students**

The belief that "all people are created equal" is crucial to creating a fair and peaceful society because it reminds us that no one is more important than another. This belief helps shape a society where every person has the right to make decisions about their lives, ensuring fairness for all. The principles of faith, liberty, life, and community all support this idea. In America today, we have a democratic republic, which means that people make decisions by voting. Democracy is based on the idea that everyone should have a voice in the decisions that shape their lives, from choosing leaders to deciding on important issues.

# Lesson

**TELL** Students (continued)

The cornerstone of liberty connects to democracy because liberty gives people the freedom to make choices — whether about their personal lives, or their communities. Similarly, the cornerstone of life emphasizes the importance of valuing and protecting each individual's right to live freely and make decisions that shape their future. These principles ensure that everyone has the same rights and opportunities, which is fundamental to a fair society. The First Great Awakening reminded people that everyone is created equal and that faith is an important part of our lives and our society.



# Building a Community with Core Values



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## Objective

Fifth grade students will explore how the core values from the First Great Awakening — faith, life, liberty, and community — shaped the colonies' path toward independence. They will apply these values to create their own "ideal community," demonstrating how these principles combine to build a fair, unified, and thriving society.

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## Introduction

Start by reviewing the four core values discussed in the lesson:

- Faith: Trusting in God and allowing His love to guide actions.
- Life: Ensuring everyone is treated equally and with respect.
- Liberty: The freedom to make choices and decisions for oneself and the community.
- Community: People working together, supporting one another, and making decisions that benefit everyone.

Explain to the students that these values helped the colonists unite and work toward independence. Now, they will have the opportunity to use these values to design a community that reflects those same principles.

## Group Work

Divide the class into small groups of 3-4 students. Provide each group with a large sheet of paper and markers. They will work together to create a visual representation of their "Ideal Community" based on the values discussed.

- Step 1: Choose a Community Goal
  - Each group should choose one major goal for their community. It could be something like encouraging kindness, solving a problem, or creating a safe environment for everyone.
- Step 2: Apply the Core Values

Each group will then brainstorm how to apply the four core values (faith, life, liberty, and community) to achieve their goal. For each value, the group should answer these questions:

- Faith: How will your community show respect for each person's beliefs?
- Life: How will your community ensure everyone is treated equally?
- Liberty: How will your community ensure that individuals have the freedom to make decisions?
- Community: How will your community work together and support each other?



# Building a Community with Core Values



## Group Work (continued)

- Step 3: Investigate the Combination of Cornerstones  
Ask the groups to investigate how the four core values work together. How can faith, life, liberty, and community combine to strengthen their community? Do any of these values support or build upon the others? Groups should discuss how each value influences the others and how they can work in harmony to achieve their goal.
- Step 4: Create a Visual Representation  
Using the markers and paper, each group will draw a representation of their community, labeling it with symbols, pictures, and words that reflect how they applied the core values to their goal. Be sure they include how the cornerstones combine to make their community stronger.

## Writing Extension

After the group work, each student will individually write a short reflection on the activity. They will:

- Explain how their group's ideal community uses the values of faith, life, liberty, and community.
- Discuss how the cornerstones work together in their community and why combining these values is important for success.
- Write about how these principles, when combined, help create a thriving and fair society and how they apply to real-world scenarios, including their own community.

## Presentations

Once the groups finish their community designs and writing reflections, each group will present their community to the class. They should:

- Share their community goal and how they applied the core values to achieve it.
- Explain how the cornerstones (faith, life, liberty, and community) worked together in their community.
- Describe how their community would thrive if these values were applied.

## Class Discussion

After the presentations, lead a class discussion:

- How did the combination of the four cornerstones help shape the communities your classmates created?
- How can the principles of faith, life, liberty, and community be applied today to solve problems in your school or neighborhood?
- Why do you think it is important for communities to come together and work toward common goals?





# Building a Community with Core Values



## Assessment

- Participation in group work and the creation of their community model.
- Reflection on the combination of cornerstones in the writing activity.
- Presentation clarity and how well the group applies the core values to their community design.
- Engagement in the class discussion.
- Success on rubric provided below.

This interactive activity encourages students to connect the core values to both historical events and their own communities. It promotes teamwork, critical thinking, and writing skills while investigating how shared values lead to stronger, more unified groups.

# Core Values Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Group Participation</b>	All members actively contribute ideas and work cooperatively.	Most members contribute ideas, with some collaboration.	Limited participation from some group members.	One or more group members do not participate.
<b>Application of Core Values</b>	The group thoroughly applies all four core values (faith, life, liberty, community) and clearly explains how they impact the community goal.	The group applies most core values and provides clear explanations of how they impact the community goal.	The group applies a few core values with some explanation.	The group struggles to apply the core values and provides minimal explanation.
<b>Combination of Cornerstones</b>	The group fully explores how the core values combine to strengthen the community and provide insightful connections.	The group explains how the core values combine and shows a solid understanding of their interaction.	The group attempts to show how the core values combine but provides limited explanation.	The group does not address how the core values combine or provides an unclear explanation.
<b>Creativity and Visual Representation</b>	The visual representation is highly creative, well-organized, and clearly illustrates the community's values and goals.	The visual representation is creative and organized, but could have been more detailed in showing the community's values.	The visual representation is clear, but lacks creativity and some important elements.	The visual representation is unclear, lacks detail, and does not effectively illustrate the community's values.
<b>Writing Reflection</b>	The reflection is insightful, clearly explains how the cornerstones work together, and connects the values to real-world examples.	The reflection explains how the core values work together with a few real-world examples.	The reflection is somewhat clear but lacks depth and real-world connections.	The reflection is unclear, lacks detail, and does not connect the core values to real-world examples.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Presentation</b>	The group presents clearly, engagingly, and with confidence, effectively explaining the community's goals and how the values work together.	The group presents clearly and explains the community's goals and values, but could have been more engaging.	The group presents in a basic manner with some explanation of the community's goals and values.	The group struggles with the presentation and provides unclear explanations of the community's goals and values.

**STUDENT NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

Scoring Breakdown:

- 24–21 points: Excellent - The group excels in all areas and demonstrates a deep understanding of how the core values combine to create a strong community.
- 20–17 points: Good - The group applies most core values and provides clear explanations, with some room for improvement in certain areas.
- 16–13 points: Satisfactory - The group attempts to apply core values but lacks depth in some areas, such as the combination of the core values or the writing reflection.
- 12–8 points: Needs Improvement - The group has difficulty applying core values or presenting a clear vision of how their community would work together effectively.

**Total Score:** \_\_\_\_\_/32

**(Score each section from 1-4, then total the points)**

**Feedback:**

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# Comparing the Preachers of the First Great Awakening



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## Objective

Fifth grade students will explore the contributions of key preachers from the First Great Awakening, including George Whitefield and Jonathan Edwards. They will compare and contrast their messages, methods, and impacts, ultimately focusing on one preacher to create an in-depth spotlight. This will help students understand how the different approaches to faith and unity during the First Great Awakening influenced American society.

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## Materials

- School-approved internet sites or library resources for research (or printed materials on preachers from the First Great Awakening)
- Chart paper or digital presentation tools (e.g., PowerPoint, Google Slides)
- Markers, pens, or computers for writing and presentation
- Rubric for evaluation

Explain to the students that these values helped the colonists unite and work toward independence. Now, they will have the opportunity to use these values to design a community that reflects those same principles.

## Instructions

### 1. Introduction to the Preachers

- Start by giving a brief review of the First Great Awakening and its significance. Explain that some of the most influential preachers during this period were George Whitefield and Jonathan Edwards.
- Discuss the role these preachers played in spreading Christianity, uniting people, and encouraging personal reflection and transformation during the revival.

### 2. Research Phase

- Assign each student or group a preacher to research. The preachers include:
  - **George Whitefield** - Known for his passionate sermons and ability to draw large crowds.
  - **Jonathan Edwards** - Famous for his powerful sermons, including *Sinners in the Hands of an Angry God*.
- Have students find information on the following aspects of their assigned preacher:
  - **Background and Life:** Where were they from, and what personal experiences shaped their beliefs?





# Comparing the Preachers of the First Great Awakening



## Instructions (continued)

- **Key Sermons/Teachings:** What were some of their most famous sermons, and what did they teach people?
- **Methods:** How did they spread their message? Did they use outdoor preaching, printed works, or other methods?
- **Impact:** How did they influence the people of their time? Did their message bring people together, or did it spark division? How did they influence the future of Christianity in America?

### 3. Create a Spotlight

- After researching, students will create a spotlight on their assigned preacher. This could be a poster or a digital presentation. The spotlight should include:
  - **A brief biography** of the preacher.
  - **Key ideas and themes** from their sermons (e.g., unity, personal faith, forgiveness, or salvation).
  - **How their message impacted people** during the First Great Awakening and its long-term effects.
  - **A creative representation** (a drawing, photograph, or creative symbol) that illustrates the preacher's influence or message.

### 4. Comparison Discussion

- After students present their spotlight on their preacher, hold a class discussion to compare and contrast the different preachers. Ask questions such as:
  - How did each preacher's message focus on unity and transformation?
  - Did they use the same or different methods to spread their message?
  - How did their teachings contribute to the movement of the First Great Awakening?
  - What similarities and differences do you see in how they preached and how they impacted their communities?
- Encourage students to think critically about how the diversity of these preachers' methods and messages contributed to the broad appeal and lasting impact of the First Great Awakening.

### 5. Reflection

- After the comparison discussion, ask students to reflect on how the preachers' messages about unity, faith, and personal transformation still influence us today. Have them write a brief reflection or answer the following question:
  - *Which preacher's message do you think would have had the biggest impact on a community during the First Great Awakening? Why? How can we apply their messages to the way we work together today in our own communities?*

# Comparing the Preachers of the First Great Awakening Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Research</b>	Thorough, accurate research on the preacher, including background, methods, impact.	Clear research with some minor gaps, includes key aspects of the preacher's life.	Basic research, but missing some key information or aspects.	Incomplete research, lacking key details or information on the preacher.
<b>Creative Representation</b>	Visually engaging, creative, and well-organized representation of the preacher's impact.	Well-organized and clear, but could use more creativity in the design.	Simple visual representation with limited creativity or design.	Unclear or incomplete visual representation.
<b>Comparison and Analysis</b>	Thoughtful comparison with deep insights into the differences and similarities.	Good comparison with basic analysis and some insights into differences.	Basic comparison, but limited analysis or lack of connections.	Minimal or no comparison made, lacking analysis.
<b>Writing Reflection</b>	Clear and insightful reflection with connections to modern-day communities.	Reflection is clear and answers the questions with some connection to today.	Reflection answers questions, but lacks depth or clarity.	Reflection is unclear or incomplete, with no connection to the current-day community.
<b>Group Participation</b>	Actively participates and contributes ideas.	Participates and shares ideas but occasionally relies on others.	Participates, but contributions are minimal.	Does not participate or contribute to the group.

**STUDENT NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_/20

(Score each section from 1-4, then total the points)

# Core Values Rubric

## Scoring Breakdown:

- **20–16 points:** Excellent – the student has thoroughly researched and created an insightful spotlight. The reflection and comparison are well thought out, and they demonstrate strong participation.
- **15–12 points:** Good - The student has completed the project with good research and reflection. The spotlight is clear, but could be more creative or detailed.
- **11–8 points:** Satisfactory - The student has a basic understanding, but the project lacks depth or creativity. Some sections may be missing or unclear.
- **7–4 points:** Needs Improvement - The student has not fully researched or understood the topic. The spotlight and reflection are incomplete or unclear.

# Exploring Similes, Metaphors, and Oxymorons

## Objective

Fifth grade students will identify and create similes, metaphors, and oxymorons to help deepen their understanding of how literary devices can be used to describe ideas creatively.

## Instructions

### 1. Review of Literary Devices

- Start by reviewing the definitions of **similes, metaphors, and oxymorons:**
  - **Simile:** A comparison between two things using the words "like" or "as."
    - Example: "The sun was as bright as a diamond."
  - **Metaphor:** A comparison between two things by saying one thing is another, without using "like" or "as."
    - Example: "The classroom was a zoo."
  - **Oxymoron:** A combination of two contradictory or opposing words used together to describe something in a creative way.
    - Example: "Bittersweet" or "jumbo shrimp."

### 2. Worksheet Instructions

- For each section, read the sentence or explore a situation and decide whether it is a simile, metaphor, or oxymoron.
- Then, complete the sentences using your creativity by writing your own examples.

# First Great Awakening Fill-in-the-Blank Quiz

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Part 1: Identifying Similes, Metaphors, and Oxymorons

Read each sentence below and decide if it is a simile, metaphor, or oxymoron. Write the correct term in the blank space.

1. "The road was as smooth as butter."  
o **Answer:** \_\_\_\_\_
2. "He is a shining star on the basketball court."  
o **Answer:** \_\_\_\_\_
3. "Her voice was like music to his ears."  
o **Answer:** \_\_\_\_\_
4. "This situation is a bitter sweet moment."  
o **Answer:** \_\_\_\_\_
5. "The world is a stage, and we are merely players."  
o **Answer:** \_\_\_\_\_
6. "She was walking on air when she got the good news."  
o **Answer:** \_\_\_\_\_

## Part 2: Creating Your Own Examples

**Simile:** Write your own simile using "like" or "as" to compare two things.

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# First Great Awakening Fill-in-the-Blank Quiz

**Metaphor:** Write your own metaphor comparing two things without using "like" or "as."

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**Oxymoron:** Write your own oxymoron, combining two contradictory words.

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### Part 3: Application to History

Think about the First Great Awakening. Use a **simile**, **metaphor**, or **oxymoron** to describe what the movement was like. You can describe how it impacted people, how it made them feel, or how it changed their beliefs. Write your example below:

- **Example:** "The First Great Awakening was like a wave, sweeping through the colonies and renewing people's faith."

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# First Great Awakening Fill-in-the-Blank Quiz

## Extension/Reflection:

- Bonus: Why do you think using similes, metaphors, and oxymorons makes descriptions more powerful? How can these devices help you better understand and express the events or emotions in history? Write a few sentences explaining your thoughts.

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## Assessment:

This activity will be graded based on:

- **Completion:** All sections filled out correctly and fully (10 points)
- **Creativity:** Originality and thoughtfulness in creating similes, metaphors, and oxymorons (5 points)
- **Application:** The ability to apply literary devices to a historical context (5 points)
- Total: 20 points

This activity encourages students to understand the difference between similes, metaphors, and oxymorons while also engaging them in a creative process that connects literary devices to historical events, particularly the First Great Awakening.

# Exploring Similes, Metaphors, and Oxymorons

## Answer Key

### Part 1: Identifying Similes, Metaphors, and Oxymorons

1. "The road was as smooth as butter."
  - Answer: Simile
  - Explanation: It uses "as" to compare the smoothness of the road to butter.
2. "He is a shining star on the basketball court."
  - Answer: Metaphor
  - Explanation: The phrase compares "he" to a shining star without using "like" or "as."
3. "Her voice was like music to his ears."
  - Answer: Simile
  - Explanation: It uses "like" to compare her voice to music.
4. "This situation is a bittersweet moment."
  - Answer: Oxymoron
  - Explanation: "Bitter" and "sweet" are contradictory words used together to describe an experience.
5. "The world is a stage, and we are merely players."
  - Answer: Metaphor
  - Explanation: The phrase compares the world to a stage without using "like" or "as."
6. "She was walking on air when she got the good news."
  - Answer: Metaphor
  - Explanation: It describes how she felt (joyful) by comparing it to walking on air.

### Part 2: Creating Your Own Examples

Students' own responses will vary, but here are some examples:

#### Simile:

Example: "The car was as fast as a cheetah."

#### Metaphor:

Example: "Her heart is a cold stone."

#### Oxymoron:

Example: "Giant baby."

# Exploring Similes, Metaphors, and Oxymorons

## Answer Key

### Part 3: Application to History

Student responses will vary based on their understanding of the First Great Awakening, but here's a sample:

- Example: "The First Great Awakening was like a wave, sweeping through the colonies and renewing people's faith."
- Explanation: This simile compares the First Great Awakening to a wave, suggesting it spread widely and had a strong impact on people's beliefs.

### Extension/Reflection:

Students' reflections will vary, but they may say things like:

- "Using similes, metaphors, and oxymorons makes descriptions more vivid and helps people picture things in a new way. These devices can help us understand the excitement and intensity of the First Great Awakening because they express feelings and events in a creative way."

### Assessment Rubric (Answer Key)

- **Completion:** Points are awarded based on whether all parts of the worksheet are filled out correctly.
- **Creativity:** Points are awarded based on how original and thoughtful the students' similes, metaphors, and oxymorons are.
- **Application:** Points are awarded for how well the student applies the literary devices to the historical context of the First Great Awakening.

This key should help guide the students' understanding and help you grade their worksheets.

# Student Text

*The beliefs and values from the First Great Awakening, like faith, life, and liberty, played a big role in how the colonies came together and worked toward independence. The First Great Awakening encouraged the colonists to think about liberty and how they could create a society where everyone had a voice and was treated equally. These beliefs helped the colonists unite, even though they had different backgrounds and beliefs. The idea that everyone is created equal and has the right to make their own choices, especially about faith, inspired the colonies to seek a government that would reflect these values. It helped them realize they had the power to shape their lives and their community by making their own decisions rather than being ruled by a king. The First Great Awakening also emphasized the power of individual voices and the importance of working together to create change. This idea became crucial when the colonists decided they wanted a government that came from the people, not from a king. The belief that everyone is created equal by God and should have a say in how they are governed was a key idea that helped lead to the American Revolution. By realizing that their voices mattered, the colonists were inspired to take action and fight for a government that represented them. These ideas still influence us today. When we take responsibility for our decisions and work together as a group, we can create fairer communities and ensure that everyone's needs are considered.*

# Resources

- <https://www.americanyawp.com/reader/colliding-cultures/john-winthrop-dreams-of-a-city-on-a-hill-1630/>
- <https://bible.usccb.org/bible/matthew/5>
- [https://avalon.law.yale.edu/18th\\_century/declare.asp](https://avalon.law.yale.edu/18th_century/declare.asp)
- <https://www.britannica.com/event/Glorious-Revolution#:~:text=Church%20of%20England.,What%20caused%20the%20Glorious%20Revolution%3F,non%2DCatholic%20population%20and%20others>
- <https://users.ssc.wisc.edu/~rkeyser/wp/wp-content/uploads/2015/06/TolerationAct1689.pdf>
- <https://gutenberg.org/files/20203/20203-h/20203-h.htm>
- <https://christianhistoryinstitute.org/magazine/article/come-poor-lost-undone-sinner>
- <https://christianhistoryinstitute.org/magazine/article/george-whitefield-did-you-know>
- <https://gutenberg.org/files/20203/20203-h/20203-h.htm>
- <https://minio.la.utexas.edu/webeditor-files/coretexts/pdf/174120sinners20angry20god.pdf>
- <https://teachingamericanhistory.org/document/mather-a-man-of-reason-edwards-a-supernatural-light/>
- Jefferson, Thomas. Declaration of Independence.

# Images

**Alarm Clock**



Credit: Canva Pro.

**Light**



Credit: Canva Pro.

# Images

## Settlers Traveling



Credit: Canva Pro.

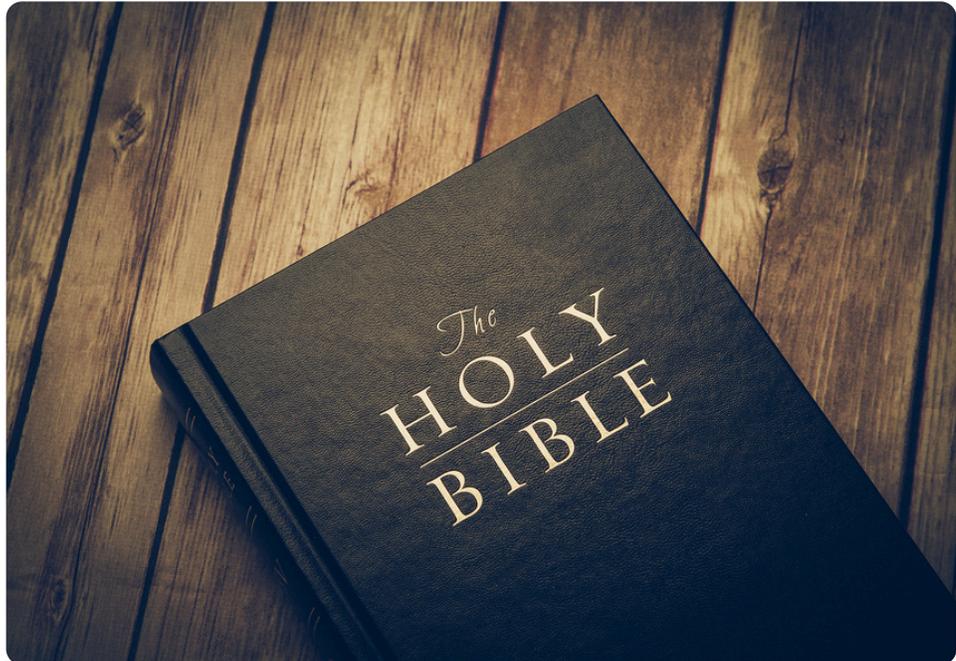
## John Winthrop



Credit: Wikipedia.

# Images

## Bible



Credit: Canva Pro.

## Community



Credit: Pixabay.

# Images

**George  
Whitefield**



Credit: Wikipedia.

**Distance from  
England to  
Colonies**



Credit: Google Maps.

# Images

## Farming



Credit: Canva Pro.

## Building



Credit: Canva Pro.

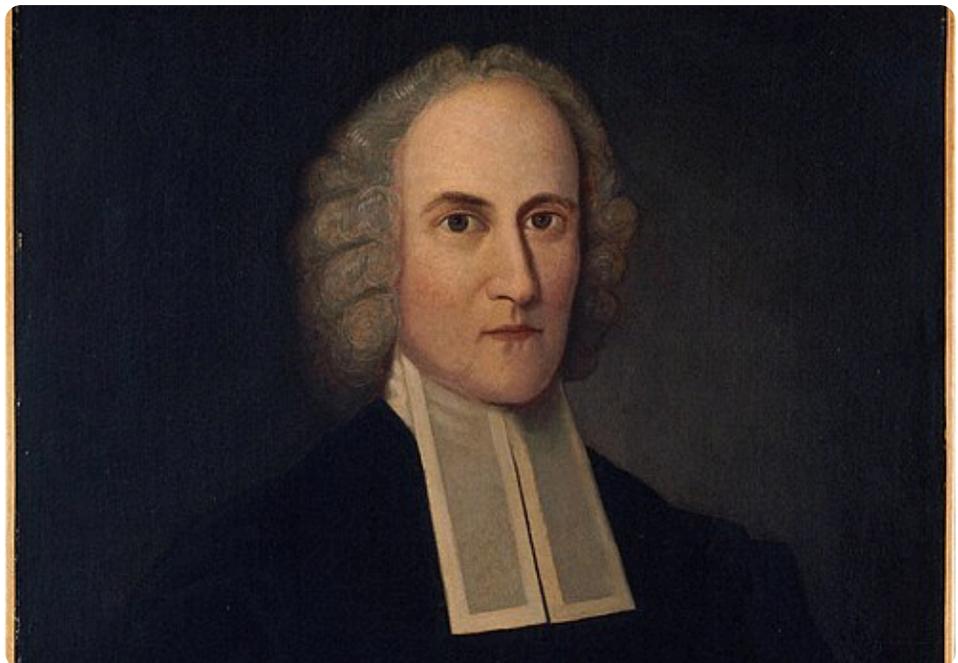
# Images

## Founding Fathers



Credit: Canva Pro.

## John Edwards



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# Images

## Church



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## Cornerstone



Credit: Canva Pro.

# Images

## Self-reliance



Credit: Canva Pro.

## American Flag



Credit: Canva Pro.

