

DISCOVER AMERICA

Teacher Guide



Seeds of Revolution:
Exploring Natural Rights
and Liberty

Table of **Contents**

3	Themes & Values
	Learning Objectives
4	Key Terms
5	Introduction
8	Lesson
14	Activity: Common Sense Calls for Change
16	Activity: Paine's Path to Common Sense
19	Activity: Natural Rights Relay Race!
22	Scenario Cards
24	Resources
25	Images
28	Notes

Key Themes

- Creating a Fair Government
- Natural Rights and Freedom
- The American Revolution
- The Role of Government
- Unity and Determination for Independence

Core Values

- Community
- Life
- Faith
- Liberty



Learning Objectives

Students will be able to

- Identify natural rights as the fundamental freedoms everyone has, such as the right to life, liberty, and the pursuit of happiness.
- Understand that natural rights help protect freedom and ensure fairness for everyone.
- Describe how events like the Stamp Act, the Boston Tea Party, and the Coercive Acts contributed to the American Revolution.
- Analyze the concept of revolution, both as a fight for change and a shift in thinking, and how Paine's pamphlet *Common Sense* played a role in this change.
- Explain that Thomas Paine argued for the colonies to create their own government and not be ruled by a king.
- Discuss how Paine believed the government should be chosen by the people and how this idea is still relevant in the government of the United States today.
- Understand the importance of having a say in government, just as Paine believed, and how this idea is reflected in how we live today in the United States, where people can vote and be represented.

Key Terms

- 0 1 **common sense:** using good judgment and thinking about what makes the most sense in a situation.
- 0 2 **constitution:** a set of rules that everyone in the country has to follow.
- 0 3 **Declaration of Independence:** a document that explained why the colonies wanted to break away from Great Britain.
- 0 4 **freedom:** being able to make your own choices and having the power to do what's best for yourself, your family, and your community.
- 0 5 **government:** a system of rules and leaders that help keep people safe and make sure everyone is treated fairly.
- 0 6 **natural rights:** special freedoms that belong to you just because you are a human being.
- 0 7 **pamphlet:** a small booklet or paper that has information about something important.
- 0 8 **Parliament:** Britain's government.
- 0 9 **Quartering Act:** a law that forced the colonists to house, feed, and provide supplies for British soldiers who were stationed in their towns.
- 1 0 **revolution:** when a group of people fights to change the way they are governed, or when their way of thinking changes to lead them to act differently.
- 1 1 **Revolutionary War:** the fight between the colonies and Great Britain for the colonists' independence. It lasted from 1775 to 1783 and ended with the colonies winning their freedom and becoming the United States of America.
- 1 2 **Stamp Act:** a rule made by Great Britain that said the colonists had to pay extra money, called a tax, on things made from paper.
- 1 3 **unity:** working together and being strong as a group.

Introduction

TELL Students ↗

Alright, little patriots, imagine that inside each of you there is a special treasure chest. This chest holds some of the most precious things you can think of — your natural rights. But what exactly are natural rights? **Natural rights** are special freedoms that belong to you simply because you are a human being. **Freedom** means being able to make your own choices and having the power to do what's best for yourself, your family, and your community. Natural rights are so important that no one can take them away from you. Now, think about the precious jewels inside your treasure chest. What kind of natural rights do you think might be inside? Well, inside your chest, you have the right to life, which means the right to be safe and live your life free from harm. You also have the right to liberty, which means the freedom to make your own choices — like what games you play or what you want to be when you grow up. And you have the right to pursue happiness, which means you can go after what makes you happy, like learning new things or helping others. These natural rights are gifts within you, and just like treasures, they are yours to protect and cherish. They help keep you free and ensure that you can live life the way you choose.

ASK Students

What are natural rights? What does it mean to be free?

TELL Students

These natural rights are like treasures that need to be protected. When everyone's natural rights are protected, it helps preserve our freedom and ensures that we are all treated fairly. But how exactly do natural rights protect freedom? Well, natural rights act like shields that defend our ability to make choices. For example, the right to life means we should be safe and no one should harm us. The right to liberty means we can choose what we want to do, like what games to play or what food to eat. The right to pursue happiness means we have the freedom to chase after what makes us happy, like learning new things or helping others. Natural rights are important because they safeguard our freedom. They make sure everyone is treated fairly and has the opportunity, or chance, to live life the way they choose. Imagine how it would feel if someone took away your right to make choices or to be safe — it wouldn't be right, would it? That's why natural rights are so important.

ASK Students

How do natural rights help protect our freedom?

Introduction

TELL Students

Now, remember from our last class that the Stamp Act caused quite a stir in the colonies. The British government, or **Parliament**, created the **Stamp Act** to make the colonists pay taxes on things like newspapers and legal documents. However, the colonists didn't have any say in the government, and they didn't agree with this. It was like the British government kept taking from them, but never gave the colonies anything they wanted. They felt that their natural rights (remember, these are the rights to be safe and live your life, to make your own choices, and to pursue happiness) were being ignored and taken away. This upset the colonists, and they began to speak up, demanding their freedom. The Stamp Act was just one event that revealed a bigger problem. After the Stamp Act came the Boston Tea Party, where colonists, angry about taxes on tea, boarded ships and dumped the taxed tea into the harbor. Then, Parliament passed other laws like the Coercive Acts (which the colonists called the "Intolerable Acts"). The Coercive Acts closed the port of Boston and took away some of the colonists' rights. All of these actions, including the Stamp Act, the Boston Tea Party, and the Coercive Acts, led to the American Revolution. The **American Revolution** was a fight between the colonies and Great Britain for the colonists' independence. It lasted from 1775 to 1783 and ended with the colonies winning their freedom, forming the United States of America.

ASK Students

Why were the colonists upset about the Stamp Act? What did they do about it?

TELL Students

The Stamp Act was one event that led to the American Revolution. A **revolution** is when a group of people fights to change the way they are governed, or when their way of thinking changes and leads them to act differently. The American Revolution was a fight between the colonies and Great Britain, which eventually led to the colonies becoming the United States of America. But there was also something else happening at this time — *a revolution of thought* — and that's where Thomas Paine comes in. He wrote a famous pamphlet called *Common Sense*, where he explained that the colonists had natural rights that couldn't be taken away by anyone — not even by a king.

[Reference Thomas Paine Image] A **pamphlet** is a small booklet or paper of information. Paine's pamphlet helped the colonists understand that they didn't have to accept being treated unfairly; they had the right to stand up and fight for their freedom.

Introduction

TELL Students (continued)

Paine's ideas helped inspire many colonists to believe that they deserved to be free and to make their own choices, leading to their decision to fight for independence.

ASK Students

What is a revolution? How did the colonists' way of thinking change leading up to the American Revolution?

TELL Students

Paine didn't just talk about the unfair treatment from Britain; he introduced a new idea that was very important. He believed that people should have the power to make decisions for themselves and to govern their own lives. This revolution of thought was just as important as events like the Stamp Act because it helped the colonists realize that standing up for their natural rights wasn't only the right thing to do — it was their duty. By changing the way they thought about their rights and freedom, the colonists began to understand that they should protect their natural rights and create a fair government. This shift in thinking, combined with events like the Stamp Act, sparked the fight for independence, which led to the American Revolution. So, in a way, the Stamp Act made the colonists realize their rights were being taken, but Thomas Paine's *Common Sense* helped them see that they had the power to defend those rights and build a government that would respect them. The American Revolution wasn't just about fighting a war — it was about changing the way people thought about freedom and government. Let's watch a Star Spangled Adventures cartoon to learn more!

WATCH

Star Spangled Adventures Cartoon

[Ep. 39: Common Sense/Thomas Paine/Natural Rights](#)



Lesson

TELL Students

In our Star Spangled Adventures episode, we learned that British soldiers were using colonists' land due to the Quartering Act. The **Quartering Act** was a law that required the colonists to provide housing, food, and supplies for British soldiers stationed in their towns, even though the colonists did not want them there. This made the colonists feel as though their natural rights were being violated, and they were upset about it. Remember, natural rights are the freedoms everyone has simply because they are human. These include the right to be safe, the right to make your own choices, and the right to pursue happiness. The Quartering Act made the colonists feel that their rights to safety and personal freedom were being ignored. This sense of injustice, as though their rights were being taken away, is what led the colonists to begin questioning how they could protect their natural rights and freedom. And that's where Thomas Paine comes in.

ASK Students

How did the Quartering Act make the colonists feel?

TELL Students

Now, remember we discussed that the colonists were upset because their natural rights were being taken away. Around this time, Thomas Paine helped the colonists understand why they needed to fight for their rights. In January 1776, Paine published *Common Sense* in Philadelphia.

[Reference Common Sense Image] He wrote in a way that everyone, regardless of their background, could understand. He used simple language and ideas that were familiar to the colonists, like popular sayings and religious references. (If *Common Sense* were written today, it might include memes, hashtags, and movie quotes to make the ideas even clearer!)

ASK Students

How did Thomas Paine help the colonists understand why they needed to fight for their rights?

TELL Students

Paine's writing was an invitation for all the colonists to think about independence. He believed that the colonists didn't need special education or political experience to have an opinion about independence. To make a good decision, they just needed common sense — something everyone has!

Lesson

TELL Students (continued)

Common sense means using good judgment and thinking about what makes the most sense in a situation. It's when you make decisions based on what seems fair and right, without needing complicated words or special knowledge. Thomas Paine wanted to show the colonists that they didn't have to be experts to understand why they should fight for their freedom. They just needed to use their common sense to realize that standing up for their rights was the right thing to do!

ASK Students

What is common sense? How did Thomas Paine want the colonists to use it?

TELL Students

So, what does common sense mean, and how did Thomas Paine want the colonists to use it? In his pamphlet *Common Sense*, Paine explained to the colonists why they needed to break away from Great Britain. He argued that people should have their own government and not be ruled by kings. But what is a government? A **government** is a system of rules and leaders that help keep people safe and make sure everyone is treated fairly. It's the group of people that makes decisions for the country, helps protect our rights, and makes sure things are fair for everyone. Let's take a closer look at some of the key ideas Thomas Paine wrote about. First, he said that a government is a "necessary evil," meaning people need a government to keep them safe and protect their freedom. However, Paine believed that the government should be chosen by the people, not forced upon them by a king or anyone else. This idea led to the creation of the government we have today in the United States of America. In our country, we elect leaders to represent us, and they work to make sure our rights are protected. By voting, we get to help choose who leads us. This way, everyone has a say in the rules we follow. This is very different from the way things were under a king, which is why Paine's ideas were so important in creating a fair system for everyone.

ASK Students

What is a government? How is the government we have today in the United States different from the government under a king?

TELL Students

Paine explained that monarchies, or governments led by kings and queens, were a bad idea.

Lesson

TELL Students (continued)

He said there is no natural or religious reason why kings should rule over everyone else.

[Reference Monarchy Image] According to Paine, all people are equal, and no one should be above others just because of their birth. He believed that this idea went against the rights of nature and even the teachings of God. Paine's ideas helped inspire the Declaration of Independence, which is an important document written in 1776. The **Declaration of Independence** is a document that explains why the colonies wanted to break away from Great Britain. It says that all people have the right to life, liberty, and the pursuit of happiness. The Declaration of Independence also says that if a government is not treating people fairly, the people have the right to create a new government that will protect their rights. So, Paine's writing helped the colonists understand that they did not have to live under a king's rule anymore, and the Declaration of Independence declared this belief. The colonists had the right to create a government that was fair and that listened to the people, and that's exactly what they did when they declared independence and eventually formed the United States of America.

ASK Students

Why did Thomas Paine believe that kings should not rule over everyone? What did the Declaration of Independence say about how people should be treated?

TELL Students ↗

Next, Paine argued that the colonists' relationship with Great Britain had become so bad that it could never be repaired. He believed it was time for the colonies to separate from Britain completely. Paine said, "Reconciliation is now a fallacious dream," meaning that there was no chance of making peace with Britain anymore. Paine pointed out that the colonists had everything they needed to defend themselves, including people and resources. But he emphasized that the time to declare independence was now. Paine also explained that the strength of the colonists didn't come from their numbers alone but from their unity. **Unity** means working together and finding strength as a group. Remember from our earlier lessons, this idea of unity had been growing in the colonies, especially after events like the Great Awakening, which helped unite people with shared values, and the Stamp Act, which brought the colonies together in protest. Their unity and determination to be free were the forces that gave the colonists the power to fight for independence.

Lesson

TELL Students (continued)

Finally, Paine argued that it was time for the colonists to create their own government. Paine thought people should govern themselves. He believed the colonies deserved a fair system of government, one that protected their rights and listened to the people.

ASK Students

Why did Thomas Paine believe the colonies needed to be united? How did events like the Stamp Act help bring them together?

TELL Students

So, what did Thomas Paine suggest for the type of government the colonies should have after they became independent? Paine argued that the colonies needed a strong government where “the law is king.” This meant that the law should be the most important thing, and everyone, even rulers, had to follow it. In other countries, rulers often made laws on their own and forced the people to follow them, without giving the people a say. But Thomas Paine believed the colonies had a unique opportunity to do things differently. He thought that the colonies could create laws first, making sure the rules were fair for everyone, and then have leaders who would follow and enforce those laws. This way, the government would work for the people, and no one would be above the law.

ASK Students

What did Thomas Paine believe was the most important thing in a government?

TELL Students

The law Thomas Paine had in mind was a written constitution. A **constitution** is a set of rules that everyone in the country has to follow, making sure that the government treats everyone fairly. Paine believed that this constitution would be a strong promise to protect the rights of every person, such as their right to practice religion, work any job, or own property. He thought it was important that everyone should be treated equally under the law, not just some people. Paine’s ideas are very similar to the principles in the United States Constitution today, which was created to protect people’s rights and ensure that everyone is treated fairly. Just like Paine wanted, the United States Constitution guarantees that we can express our opinions and live freely, showing that Paine’s vision helped shape the country we live in today.

Lesson

ASK Students

What is a constitution? How does it help protect people's rights?

TELL Students

Paine also believed that people should have a say in their government through "large and equal representation." This means that everyone should be able to have a voice and be fairly represented in government decisions. This idea was very different from what the colonists had with Great Britain, where they had no say in the laws. Remember from our lesson on the Stamp Act that the colonists were upset because they were being taxed by Britain, but they didn't have any voice in the British government to help make those decisions. Paine thought this was very unfair. He believed that just as the colonists deserved to have a say in the laws they had to follow, everyone should be able to have their voice heard in their government. Paine's idea of fair representation is very important in our government today, where people can vote and choose leaders who listen to their desires and protect their rights.

ASK Students

Why did Thomas Paine think it was important for everyone to have a say in the government?

TELL Students

Thomas Paine believed it was important for everyone to have a say in the government because he thought that people should have the power to make decisions about the laws that affect them. Paine argued that it wasn't fair for one person, like a king, to make all the decisions without listening to the people. He believed that everyone should be able to have their voice heard and be represented fairly in government. Paine's ideas in *Common Sense* spread quickly through the colonies and became very popular. Important leaders, like George Washington and Thomas Jefferson, read it. John Adams even wrote to his wife Abigail in April 1776, saying, "*Common Sense*, like a ray of revelation, has come in seasonably to clear our doubts, and to fix our choice." This meant that Paine's pamphlet helped the colonists understand why they needed to fight for their independence. Paine's words were so powerful that they helped unite the colonists around the idea of independence, which was a key part of the journey to the American Revolution. Without *Common Sense*, the colonists might not have come together to fight for their freedom.

[Reference American Flag Image]

Lesson

TELL Students (continued)

Paine's ideas helped lead to the founding of the United States of America, where we have the freedom to make choices and live under a government in which we can have a say in the laws that affect us.



Common Sense Calls for Change

Objective

First-grade students will learn about Thomas Paine's *Common Sense* by creating their own version of a simple message using their voice, just like Paine did. They will understand how authors use their words to inspire others and discuss how everyone has common sense and should use it to make fair and important decisions.

Materials Needed

- Paper
- Crayons or markers
- Pencils
- Examples of simple messages or phrases from *Common Sense* (e.g., "Everyone deserves freedom," "We all have the right to make choices," "We should work together to make fair decisions.")

Introduction

Start by reviewing that Thomas Paine used his words in *Common Sense* to help the colonists understand why they needed to fight for their rights and freedom. Tell the students, "Paine wrote in a way that everyone could understand, and he used his voice to inspire others to believe in their own rights. He wanted everyone to realize that they didn't have to accept things that were unfair — they could use their own common sense to make a change!"

Discussion

Ask students:

- "What does it mean to use your voice to inspire others?"
- "How do you think Paine's words made the colonists feel?"
- "Why is it important that we all have common sense and use it to make good decisions?"
- Encourage students to think about how they can use their words to inspire kindness, fairness, and cooperation in their daily lives.

Writing and Drawing Their Own "Common Sense"

Now, tell the students they are going to write or draw their own "piece of common sense" to send to a friend. The message can be something simple and positive, like:



Common Sense Calls for Change

- "Everyone deserves to be treated fairly."
- "We should help each other and make good choices."
- "It's important to be kind and share."

Students will write or draw their message on the paper and add pictures that go with it. For example, if their message is about being fair, they could draw two people sharing a toy. If their message is about making good choices, they could draw a person thinking carefully before making a decision.

Sharing Their Messages

After they have finished writing and drawing, give students a chance to share their messages with the class. Ask them to explain why they wrote their message and how it shows common sense. Encourage them to speak with confidence, just like Thomas Paine did.

Reflection

End the activity by asking the students to think about how their messages can make a positive difference in their lives and in the lives of others. Discuss how Paine used his voice to inspire change and how they, too, can use their words and actions to inspire kindness, fairness, and the use of common sense.

Conclusion

This activity helps first graders connect how words can inspire and how everyone can use their voice and good judgment to make the world a better place.



Paine's Path to Common Sense



Objective

First-grade students will learn about Thomas Paine and his pamphlet *Common Sense* in a fun, interactive way, focusing on how Paine helped the colonists understand their natural rights and why they needed to fight for freedom.

Song: "The Natural Rights Song"

Tune: "Twinkle, Twinkle, Little Star"

Lyrics:

(Verse 1)

Natural rights, we all should know,
Safe and free, we let it show.
Right to live and make our choice,
Each of us has a strong, loud voice.
Natural rights, we all should know,
Safe and free, we let it show.

(Chorus)

Life, liberty, happiness too,
These are the rights for me and you!
Life, liberty, happiness too,
These are the rights for me and you!

(Verse 2)

We can choose what games to play,
What to eat or do each day.
The right to be happy, too,
To learn and grow in all we do.
We can choose what games to play,
What to eat or do each day.

(Chorus)

Life, liberty, happiness too,
These are the rights for me and you!
Life, liberty, happiness too,
These are the rights for me and you!



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Paine's Path to Common Sense



Movements for Students

Verse 1:

- **"Natural rights, we all should know"**: Point to the head, indicating thinking or remembering.
- **"Safe and free, we let it show"**: Stretch arms wide to show openness, representing freedom.
- **"Right to live and make our choice"**: Pretend to think about a choice, then point to themselves, showing they have the power to decide.
- **"Each of us has a strong, loud voice"**: Cup hands around the mouth and pretend to speak loudly or shout.
- **"Natural rights, we all should know"**: Point to the head again.
- **"Safe and free, we let it show"**: Stretch arms wide again.

Chorus:

- **"Life, liberty, happiness too"**: Hold up three fingers to represent the three natural rights.
- **"These are the rights for me and you!"**: Point to self, then to others, indicating the rights belong to everyone.

Verse 2:

- **"We can choose what games to play"**: Pretend to choose a game and mime playing it.
- **"What to eat or do each day"**: Pretend to pick food from a plate and enjoy eating.
- **"The right to be happy, too"**: Make a happy face and twirl or jump around.
- **"To learn and grow in all we do"**: Pretend to read a book or write, then stretch tall, symbolizing growth.

Chorus:

- Repeat the movements from the first chorus.

Introduction

Begin by explaining the concept of natural rights: the right to life (be safe), the right to liberty (make your own choices), and the right to pursue happiness. Tell the students that they will learn a song about these rights and do movements to help them understand better.

Song Learning

Teach the song by singing one line at a time and incorporating the corresponding movements. Encourage students to follow along with the movements as you sing. Help them understand the meaning behind each movement as you go through the song.



Paine's Path to Common Sense



Practice

- After the students have learned the song, practice singing and doing the movements together several times. Make sure they understand the meanings of each natural right as they perform the actions. **Sharing Their Messages:** After they have finished writing and drawing, give students a chance to share their messages with the class. Ask them to explain why they wrote their message and how it shows common sense. Encourage them to speak with confidence, just like Thomas Paine did.

Discussion

- After practicing the song, ask the students questions like:
 - "What does it mean to be free?"
 - "How does the song help us understand our natural rights?"
 - "Can you think of an example of when you made a choice, or felt happy or safe?"

Reflection

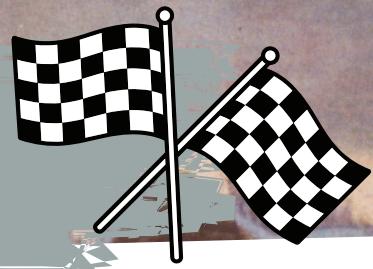
To wrap up, allow students to share examples from their own lives where they used their natural rights (like choosing what to play or feeling safe). Reinforce that everyone has these rights and that they are important for fairness and freedom.

Conclusion

This activity helps first graders connect to the idea of natural rights through a fun and interactive song. The movement-based approach will help students remember and understand the key concepts of life, liberty, and the pursuit of happiness while emphasizing how everyone has these rights and should use them to live freely.



Natural Rights Relay Race



Objective

First-grade students will practice understanding and applying the concept of natural rights through a relay race. They will identify scenarios related to the three main natural rights (life, liberty, and the pursuit of happiness) and work together to make fair and just decisions. This activity will help students recognize how their rights help them live freely and fairly.

Materials Needed

- Cones or markers to set up a race course
- Flashcards with natural rights scenarios (e.g., "You can choose your favorite game to play," "You are safe at school," "You decide what snack you want to eat.")
- A stopwatch or timer (optional)
- Large paper or board for discussion (optional)

Flashcards with Natural Rights Scenarios

1. Right to Life (Safety):

"You feel safe at home and school, and no one should hurt you." Movement: Run to the cone and touch it, signaling safety.

2. Right to Liberty (Freedom to Choose):

"You can choose your favorite game to play." Movement: Run to the cone, then mimic playing the game you chose.

3. Right to Pursue Happiness (Freedom to Follow Your Dreams):

"You decide what snack you want to eat today." Movement: Run to the cone, pretend to pick up and eat your snack.

4. Right to Be Heard (Freedom to Speak):

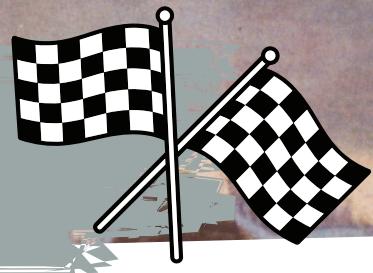
"You raise your hand in class to share your answer." Movement: Run to the cone, then pretend to raise your hand and speak.

5. Right to Fair Treatment (Equality):

"Everyone in your group gets a chance to play and have fun." Movement: Run to the cone, high-five a classmate as a symbol of fairness.



Natural Rights Relay Race

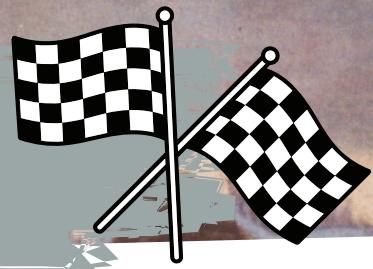


Activity Steps

1. Introduction to Natural Rights: Begin by explaining to students what natural rights are. Say: "Natural rights are special freedoms that belong to every person simply because they are human. These rights help us live freely, make decisions, and be treated fairly. The three main natural rights are the right to life (being safe), the right to liberty (making your own choices), and the right to pursue happiness (doing what makes you happy)." Ask students to raise their hands if they have ever made a choice, felt safe, or done something that made them happy. Discuss how each of these situations is a natural right.
2. Explaining the Relay Race: "Today, we are going to run a relay race where we practice these important rights! You will be running to pick up a flashcard, reading it, and then acting out the natural right from the card. Each time we run, we'll learn how we can use our rights and make fair decisions, just like Paine wanted for the colonists."
3. Set Up the Course:
 - Mark the start and finish lines of your race.
 - Spread the flashcards along the course (or have the flashcards placed in a bucket at the far end of the race track).
 - If possible, divide the students into two or three teams.
4. Explain the Race: "Each team will take turns running to the flashcards and picking one up. When you get to the card, read it and then act out what it says. For example, if it says 'You can choose your favorite game to play,' show us how you choose your game and what it looks like. Then, run back to your team so the next person can go."
5. Start the Relay:
 - On "Go," the first student in each team will run to pick up a flashcard.
 - After reading the card and acting out the scenario, they will run back and tag the next teammate.
 - The team that finishes first, with everyone acting out their rights correctly, wins.
6. Teacher Discussion After the Race: After the race, gather the students together to discuss the activity:
 - "How did it feel to make a choice in the game? What natural right were you practicing when you got to choose your game?"
 - "What about when you felt safe or made a decision about your snack? How does that connect to your natural rights?"
 - "Why is it important that everyone gets a chance to be heard or treated fairly?"
 - "Natural rights help everyone have a fair chance to succeed and live freely. What can we do to protect these rights for ourselves and others?"



Natural Rights Relay Race



Reflection

To wrap up the activity, emphasize the importance of natural rights in making decisions and treating others fairly. Explain that Paine believed everyone should have the ability to make choices for themselves, be safe, and pursue happiness, just like the students practiced in the relay race.

Conclusion

This Natural Rights Relay Race encourages students to understand and apply the concepts of life, liberty, and the pursuit of happiness through movement and teamwork. It connects Thomas Paine's ideas to everyday actions and reinforces the importance of fairness, freedom, and safety.

Flashcards: Natural Rights Scenarios

Right to Life (Safety)

"You feel safe at home and school, and no one should hurt you."

Movement: Run to the cone and touch it, signaling safety.

Right to Liberty (Freedom to Choose)

"You can choose your favorite game to play."

Movement: Run to the cone, then mimic playing the game you chose.

Right to Pursue Happiness

"You decide what snack you want to eat today."

Movement: Run to the cone, pretend to pick up and eat your snack.



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Flashcards: Natural Rights Scenarios

Right to be Heard (Freedom to Speak)

"You raise your hand in class to share your answer."

Movement: Run to the cone, then pretend to raise your hand and speak.

Right to Fair Treatment (Equality)

"Everyone in your group gets a chance to play and have fun."

Movement: Run to the cone, high-five a classmate as a symbol of fairness.



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Resources

- <https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/thomas-paine>
- <https://constitutioncenter.org/the-constitution/historic-document-library/detail/thomas-paine-common-sense-1776>
- <https://www.history.com/news/thomas-paine-common-sense-revolution>
- <https://oll.libertyfund.org/pages/1776-paine-common-sense-pamphlet>
- <https://oll.libertyfund.org/pages/1776-paine-common-sense-pamphlet>
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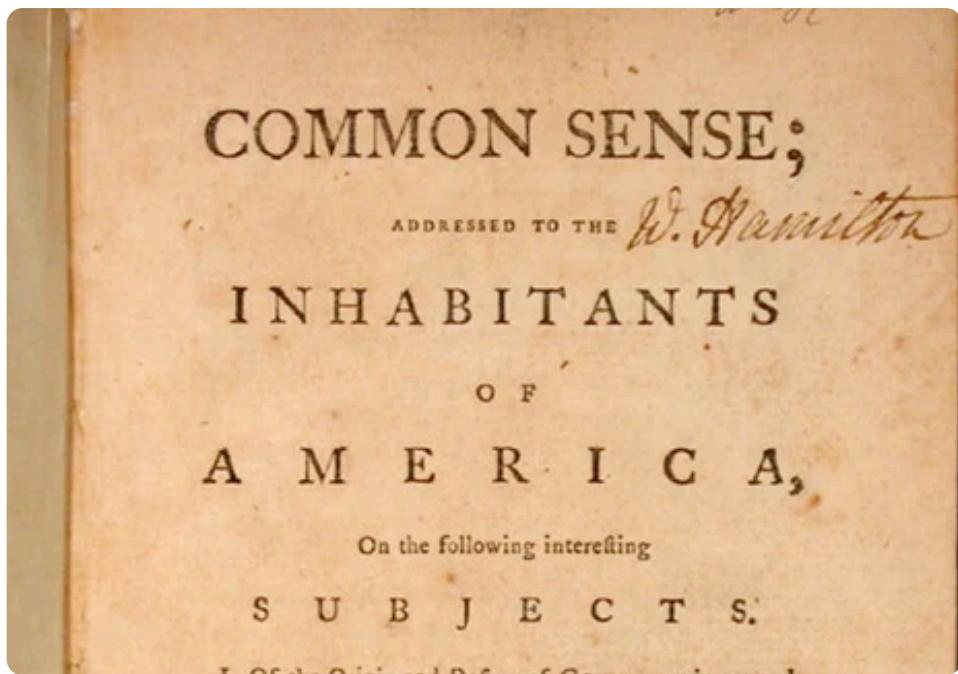
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Thomas Paine



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Common Sense



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Monarchy



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Notes