

# Celebrate Freedom Week Resource Guide

*We hold these Truths to be self-evident, that all Men are created equal,  
that they are endowed by their Creator with certain unalienable Rights,  
that among these are Life, Liberty and the Pursuit of Happiness—  
That to secure these Rights, Governments are instituted among Men,  
deriving their just Powers from the Consent of the Governed. . .*

Alief Independent School District





## Introduction

This guide will provide information on the requirements of the law, dates for observing Celebrate Freedom Week, and various resources for instructional use.

In order to educate students about the sacrifices made for freedom on behalf of the country and the values on which this country was founded, “Celebrate Freedom Week” will occur during the same week as Constitution Day, September 17. As part of a social studies class, during Celebrate Freedom Week, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts shall occur.

The study of the Declaration of Independence is to include the study and the relationship of ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants; the American Revolution; the formulation of the United States Constitution; the Abolitionist Movement, which led to the Emancipation Proclamation; and the Women’s Suffrage Movement.

Students in Grades 3-12 shall study and recite the following from the Declaration of Independence:

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. --That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.*

Students may be excused from the recitation of the text, if:

1. The parent or guardian of the student submits to the school district a written request that the student be excused;
2. The student has a conscientious objection to the recitation as determined by the school district; or
3. The student is a child of a representative of a foreign government to whom the United States government extends diplomatic immunity.



The following information and resources is not an exhaustive listing, but educators may find many lessons, activities, literature, and other resources for planning and conducting Celebrate Freedom Week successfully.

## Internet Resources

The informational resources provided below may be useful in developing programs for Celebrate Freedom Week.

**American Bar Association (ABA)** The American Bar Association has a Division for Public Education whose mission is “to promote public understanding of law and its role in society.” This Web site has a number of interactive resources that relate to the U.S. Constitution and other founding documents.

<http://www.abanet.org/publiced>

**American Heritage Educational Foundation (AHEF)**

AHEF is a nonprofit, nonpartisan educational foundation. AHEF accomplishes this patriotic mission by writing, producing, and distributing FREE K-12 lesson plans to teachers, students, and families in all 50 states and through additional initiatives, programs, and partnerships.

<http://www.americanheritage.org/>

**Bill of Rights Institute**

The Bill of Rights Institute provides information about liberties guaranteed in the Constitution and the ideas and words of the Founders and how the Founding Principles shape a free society.

<http://www.billofrightsinstitute.org>

**Boston National Historic Park (Massachusetts)** The Boston National Historic Site Web site of various other sites around Boston that were significant in the American Revolution.

<http://www.nps.gov/bost>

**C-SPAN in the Classroom** This Web site contains content specific lessons on the meaning of the Constitution and contemporary society, including principles of government, the U.S. Constitution, the legislative branch, the executive branch, the judicial branch, and political participation.

[www.c-spanclassroom.org](http://www.c-spanclassroom.org)

**Center for Civic Education**

The Center for Civic Education promotes development of responsible participation in civic education. Programs focus on the U.S. Constitution and the Bill of Rights. The Web site includes curriculum and community-based programs.

<http://www.civiced.org>

**The Charters of Freedom Online Exhibit**

This Web site hosts an online exhibit on the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

<http://www.archives.gov/exhibits/charters/>



### ***A Chronology of US Historical Documents***

The University of Oklahoma College of Law has compiled the text of numerous key documents in American History at *A Chronology of U.S. Historical Documents*.

[www.law.ou.edu/hist/](http://www.law.ou.edu/hist/)

**The Constitution for Kids** The U.S. Constitution for Grades K-3 with a basic fact sheet with a link for pictures of the U.S. Constitution.

<http://www.usconstitution.net/constkidsK.html>

For Grades 4-7 click on the following hyperlink: <http://www.usconstitution.net/constkids4.html>

For Grades 8-12: <http://www.usconstitution.net/constkids.html>

Home page: <http://www.usconstitution.net/index.html>

**Constitutional Facts.com** This Web site contains background information on the U.S. Constitution, Declaration of Independence, and the Articles of Confederation. The site includes an online quiz, famous quotes, and a treasure hunt.

<http://www.constitutionfacts.com/>

### **Constitutional Rights Foundation**

The Constitutional Rights Foundation provides programs and materials for teachers, students and citizens to learn about the importance of active participation in a democratic society.

<http://www.crf-usa.org/information.html>

### **Constitutional Rights Foundation - Chicago**

The Constitutional Rights Foundation - Chicago has designed and implemented a number of elementary and secondary law-related education programs. The site has a number of lessons in English, French and Spanish.

<http://www.crfc.org>

### **Declaration of Independence**

The Declaration of Independence link includes the text of the Declaration of Independence and another link to a photograph of the original document.

<http://library.thinkquest.org/11683/declare.html>

### **Declaration of Independence Road Trip**

The Declaration of Independence Road Trip is an effort to take a Dunlap Broadside copy of the Declaration of Independence around the country. The Web site includes a fourteen minute video of various celebrities reading the Declaration of Independence.

<http://www.independenceroadtrip.org>

### **Federal Judiciary**

The Federal Judiciary, under Educational Outreach area, has a number of resources that provide basic information about the federal court system as well as landmark decisions.

<http://www.uscourts.gov>

### **Founding.com**

The private Claremont Institute has established a Web site dedicated to the study of the Declaration of Independence called *Founding.com: A User's Guide to the Declaration of Independence*.

[www.founding.com/](http://www.founding.com/)

### **Gilder Lehrman Institute of American History**

The Gilder Lehrman Institute offers a growing variety of resources to assist teachers and students. It offers professional development opportunities for educators and provides documents and exercises for classroom use.  
<http://www.gilderlehrman.org/teachers/index.html>

### **Independence National Historic Park**

The Independence National Historic Park provides photographs and text information about each of the historic sites in the Independence National Historic Park.  
<http://www.nps.gov/index>



### **Justice Learning's Guide to the Constitution:**

**What it says. What it means. Interactive timelines.**

[http://www.justicelearning.org/justice\\_timeline/Articles.aspx](http://www.justicelearning.org/justice_timeline/Articles.aspx)

### **Law Related Education, Inc. (LRE)**

Law Related Education, Inc., sponsored by the State Bar of Texas has at least fourteen online interactive lessons for students as well as a number of lessons on the Declaration of Independence, the U.S. Constitution, the Bill of Rights, and other resources.

<http://texaslre.org>

### **Library of Congress**

The Library of Congress' American Memory collection offers public access to digital reproductions of a wide range of historical and cultural documents including *Documents from the Continental Congress and the Constitutional Convention of 1774-1789*.

[memory.loc.gov/ammem/bdsds/bdsdhome.html](http://memory.loc.gov/ammem/bdsds/bdsdhome.html)

The Library of Congress' Web site has more than one hundred American Memory collections of historical audio recordings, documents, films, maps, and photographs with lesson plans for using the collections in a classroom.

<http://memory.loc.gov/ammem/index.html>

**Monticello: The Home of Thomas Jefferson** *Monticello Explorer* provides viewers with an in-depth look at the home of Thomas Jefferson. The site includes narrated tours, models of houses, animation and an interactive map. The Education link provides numerous resources for teachers and students.

<http://www.monticello.org>

### **The National Constitution Center**

The National Constitution Center, an independent, nonpartisan, nonprofit organization established by Congress to increase understanding of the U.S. Constitution and its relevance to daily lives of Americans, maintains a frequently updated site on the Constitution.

[www.constitutioncenter.org/](http://www.constitutioncenter.org/)

### **The Oklahoma Bar Association (OBA) and Law-related Education (LRE)**

The Law-related Education (LRE) Department of OBA was established in 1989 to further the OBA's goals of increasing public service and enhancing public understanding of the law and the legal system. To that end, LRE endeavors to educate citizens in a constitutional democracy and to create an active and responsible citizenry.

<http://www.okbar.org/public/lre/default.htm>

### **Oklahoma Council on Economic Education**

Celebrate Freedom Week resources and downloadable lessons, including *The Declaration of Independence: In Search of Economic and Political Freedom*. In the five lessons students will examine the wording of key sections of the Declaration of Independence; consider the Delegates' consequences in signing the Declaration of Independence; explore attitudes, beliefs and historical setting influencing the U.S. Constitution; discuss "public" vs. "private" goods; and review the costs and benefits of Freedom of Expression.

<http://www.ocee-ok.org/celebratefreedom.htm>

### **100 Milestone Documents**

To help teachers think, talk and teach about the rights and responsibilities of citizens in our democracy, Our Documents.Gov invites you to explore 100 milestone documents in American history. These documents reflect our nation's diversity and our unity; our past and our future; and mostly our commitment as a nation to continue to strive to "form a more perfect union."

<http://www.ourdocuments.gov/>

**Smithsonian's National Museum of American History** While the National Museum of American History is closed until late 2008 for renovation, the Web site has a link to history and cultures that include *Profiles of Our Nation's Leaders*, *Building the Nation*, *America on the Move*, and other topics that may connect to Celebrate Freedom Week.

<http://americanhistory.si.edu/>

**The Star Spangled Banner** The Smithsonian's National Museum of American History is the home of an American treasure—the *Star-Spangled Banner*, the flag that inspired our national anthem. In this Web site, you can discover the history of the Star-Spangled Banner, consider the flag's symbolism, learn about the conservation process, and explore our educational offerings.

[http://americanhistory.si.edu/ssb/2\\_home/fs2.html](http://americanhistory.si.edu/ssb/2_home/fs2.html)

### **The U.S. Constitution Online**

The U.S. Constitution Online has numerous links to the U.S. Constitution and related resources as well as to the Articles of Confederation.

<http://www.usconstitution.net>

### **United States National Archives**

The United States Archives house the Founding Documents. This Web site links to the Declaration of Independence, United States Constitution, the Bill of Rights and other related documents and resources.

<http://www.archives.gov>





# Curriculum Resources

The following Web sites contain lessons created by teachers and other social studies educators from across the nation for Celebrate Freedom Week.

## **American Heritage Education Foundation Lessons**

[http://www.americanheritage.org/k-12\\_lessons.html](http://www.americanheritage.org/k-12_lessons.html)

**Ben's Guide to U.S. Government for Kids** This Web site provides learning tools for K-12 students, parents, and teachers. These resources will teach how our government works. <http://bensguide.gpo.gov/>

## **Bill of Rights Institute**

The Bill of Rights Institute provides information about liberties guaranteed in the Founding documents, the ideas and words of the Founders and how the Founding Principles shape a free society.

<http://www.billofrightsinstitute.org>

**Center for Civic Education - - Lessons** “We the People... The Citizen and the Constitution” “What is a Republican Government?” “What Responsibilities Accompany Rights?”

[http://www.civiced.org/index.php?page=lesson\\_plans](http://www.civiced.org/index.php?page=lesson_plans)

## **Celebrate Freedom Week through Technology!**

[http://www.wtvi.com/TEKS/01\\_02\\_articles/celebratefreedom.html](http://www.wtvi.com/TEKS/01_02_articles/celebratefreedom.html)

**Congress for Kids from the Dirksen Congressional Center** Learning about government does not have to be boring. *Congress for Kids* gives you access to interactive, fun-filled experiences designed to help you learn about the foundation of our federal government and how its actions affect you. Although designed for students in Grades 4-12, other students, teachers, parents, and interested citizens will find helpful, engaging activities, too. <http://www.congressforkids.net/>

## **Constitutional Rights Foundation (CRF)**

This Web site presents a series of free online lessons, resources from the CRF catalog, and Internet links to help educators design their own Constitution Day program.

[http://crf-usa.org/constitution\\_day/constitution\\_day\\_home.htm](http://crf-usa.org/constitution_day/constitution_day_home.htm)

**Discovery School.Com: Early American Leaders--U.S. History Lesson Plan** This Web site for Grades K-5 presents “Early American Leaders,” which includes vocabulary, procedures for the lesson, and Internet links.

<http://school.discoveryeducation.com/lessonplans/programs/leadersofearlyamerica/index.html>

## **Miami-Dade County Public Schools Celebrate Freedom Week Resources**

<http://www.stjohns.k12.fl.us/depts/is/ss/files/C433F067FC1E463F946D33DBE74F5352.doc>

## **Region XIII Education Service Center, Austin, Texas**

*Freedom Week Ideas and Lesson Plans* from the Region XIII Education Service Center. This word document includes Web sites, daily school announcements for a week-long celebration, “Who Am I?” lesson, and additional teaching ideas and activities. [www.alief.isd.tenet.edu/Chambers/FREEDOM%20WEEK.doc](http://www.alief.isd.tenet.edu/Chambers/FREEDOM%20WEEK.doc)

## **Texas LRE Lesson, K-2**

[http://texaslre.org/downloads/112004\\_lp\\_k-2.pdf](http://texaslre.org/downloads/112004_lp_k-2.pdf)

# Library Resources

## *Notable Social Studies Trade Books for Young People* from the National Council for the Social Studies (NCSS)

One of the first resources social studies educators should turn to in identifying both nonfiction and historical fiction for instructional use is the NCSS <http://www.socialstudies.org> annual list of *Notable Social Studies Trade Books for Young People*. NCSS has released annual listings since 2000. The lists are available as a free download in PDF format at <http://www.socialstudies.org/notable>.

## Suggested Reading List

Adler, David A. *A Picture Book of Thomas Jefferson*. Holiday House. 1991. ISBN 0823408817

*America the Beautiful*. Scholastic, 2001. New York, NY. ISBN 0439399637

Bateman, Teresa. *Red, White, Blue, and Uncle Who? The Stories Behind Some of America's Patriotic Symbols*. Holiday House, New York, NY, 2001. 0823412857

Borden, Louise and Stacey Schuett. *America is.....* Margaret K. McElderry (May 1, 2002) ISBN 0689839006

Brenner, Barbara. *If You Were There in 1776*. Simon & Schuster Publishing. 1994. ISBN 0027123227

Bunting, Eve. *How Many Days to America: A Thanksgiving Story*. Clarion Books, NY. ISBN 0395547776

Catrow, David. *We the Kids – The Preamble to the Constitution of the United States*. Scholastic, 2002. New York, NY. ISBN 0439458072

Cheney, Lynne. *America: A Patriotic Primer*. Simon and Schuster, NY. ISBN 0689851928

Cheney, Lynne. *We the People: The Story of Our Constitution*. Simon and Schuster, NY. ISBN 1416954187

Dalgliesh, Alice. *The Fourth of July Story*. Aladdin Publishers. ISBN 0689718764

Fink, Sam. *The Declaration of Independence: The Words that Made America*. Scholastic, 2002. New York, NY.

Figueroa, D.H. *When This World Was New*. Lee & Low Books, Inc. ISBN 9781584301738

Freedman, Russell. *Give Me Liberty! The Story of the Declaration of Independence*. Scholastic, 2000. New York, NY. ISBN 0439314216

Fraden, Dennis Brindell. *The Signers: The 56 Stories Behind the Declaration of Independence*. Walker and Company, 2002. ISBN 0802788491



Fraden, Dennis Brindell. *Who Was Ben Franklin?* Grosset & Dunlap, NY. ISBN 0448424959

Fritz, Jean. *Can't You Make Them Behave, King George?* Putnam Publishing, 1996. ISBN 0698114027

Fritz, Jean. *What's the Big Idea, Ben Franklin?* Putnam Juvenile, 1976. ISBN 039923487X

Fritz, Jean. *Why Don't You Get a Horse, Sam Adams?* Putnam Publishing, 1996. ISBN 0698114167

Fritz, Jean. *Will You Sign Here, John Hancock?* Putnam Publishing, 1997. ISBN 069811440X

Gilcrist, Jan Spivey. *My America.* Harper Collins, NY. ISBN 9780060791056

Harness, Cheryl. *Rabble Rousers – 20 Women Who Made a Difference.* Dutton Children's Books, New York, NY., 2003. ISBN 0525470352

Herman, John. *Red, White and Blue.* Grosset & Dunlap. 1998. ISBN 0448412705

Hest, Amy. *When Jessie Came Across the Sea.* Candlewick Press. ISBN 9780763612740

Katz, Daniel. *Why Freedom Matters: The Spirit of the Declaration of Independence in Prose, Poetry and Song from 1776 to the Present.* Workman Publishing. ISBN 0761131655

Knowlton, Laurie Lazzaro. *Red, White and Blue.* Pelican Publishing Company, LA. ISBN 1589800559

Levitt, Amie Jane. *The Declaration of Independence in Translation: What It Really Means.* Capstone Press, Minnesota. 2009. ISBN 1429628448

Lewison, Wendy. *F is for Flag.* Grosset & Dunlap. 2002. ISBN 0448428385

Lewison, Wendy. *L is for Liberty.* Grosset & Dunlap. 2003. ISBN 0448432285

Lofthouse, Liz. *Ziba Came on a Boat.* Kane/Miller Book Publishers, CA. ISBN 9781933605524

Maestro, Betsy. *A More Perfect Union: The Story of Our Constitution.* Collins. 1990. ISBN 0688101925

Maestro, Betsy. *Coming to America: The Story of Immigration.* Scholastic, Inc. NY. ISBN 0590441515

Martin, Jr. Bill. *I Pledge Allegiance.* Candlewick. 2004. ISBN 0763625272

Pingry, Patricia A. *The Story of Abraham Lincoln.* Candy Cane Press, TN. ISBN 9780824941079

Pingry, Patricia A. *The Story of Benjamin Franklin.* Candy Cane Press, TN. ISBN 0824942272

Pingry, Patricia A. *The Story of "The Star-Spangled Banner"*. Candy Cane Press, TN. ISBN 9780824965679

*The Pledge of Allegiance*. Scholastic, 2000. New York, NY ISBN 043939962

Quackenbush, Robert. *Pass the Quill, I'll Write a Draft: A Story of Thomas Jefferson*. Pippin Press, 1989. ISBN 0945912072

Quiri, Patricia. *The Constitution*. Children's Press. 1999. ISBN 051626429X

Quiri, Patricia. *The Declaration of Independence*. Children's Press. 1999. ISBN 0516264303

Quiri, Patricia. *The Bill of Rights*. Children's Press. 1999. ISBN 0516264273

Quiri, Patricia. *The American Flag*. Children's Press. 1998. ISBN 0516263706

Recorvitz, Helen. *My Name is Yoon*. Farrar, Straus and Giroux. ISBN 9780374351144

Richards, Norman. *The Story of the Declaration of Independence*. Children's Press. ISBN 0516046063

Roop, Peter and Connie. *Grace's Letter to Lincoln*. Hyperion, NY. ISBN 9780786812967

Ryan, Pam Muñoz. *The Flag We Love*. Charlesbridge, MA. ISBN 0881068446

Satterfield, Kathryn Hoffman. *Benjamin Franklin: A Man of Many Talents*. Harper Collins, NY. ISBN 780060576097

Scillian, Devin. *A is for America*. Thomson Gale, 2001. ISBN 1585360155

*The Star-Spangled Banner*. Scholastic, 2002. New York, NY. ISBN 0439407672

Stein, R. Conrad. *The Declaration of Independence*. Children's Press. ISBN 0516066935

Stevenson, Harvey. *Looking at Liberty*. Harper Collins, 2003. ISBN 0060001011

Winnick, Karen. *Mr. Lincoln's Whiskers*. Boyd Mills Press, PN. ISBN 9781563978050

Winstead, Amy. *The Star-Spangled Banner*. Ideals Children's Books, 2003. Nashville, TN. ISBN 0824954629

Yang, Belle. *Hannah is My Name: A Young Immigrant's Story*. Candlewick Press. ISBN 9780763635213

# Teacher Resources

*Celebrating Constitution Day Grades K-3*. Shell Education Publishing. 2004. ISBN0743902599

*Celebrating Constitution Day Grades 3-5*. Shell Education Publishing. 2004. ISBN074390350X

## Instructional Strategies

Integrating reading and writing strategies into your teaching of social studies prepares students to study new information, helps them learn new vocabulary, improves students' comprehension of textbooks and tradebooks, and enables students to learn and think with new ideas, concepts and facts. *Teaching Reading in Social Studies, Science, and Math* by Laura Robb

An abundance of instructional strategies that can be utilized throughout Celebrate Freedom Week can be located on the Alief ISD website:

[http://www.aliefisd.net/site\\_res\\_view\\_template.aspx?id=25e1aebb-87cb-49ad-8f75-8c087578b5a5&userGroupId=86619032-3924-434f-ae27-2da1d5c603a1&userGroupType=G](http://www.aliefisd.net/site_res_view_template.aspx?id=25e1aebb-87cb-49ad-8f75-8c087578b5a5&userGroupId=86619032-3924-434f-ae27-2da1d5c603a1&userGroupType=G)

*Multiple activities and strategies related to Celebrate Freedom Week can be located in the appendix of this document.*

# School Daily Announcements

## Monday - Intent, meaning, and importance of the Declaration of Independence

What will be your greatest achievement? Thomas Jefferson considered the writing of the Declaration of Independence his greatest achievement. It marked the beginning of self-government in America. He stated near the end of his life that his goal in writing the Declaration of Independence was “*not to find out new principles, or new arguments, never before thought of, not merely to say things which has never been said before; but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent...it was intended to be an expression of the American mind, and to give to that expression the proper tone and spirit called for by the occasion.*” Thomas Jefferson didn’t just say who we are as Americans but what we can be. As Americans, what will you contribute? What will the words of the Declaration of Independence mean to you and how will you use them for the good of all? Celebrate Freedom Week!

Source: <http://www.pbs.org/jefferson/enlight/politi.htm>

## Tuesday – Bill of Rights

What is the big deal about the “Bill of Rights?” How does it affect your life? If you don’t know, ask a person who was involved in the Civil Rights movement; or a person who was allowed to participate in any religion they wanted; or a person who was arrested and got their “due process”. According to the “Bill of Rights” these people were guaranteed the right to protest, to participate in any religion they wanted and to have a right to defend them selves if arrested. Fearing that the central government was given too much power by the U.S. Constitution, the Bill of Rights was added to “spell out the immunities [or freedoms] of individual citizens. “The intent of the first ten amendments was to protect the rights of citizens from their government and guarantee us our “*unalienable rights, that among these are Life, Liberty, and the Pursuit of Happiness.*” Since then, it has protected the rights of citizens from housing soldiers during war time; it has allowed you and others to speak, write, and protest about things the government has done that you do not agree with; and if arrested, you will not receive cruel and unusual punishment. So what is the big deal about the “Bill of Rights?” Read the Bill of Rights and see how it affects your everyday life to see what the big deal is about. Celebrate Freedom Week!

Source: <http://www.archives.gov>

## Wednesday – Abolitionist movement which led to the Emancipation Proclamation

When Abraham Lincoln signed the Emancipation Proclamation on January 1, 1863 and the passing of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments which freed the slaves, gave them the right to vote, and made them full citizens in the United States, it had been a long time coming. Both men and women known as abolitionist because they were trying to abolish slavery had been working for more than 30 years to end slavery in the United States. Two sisters involved in the abolitionist movement not only wanted to free slaves but also free women of their oppression. Sara Grimke, along with her sister Angelina, was the first women in the United States to publicly argue for the abolition of slavery. Cultured and well-educated, they had first hand knowledge of the condition of

slaves. Their own father was a strong advocate of slavery and keeping women “in their place.” The sisters’ lectures about abolishing slavery created violent criticism because it was considered altogether improper for women to speak out on political issues. This made them aware of their own oppression as women, which they soon began to address along with abolitionism. The Grimke sisters insisted that both blacks and women deserved equality, not special treatment but simply the equal opportunity to succeed. They died before seeing women given the right to vote but because of their efforts women will gain the right to vote with the passing of the 19<sup>th</sup> amendment in 1920. Celebrate Freedom Week!

Source: <http://www.english.ilstu.edu>

#### **Thursday – Formulation of the US Constitution**

What is as strong as an oak tree but can bend like a rubber band? The answer is the U.S. Constitution. The Constitution is a strong document, more powerful than any branch of government or any state. At the same time, it is flexible enough to allow for freedom and changes in America. The Constitution of the United States is the cornerstone of our American government. In 4,543 words this document describes the structure or plan of the government and the rights of the American people. The Constitution is organized into three parts. It begins with the Preamble which describes the purpose of the document and the government. Next are seven Articles. These articles establish how the government is structured and how the Constitution can be changed. Last, are the changes to the Constitution which are called amendments. The first ten are called the Bill of Rights and as of today there are 17 more additional amendments. These amendments make the Constitution a "living document" because it can be amended or changed. So as an oak tree grows, provides shade, and sways in the wind, the U.S. Constitution grows, changes, protects, and guides us. Celebrate Freedom Week!

Source: <http://bensguide.gpo.gov/>

#### **Friday – the study of the Declaration of Independence in relation to the rich diversity of our people as a nation immigrants and Veterans Day**

Where did Americans come from? When the early explorers landed in the Americas there were people already here, but where did they come from? Americans have come from all walks of life and they have come to the United States for all sorts of reasons. As you look around your classroom, you will see Americans from Asia, Europe, South America, Africa, Mexico, Canada and mix of many ethnicities. We are all Americans for one reason though and that is for the freedoms we celebrate this week. We celebrate the demand for “no taxation without representation.” We celebrate the highest law of the land, the Constitution and the Bill of Rights which list the freedoms we enjoy everyday. We celebrate our colorful history and the rich diversity of our people as a nation of immigrants. Most importantly, today we celebrate Veterans Day and the men and women who gave their lives so that we may celebrate these freedoms. Know that nothing is free and that we **ALL** must give something to be free and to be an American. Celebrate Freedom Week!



# Virtual Field Trips

<http://www.monticello.org/>

The home of Thomas Jefferson, Monticello. Buttons include Jefferson, the House, the Plantation, the Grounds, and Resources.

<http://www.nps.gov/inde/>

Independence National Historical Park. Includes information for planning a trip and lesson plans.

<http://www.nps.gov/inde/>

Independence Hall in Philadelphia. Photo of hall and short description.

<http://philadelphia.about.com/citiestowns/midlanticus/philadelphia/cs/oldcityhistoric/index.htm?iam=dpile&terms=%2Bconstitution+%2Bhall+%2Bin+%2B philadelphia>

Historic sites in Philadelphia.

<http://www.history.org/history/index.html>

"The History Explorer: Colonial Williamsburg"

[http://www.nps.gov/bost/freedom\\_trail.htm](http://www.nps.gov/bost/freedom_trail.htm)

Boston National Historic Park: Freedom Trail



# Activities & Strategies

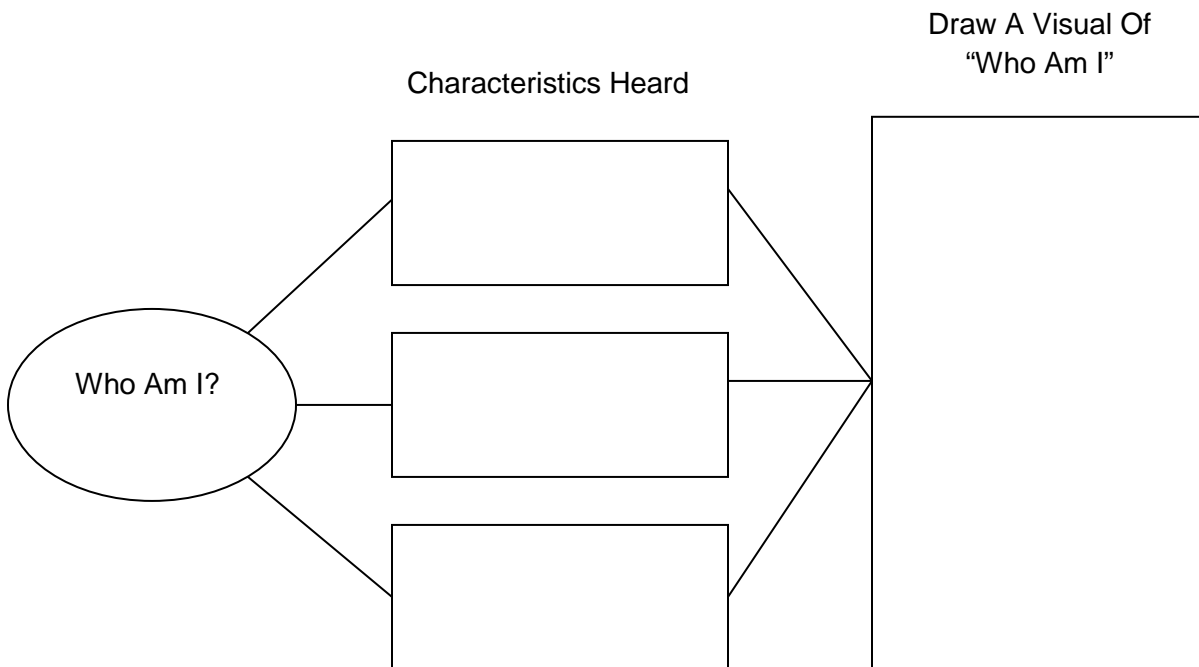
## Who Am I? – Celebrate Freedom Week

**Objective:** The student will use a graphic organizer to analyze and answer a “Who Am I?” question concerning Celebrate Freedom Week.

Time Limit: 10-15 minutes

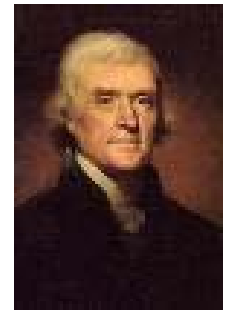
### Instructions

1. Students may be organized in small groups or do this activity individually.
2. You may do one per day or all five together.
3. Read the following “Who Am I?” question.
4. As the students listen to you read, they will complete the graphic organizer and analyze who the person might be.
5. Through their analysis, they will conclude who the answer to “Who Am I?”
6. If you scroll to page 2, you will find the “Who Am I?” questions and visuals to go along with each question so you can show a visual of the answer after they have analyzed it.



**Monday** – Who Am I? I am a writer, an inventor, a governor and the third president of the United States. I founded the University of Virginia because of how much I valued education and I made a deal with the French to buy what is known as the Louisiana Purchase. The fourth of July was an important day for me because that was the day my greatest achievement, the Declaration of Independence was signed and approximately 50 years later, was the day I died. What Am I?

***Thomas Jefferson***

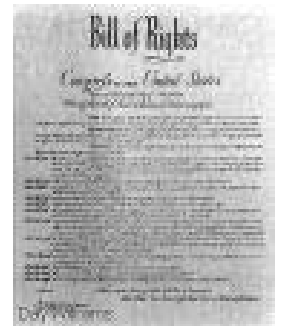


**Tuesday** – Who Am I? I am a slogan that originated because of events like the Boston Tea Party and the Stamp Act. Later it will be used as a rallying cry for independence when King George III of England will not recognize the rights of the American colonist. Lastly, it will be the reason the colonist will declare independence from England and develop a representative government. Who Am I?

**NO TAXATION  
WITHOUT  
REPRESENTATION**

***No Taxation Without Representation***

**Wednesday** – Who Am I? I am the last section of the U.S Constitution and there are ten of me. I was added so American citizens would not experience the same abuses they received from the English government and I was based on the concepts found in the Magna Carta and the English Bill of Rights. Finally, I was written to protect individual rights like freedom of speech, press and assembly. Who Am I? ***The Bill of Rights***



**Thursday** – Who Am I? I am an executive order that was given by Abraham Lincoln and took effect January 1, 1863. I was written and approved after the Union victory at Antietam freeing all slaves in the states that were in rebellion during the Civil War. Who Am I? ***The Emancipation Proclamation***



**Friday** – Who Am I? I am an island in the harbor of New York City where millions of immigrants first set foot on American soil. During the turn of the 20<sup>th</sup> century, I was the primary entry point for immigrants on their way to becoming citizens of the United States. From there, immigrants settled across the nation creating the rich diversity of people that we have today. Who Am I? ***Ellis Island***



## Character Quotes- Abraham Lincoln

A friend is one who has the same enemies as you have.

All I am, or can be, I owe to my angel mother.

All my life I have tried to pluck a thistle and plant a flower wherever the flower would grow in thought and mind.

Allow the president to invade a neighboring nation, whenever he shall deem it necessary to repel an invasion, and you allow him to do so whenever he may choose to say he deems it necessary for such a purpose - and you allow him to make war at pleasure.

Always bear in mind that your own resolution to succeed is more important than any other.

Am I not destroying my enemies when I make friends of them?

America will never be destroyed from the outside. If we falter and lose our freedoms, it will be because we destroyed ourselves.

And in the end it's not the years in your life that count. It's the life in your years.

Any people anywhere, being inclined and having the power, have the right to rise up, and shake off the existing government, and form a new one that suits them better. This is a most valuable - a most sacred right - a right, which we hope and believe, is to liberate the world.

As I would not be a slave, so I would not be a master. This expresses my idea of democracy.

Ballots are the rightful and peaceful successors to bullets.

Be sure you put your feet in the right place, then stand firm.

Better to remain silent and be thought a fool than to speak out and remove all doubt.

Books serve to show a man that those original thoughts of his aren't very new at all.

Common looking people are the best in the world: that is the reason the Lord makes so many of them.

Discourage litigation. Persuade your neighbors to compromise whenever you can. As a peacemaker the lawyer has superior opportunity of being a good man. There will still be business enough.

Don't interfere with anything in the Constitution. That must be maintained, for it is the only safeguard of our liberties.

Don't worry when you are not recognized, but strive to be worthy of recognition.

Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Give me six hours to chop down a tree and I will spend the first four sharpening the axe.

Government of the people, by the people, for the people, shall not perish from the Earth.

He has a right to criticize, who has a heart to help.

I am a firm believer in the people. If given the truth, they can be depended upon to meet any national crisis. The great point is to bring them the real facts.

I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live by the light that I have. I must stand with anybody that stands right, and stand with him while he is right, and part with him when he goes wrong.

I desire so to conduct the affairs of this administration that if at the end... I have lost every other friend on earth, I shall at least have one friend left, and that friend shall be down inside of me.

I do not think much of a man who is not wiser today than he was yesterday.

I do the very best I know how - the very best I can; and I mean to keep on doing so until the end.

I don't like that man. I must get to know him better.

I hope to stand firm enough to not go backward, and yet not go forward fast enough to wreck the country's cause.

If I were two-faced, would I be wearing this one?

If there is anything that a man can do well, I say let him do it. Give him a chance.

If you look for the bad in people expecting to find it, you surely will.

It has been my experience that folks who have no vices have very few virtues.

My dream is of a place and a time where America will once again be seen as the last best hope of earth.

Nearly all men can stand adversity, but if you want to test a man's character, give him power.

No man is good enough to govern another man without that other's consent.

Public sentiment is everything. With public sentiment, nothing can fail. Without it, nothing can succeed.

Stand with anybody that stands right, stand with him while he is right and part with him when he goes wrong.

The assertion that "all men are created equal" was of no practical use in effecting our separation from Great Britain and it was placed in the Declaration not for that, but for future use.

The best thing about the future is that it comes one day at a time.

The philosophy of the school room in one generation will be the philosophy of government in the next.

The probability that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just.

The way for a young man to rise is to improve himself in every way he can, never suspecting that anybody wishes to hinder him.

This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their constitutional right of amending it, or exercise their revolutionary right to overthrow it.

Those who deny freedom to others deserve it not for themselves.

We the people are the rightful masters of both Congress and the courts, not to overthrow the Constitution but to overthrow the men who pervert the Constitution.

Whenever I hear anyone arguing for slavery, I feel a strong impulse to see it tried on him personally.

You can fool all the people some of the time, and some of the people all the time, but you cannot fool all the people all the time.

You cannot build character and courage by taking away a man's initiative and independence.

Benjamin Franklin was born in Boston, Massachusetts in 1706.

Ben started a club called Junto. The group's main purpose was to do good work for others.

Ben's club helped start the first free public library in North America called The Library Company of Philadelphia.

The Junto club, that Ben helped found, started the city's first volunteer fire department and a school that later became the University of Pennsylvania.

Ben had a rule that said. "Early to bed, early to rise, makes a man healthy, wealthy, and wise."

Benjamin was a scientist, inventor, traveler, citizen, husband, father and printer as well as a postmaster and politician.

Ben came in to contact with many colonists and listened carefully to their ideas and different points of view about being ruled by Britain.

In 1757, Ben went to London to try to convince the British to drop the taxes against the colonies and met with King George III.

The British taxed the colonies without asking them and the colonists got very



angry. This is one event that led to the American Revolution.

The American Revolution began in 1775. Ben thought America should be free of Britain.

Ben joined four other lawmakers to write the Declaration of Independence that was approved by Congress in 1776.

Ben urged others to sign the Declaration of Independence stating, “We must hang together, or assuredly we shall all hang separately.” He knew it was important to stand together and to fight together for independence.

Although the American Revolution ended in 1781, Ben stayed in France to help create a peace treaty between America and Britain.

Benjamin Franklin joined the Constitutional Convention in 1787 to help write the Constitution on which our laws are based.

Benjamin Franklin helped *create* a government- the government of the United States of America. America remains a powerful, independent democracy today.

## Additional Celebrate Freedom Week Ideas

- ✦ Compare Texas and U.S. Documents
- ✦ Rights and Responsibilities Comparison
- ✦ Write a poem about how it feels to be a citizen of Texas or the U.S
- ✦ Why Do We Celebrate the 4<sup>th</sup> of July?
- ✦ Class Research - Famous Americans (Class Bulletin Board)
- ✦ Make a display or organizer that compares the 3 documents.
- ✦ Conduct a class jigsaw on the 3 documents.
- ✦ Read fiction or non-fiction about national people associated with the 3 documents.
- ✦ Interview parents about what the documents mean to them.
- ✦ Sing patriotic songs and analyze their lyrics.
- ✦ Play music and sing songs on the morning announcements.
- ✦ Integrate class projects with Music, P.E. or Art.
- ✦ Use the announcements to interview the principal, school namesake, or other prominent person on what the documents mean to them.
- ✦ Have the class adopt one of the documents and explore it in several ways.
- ✦ Display the documents with historical markers written by students as captions.
- ✦ Make a mind map of the Constitution, outlining each article's provisions
- ✦ Construct a Celebrate Freedom Week word wall.
- ✦ Have grade levels work together create a freedom walk to be posted in the halls.
- ✦ Use a sign language activity to study the preamble to the Constitution.
- ✦ Create advertisements for freedom, or for one or more of the documents.
- ✦ Develop a classroom constitution or Bill of Rights.
- ✦ Conduct read-alouds on books about the documents.
- ✦ Create inquiry workstations for the documents.
- ✦ Brainstorm "What is freedom?"
- ✦ Have groups illustrate or act out parts of the Bill of Rights
- ✦ Include a question or word of the day regarding the documents on the morning announcements (perhaps with a vignette to illustrate).
- ✦ Use the morning announcement for a book talk
- ✦ Role-play what it would be like to not have freedom.
- ✦ Display a banner in the commons area of the school.

- ◆ Create a living museum of famous historical figures associated with the documents
- ◆ Hold a school-wide viewing of School-House Rocks.
- ◆ Students work in groups to jigsaw one of the documents
- ◆ Conduct a gallery walk of student products about the documents.
- ◆ Conduct an act-it-out of the writing of one or more of the documents.
- ◆ Conduct a Bill of Rights parade.
- ◆ Create a theme for the day (eg. “Tip your hat to freedom”) similar to Red Ribbon Week.
- ◆ Ask the librarian to conduct book chats about the documents or related ideas.

# freedom



The Liberty Bell is a symbol of this term.

# Declaration of Independence



The document declared independence from Great Britain.

# Constitution



The document is the base for all laws in the United States.

# Benjamin Franklin



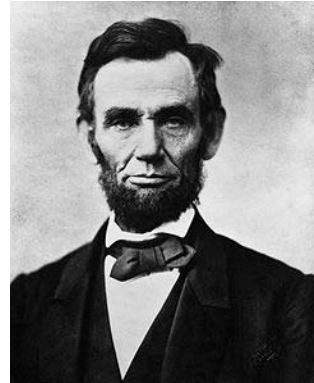
He was an inventor and author as well as one of the founding fathers of the United States.

# George Washington



He served as the first President of the United States.

# Abraham Lincoln



This 16<sup>th</sup> president considered the Declaration to be the foundation of his political philosophy.

# American Flag



- ◆ Stars and Stripes
- ◆ Old Glory
- ◆ The Star Spangled Banner

# The Pledge of Allegiance

Written in 1892 by Francis Bellamy and originally published in a children's magazine to celebrate Columbus' discovery of America.

# Thomas Jefferson



- ◆ Stars and Stripes
- ◆ Old Glory
- ◆ The Star Spangled Banner

1776

The date in which the Declaration of Independence was adopted by the thirteen colonies.





