



WHAT IS FREEDOM?

Learning Objectives: The students will...

1. Demonstrate an understanding of the concept of “freedom.”
2. Become familiar with various historical figures who helped shape our nation.
3. Utilize their critical and creative thinking skills.
4. Communicate their thoughts through oral discussion and art.

TEKS: K.2A, K.10C, K.14B, K.15A, K.15B, 1.2A, 1.17B, 1.18A, 1.18B, 2.4A, 2.19 A, 2.19B

Materials Needed: *America: A Patriotic Primer* by Lynne Cheney, 12”x18” drawing or construction paper, pencils, crayons.

Vocabulary: brave, freedom, honor, veteran

Teaching Strategy:

1. Read *America: A Patriotic Primer* by Lynne Cheney to the class. As the book is read, the teacher should emphasize content that focuses on:
 - a. Freedom as reflected in the Constitution, Declaration of Independence, our basic rights, and our national symbols.
 - b. Contributions of historical figures that helped shape our nation and secure our freedom such as Jefferson, King, Lincoln, Madison, and Washington.
 - c. The meaning of equality, freedom, patriotism, tolerance, and valor.
2. After the book has been read to students, lead a discussion concerning the following questions:
 - a. In our national anthem our country is called “the land of the free and the home of the brave.” What does it mean to be free? Why do you think America called “the land of the free?”
 - b. What does it mean to be brave? Why do you think our country is called “the home of the brave?” (Emphasis should be placed on the fact that men and women have fought and died to secure our freedom.)
 - c. Who are some important leaders that have helped our country obtain freedom? What did these historic figures do?
 - d. What are some of the freedoms that you have because you live in America?
 - e. How much do you value your freedom? Explain.
3. Give each student a piece of 12”x18” drawing paper. Instruct students to draw what they think “freedom” looks like. Tell them that there is no right or wrong way to represent “freedom.” (The teacher may want to play patriotic or classical music in the background as students work on the assignment.) Have students color their drawings.
4. After the drawings have been completed, ask student to share their artwork with the class and explain why their creation represents “freedom.”
5. Drawings should be displayed on the bulletin board.

Extension for Gifted/Talented:

Have students complete the following analogy: "Freedom is like _____ because _____." Students should copy their analogies on an 8½"x11" piece of paper and add an illustration. Completed analogies may be bound in a book for classmates to enjoy.