



Celebrate the Bill of Rights: First Amendment Fourth Grade

The students will:

- understand important ideas in historical documents
- identify the intent, meaning, and importance of the Bill of Rights
- acknowledge the purpose of Celebrate Freedom Week
- use critical thinking skills to analyze and synthesize information

TEKS: 4.15AC

Vocabulary:

- amendment
- Bill of Rights
- Celebrate Freedom Week
- Constitution
- grievance
- peaceable assembly
- petition
- press
- prohibiting
- redress

Materials Needed:

- [Bill of Rights Amendment 1](#) handout (cut into ¼'s so that each student gets a copy)
- [Bill of Rights Stamp](#) image
- [Bill of Rights](#) primary source document
- [Lone Star Celebrates Freedom](#) book
- sticky notes
- chart paper for each group
- construction paper for student foldable books

Teaching Tips:

- Cut the [Bill of Rights Amendment 1](#) handout in advance for each student to have one.

Teaching Strategies:

1. Write the word '**freedom**' on the board. Give students a stack of sticky notes. Have students write all the words that come to mind when they think of the word freedom. They should write one thought or idea on each sticky note. Give students ample time to think.
2. Divide students into groups to share their thoughts and ideas about freedom.

3. On a sheet of chart paper, have students categorize all of their sticky notes to create a bar graph of their sticky note categories. See image below:



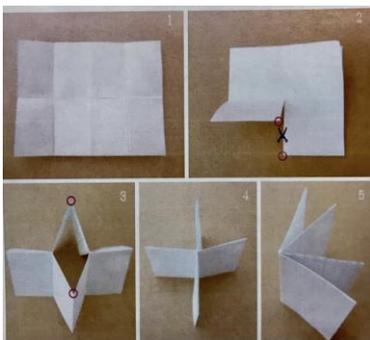
4. Have students give each category a title.
5. Discuss the similarities and differences of the categories and the graphs.
6. Show students the cover of the book, [Lone Star Celebrates Freedom](#) book. Have students predict what they think it's about and what it might have to do with freedom.
7. Read the book aloud to students. Ask questions to clarify understanding.
 - Who is Lone Star?
 - What does Lone Star symbolize?
 - How is Lone Star similar to the American flag?
 - How is Lone Star different?
 - Why might he be celebrating freedom?
 - What are some of the freedoms Lone Star mentioned?
 - Is it only in Texas we have these freedoms?
 - Where do the freedoms come from? (Constitution, Bill of Rights ...)
8. Afterwards, discuss with students the similarities in their graphs to the book.
9. Project the image of the [Bill of Rights](#). Ask students what they know about this document and what it might have to do with the freedoms we have as American citizens. (Click on the magnification button to magnify the document.)
10. Explain to students that the Bill of Rights are the first ten Amendments to the United States Constitution. Ask students what they know about the Constitution.
11. Share that our Constitution is the set of rules we follow in our country. It belongs to the United States. It belongs to all Americans. Just like you have rules you follow at home and in school, there are rules we follow as citizens of the United States. All these rules are stated in the Constitution. The Constitution gives us our rights and freedoms as Americans. It was adopted on September 17, 1787. We celebrate the Constitution each year on September 17 during Celebrate Freedom week. The Bill of Rights (the first ten amendments) protects certain freedoms and rights to the citizens of America. It put limits on what the government is allowed to do and control. It was passed by Congress on September 25, 1789. (Ask students how long after the Constitution was adopted was the Bill of Rights passed.)
12. Explain that the Bill of Rights (the first ten amendments) protects certain freedoms and rights to the citizens of America. The First Amendment spells out certain freedoms. In honor of Celebrate Freedom Week, let's take a look at the freedoms guaranteed citizens in the First Amendment of the Bill of Rights.

13. Give students a Bill of Rights Amendment 1 handout. Share with students that this is the First Amendment of the Bill of Rights. With a partner, have students read the Amendment and circle the freedoms listed. Then have students write what they think each of the 5 freedoms mean. (If students have a notebook, they can glue the Amendment in their notebook.)
14. Ask students what freedoms were mentioned in the Lone Star Celebrates Freedom book.
15. Discuss the freedoms, clarifying student understanding. Ask questions such as:
 - Why do you think the government spells out the freedoms guaranteed to citizens?
 - What if we didn't have the First Amendment? How would life be different?
16. Show students the Bill of Rights Stamp image. Have them turn and talk to a neighbor about what they see in the image and what it might mean.
17. Allow time for students to share their thoughts of what the image symbolizes.
18. Discuss the meaning of the stamp. (*The Bill of Rights stamp was created in 1966 to commemorate the 175th anniversary of the Bill of Rights. The shield-shaped design shows two hands in conflict. The right fist suggests the knock on the door of tyranny (government). The left fist held in opposition symbolizes the guarantees of individual freedoms in the Bill of Rights.*)

Additional Learning Opportunity:

As an additional learning opportunity, have students create a foldable book with a drawn symbol to represent each of the five freedoms in the First Amendment. The foldable should contain the following information: (See the image of how to make the foldable below.)

- **Front:** Title -- Bill of Rights, First Amendment and your name
- Inside Cover: Interpretation of the First Amendment
- **Page 1:** Freedom of Religion and a symbol to represent it
- **Page 2:** Freedom of Speech and a symbol to represent it
- **Page 3:** Freedom of Press and a symbol to represent it
- **Page 4:** Freedom of Peaceable Assembly and a symbol to represent it
- **Page 5:** Freedom of Petition and a symbol to represent it.



As a reflection opportunity, have students write why the First Amendment is important to them.

Bill of Rights

Amendment I

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The **UNITED STATES**
Bill of Rights



175TH ANNIVERSARY

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