



Idaho Department  
of Education

# America 250: Spirit of US

September – Founding Principles of Democracy



# Learning Targets

I can:

- ☐ Explain the Bill of Rights
- ☐ Define rights and responsibilities
- ☐ Display my own opinions on rights and responsibilities in art, writing, or multi-media



# Essential Question

What is a right and responsibility?





# Notice + Wonder

What do you notice about the Bill of Rights?

What do you wonder about the Bill of Rights?

## Our Rights and Responsibilities | Civics for Kids Background Reading

### You Can Speak and Share Ideas

- You can say what you think and share your ideas.

### You Can Believe What You Want

- You can believe in any religion or none at all.

### You Can Meet with Friends Peacefully

- You can get together with others to talk or share ideas.

### Your Home is Your Safe Place

- No one can come into your home or take your things without a good reason.

### You Get a Fair Chance

- If someone says you did something wrong, you have the right to tell your side and be treated fairly.

### Your Things are Private

- No one can look at your stuff or take it unless they have a good reason.

### You Can Ask for Help

- If something isn't fair, you can ask the leaders to fix it.

### Rules are Fair for Everyone

- Everyone has to follow the same rules, and they should be fair for all.

# Turn and Talk

1. What is one **right** you have in the classroom?
2. What **responsibility** do you think goes with that right?
3. Why is it important for everyone to respect each other's **rights**?



# Your Turn:



**Write:** A short paragraph or story about a **right** you are thankful for and how you show your **responsibility** as a citizen. For example, you might write about learning in school and how you help your classmates or listen to your teacher.



**Create:** A drawing or poster that shows you using one of your rights **and** doing your part to be a good citizen. You can include symbols like the flag, your school, your family, or people working together.





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# America 250: Spirit of US

October – Patriotism





# Learning Targets

I can:

- ☐ Define patriotism
- ☐ Analyze a painting
- ☐ Discuss what patriotism can look like
- ☐ Display my own opinions on patriotism in art, writing, or multi-media





# Essential Question

What is patriotism?





# Notice + Wonder



# Turn and Talk

1. Why do you think Betsy Ross wanted to help make a flag for our country?
2. How does working together help our country?



# Your Turn:



**Write:** A short paragraph or story about a time **you showed patriotism**—maybe you helped a neighbor, celebrated a national holiday, or learned about our flag or history. Tell how your actions showed love for your country.



**Create:** A drawing or poster that shows **what patriotism looks like** to you. You can include symbols like the flag, people helping others, or something special about your community or country.





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# America 250: Spirit of US

November – National Symbols and Documents



# Learning Targets

I can:

- ☐ Identify national symbols and monuments
- ☐ Analyze the Seal of the United States
- ☐ Display my own opinions on symbols of the United States in art, writing, or multi-media





# Essential Question

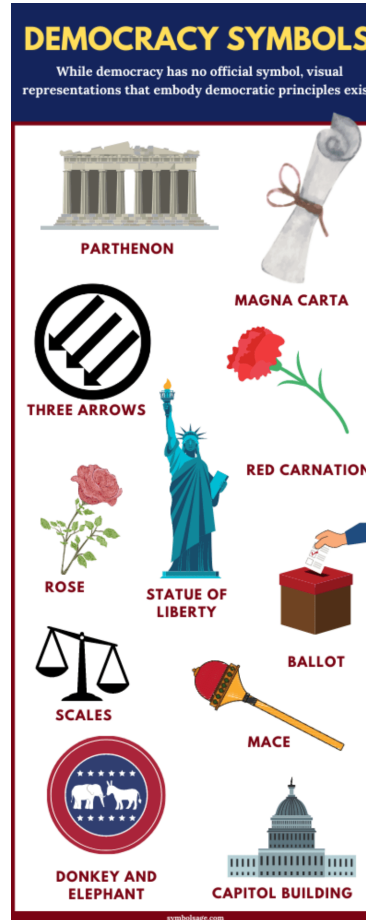
What images do you think of when you think of the United States?





# Symbols of Democracy

Watch [video](#)







# Notice + Wonder





# What do they each mean?


 The Bald Eagle: The bald eagle is our national bird. It stands for freedom and strength.


 The Shield (on the eagle's chest) The shield has red, white, and blue stripes. Red means courage, White means honesty, Blue means fairness and justice.

 The Olive Branch (in the eagle's right talon) This branch stands for peace. It has 13 leaves and 13 olives for the 13 original colonies.

 The Arrows (in the eagle's left talon) The arrows stand for being ready to protect the country if needed. There are also 13 arrows—one for each of the first colonies.

 The Eagle Looks Toward the Olive Branch. This shows the United States wants peace first but will defend itself if necessary.

 The Stars Above the Eagle's Head, there are 13 stars in a bright cloud, showing that the 13 colonies joined together as one new country.

 E Pluribus Unum (a ribbon in the eagle's beak) These Latin words mean “Out of many, one.” It reminds us that many people and states come together to make one country—the United States of America.

# Turn and Talk

1. Why do you think the eagle is holding both an olive branch and arrows?
2. The ribbon says, “E Pluribus Unum,” which means “Out of many, one.” What do you think that means, and how do we see that in our country today?



# Your Turn:

☀️ **Write:** A short paragraph or story about **what makes you proud to be part of the United States**. You can include how you help your community, show kindness, or work with others like the stars on the seal.

🎨 **Create:** A picture of your own **"Great Seal"** that shows symbols of what you think is important about America. You can use animals, colors, objects, or even people to represent your ideas!





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# America 250: Spirit of US

January – Equality



# Learning Targets

I can:

- ☐ Define equality
- ☐ Analyze the preamble to the Declaration of Independence
- ☐ Display my own opinions on equality in the United States in art, writing, or multi-media



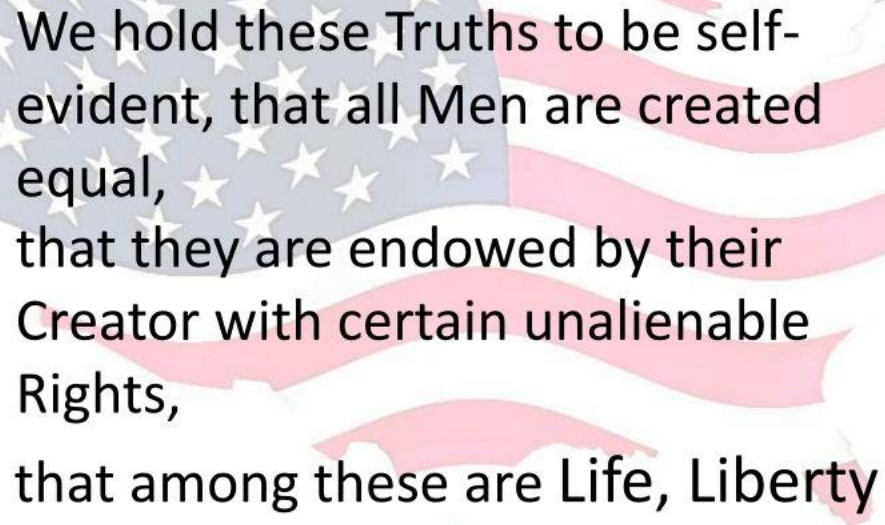


# Essential Question

What does equality mean?



# Preamble to the Declaration of Independence

A stylized, semi-transparent American flag with stars and stripes, positioned behind the text of the Preamble to 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



# Notice + Wonder



# Turn and Talk

1. The Declaration of Independence says “all people are created equal.” What do you think it means for everyone to be **equal**?
2. The Declaration talks about rights like **life, liberty, and happiness** for everyone. How does treating people **equally** help make sure everyone can have these rights?





# Your Turn:



**Write:** A short paragraph or story about a time when you or someone you know was treated fairly or kindly. Why is it important that everyone is treated the same?



**Create:** A drawing or poster that shows what **equality** looks like to you. You can draw people helping each other, playing together, or sharing — anything that shows fairness and kindness.





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# America 250: Spirit of US

February – Liberty



# Learning Targets

I can:

- ☐ Define liberty
- ☐ Watch a video about the Statue of Liberty
- ☐ Discuss what liberty means in America
- ☐ Display my own opinions on liberty in the United States in art, writing, or multi-media





# Essential Question

What does liberty mean?





# Notice + Wonder





# What is Liberty?



# Turn and Talk

**“Liberty, when it begins to take root, is a plant of rapid growth.”-- George Washington**

1. What do you think George Washington means when he says liberty is like a plant that grows?
2. Why do you think liberty (freedom) is important for people in America?



# Your Turn:



**Write:** A short paragraph or story about what **liberty** means to you. When do you feel free? Why is it important that people have the freedom to learn, play, and be themselves?



**Create:** A drawing or poster that shows what **liberty** looks like in your life or in our country. You can include symbols like the Statue of Liberty, an open classroom, people helping each other, or anything that shows freedom and fairness.





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# America 250: Spirit of US

March – Opportunity





# Learning Targets

I can:

- ☐ Define opportunity
- ☐ Discuss how learning impacts opportunity
- ☐ Display my own opinions on opportunity in the United States in art, writing, or multi-media





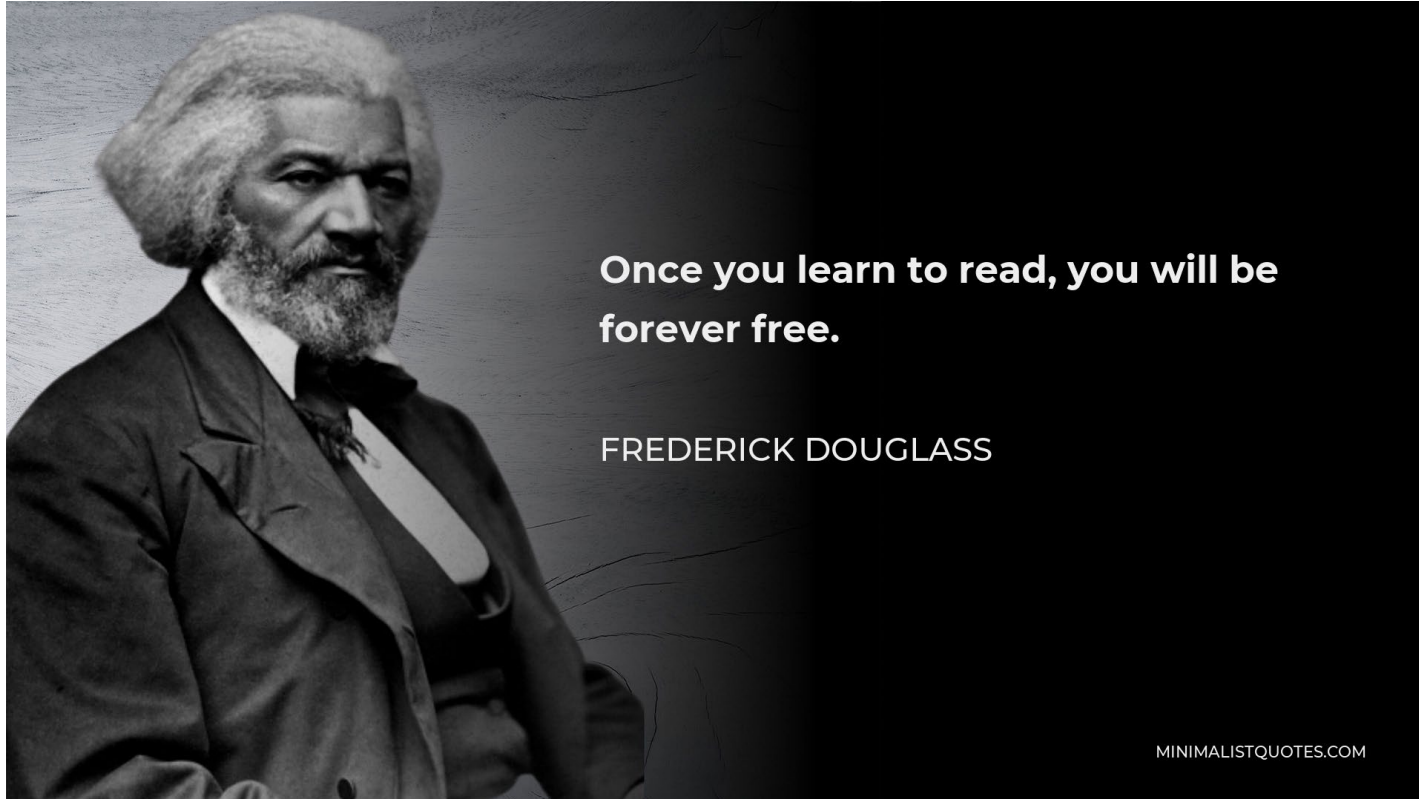
# Essential Question

What does  
opportunity mean?





# Notice + Wonder



# Turn and Talk

1. How does learning give you freedom and opportunity?
2. How does going to school give you opportunity?



# Your Turn:



**Write:** A short paragraph or story about an **opportunity** you have right now. It could be something you're learning in school, a goal you're working toward, or a chance you had to try something new.

What is your opportunity?

Why is it important to you?

How will it help you in the future?



**Create:** A drawing or poster that shows you **using your opportunity** to learn, grow, or help others. You can include books, classrooms, friends, sports, music, or anything that shows you chasing a dream!





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# America 250: Spirit of US

April – Civic Duty



# Learning Targets

I can:

- ☐ Define civic duty
- ☐ Watch a video about civic duties
- ☐ Display my own opinions on civic duty in the United States in art, writing, or multi-media





# Essential Question

What does civic duty mean?





# Notice + Wonder

Watch this video: [Civic Duties | Social Studies  
Shorts | PBS LearningMedia](#)

# Turn and Talk

1. What are some ways kids can help their communities or classmates?
2. Why is it important that everyone does their part?



# Your Turn:



**Write:** A short paragraph or story about a time **you did your civic duty**. What did you do to help others or your community?

How did it make a difference?

Why is it important to do your part?



**Create:** A drawing or poster that shows you or someone else **doing their civic duty**. This could be helping a neighbor, cleaning a park, being a good friend, or someday—voting or serving the community.

