



Freedom Holidays: Celebrating an American Summer

A Fourth Quarter
Kindergarten Module

By Kailina Mills, M.Ed



Module Overview

Lesson 1: Rights

Lesson 2: Fourth of July

Lesson 3: Abolitionists

Lesson 4: Juneteenth

Lesson 5: Suffragettes

Lesson 6: Women's Equality Day

Lesson 7: LGBT+ Activism

Lesson 8: Pride

Lesson 9: Final Project, Phase 1

Lesson 10: Final Project, Phase 2

Notes for Families/Educators

- Each lesson is designed to take about 45 minutes.
- This module is not designed for a Kindergarten student to complete independently. They will need adult assistance.
- While this module was designed with Kindergarten students in mind, it is appropriate for any K-5 learner seeking an introduction to the history of freedom movements in the United States.
- Materials needed:
 - Paper
 - Writing and coloring tools (e.g. pencils, crayons)
 - Glue stick
 - Scissors
 - Post-it notes
 - An account on Epic! Books (click the icon to make a free account)



There are two other Kindergarten modules about holidays that precede this. While it's not necessary, completing these modules beforehand will make this module easier for your student to understand: [Winter Holidays](#) and [Spring Holidays and Celebrations](#).

Maine State Kindergarten Standards Addressed (Part 1)

Social Studies

- Civics and Government 2 - Students understand the key ideas and processes that characterise democratic government in the United States by recognizing monuments, celebrations, and leaders of local government.
- Civics and Government 3 - Students understand the concept of *rights, duties, responsibilities, and participation* by explaining the purpose of classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.
- Civics and Government 5 - Students understand civic aspects of classroom traditions and decisions by identifying and comparing diverse interests and opinions related to the classroom.
- History 1 - Students understand the nature of history by describing history as stories of the past and identifying questions related to social studies.
- History 2 - Students understand the nature of history as well as the key foundation of ideas by applying terms such as “before” and “after” in sequencing events.
- History 3 - Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.

Maine State Kindergarten Standards Addressed (Part 2)

English Language Arts

- ELA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
- ELA.SL.3 - Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.
- ELA.W.3 - Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

Life & Career

- LCR.A.3 - Students are engaged community members who identify problems and apply skills to resolve problems within local and global communities.
- LCR.C.1 - Students develop goals and implement career and life plans. (Students participate in the development of classroom guidelines).

Math

- QR.C.1 (K.CC.A.3) - Write numbers from 0 to 20.

Enrichment Resources

If you are looking for more resources to deepen your child’s learning on the topics in these modules, here are some places you could start:

- Fourth of July
 - *Liberty’s Kids*, Season 1, Episode 14: “The First Fourth of July” ([click here to watch](#))
 - *The Flag We Love* by Pam Muñoz Ryan
 - *Founding Mothers: Remembering the Ladies* by Cokie Roberts
 - *Can’t You Make Them Behave, King George?* by Jean Fritz
- Abolitionists and Juneteenth
 - Frederick Douglass Song for Kids ([click here to watch](#))
 - *Juneteenth for Mazie* by Floyd Cooper
 - *Juneteenth Jamboree* by Carole Boston Weatherford
 - *Freedom’s Gifts: A Juneteenth Story* by Valerie Wesley
 - *All Different Now: Juneteenth, The First Day of Freedom* by Angela Johnson
- Suffragettes and Women’s Equality Day
 - Become a Junior Suffragist with the National Parks Service ([click here](#))
 - *Around America to Win the Vote* by Mara Rockliff
 - *Bold and Brave: Ten Heroes Who Won Women the Right to Vote* by Kirsten Gillibrand
- Pride
 - *This Day in June* by Gayle E. Pitman
 - *Pride Puppy* by Robin Stevenson
 - *My Princess Boy* by Cheryl Kilodavis
 - *Morris Micklewhite and the Tangerine Dress* by Christine Baldacchino
 - *The Family Book* by Todd Parr
 - *Julián Is A Mermaid* by Jessica Love
 - *Who Are You? The Kids Guide to Gender Identity* by Brook Pressin-Whedby

Let's get started!

Starting here, the module begins with Lesson 1. I hope you learn a lot about freedom and the rights that people, who are all created equally, have to it.



Lesson 1: Rights - Watch

Watch the video below to begin this lesson.



Lesson 1: Rights - Read

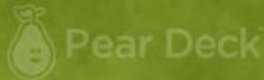
Click on the image below to read a book about children's rights on Epic!

* Note: This book is a Level D text. This is the End of Kindergarten benchmark level for reading, but not all students will be able to read at this level independently by the end of Kindergarten. Have them read as many words as they can, but feel free to help them if they aren't yet at this level.

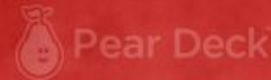


History is stories about what has happened in the past.

True



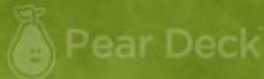
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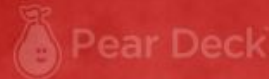
Students choose an option

Rights are something that only some people get to have.

True



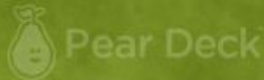
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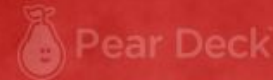
Students choose an option

The government makes the laws (or rules) about where we live.

True



False

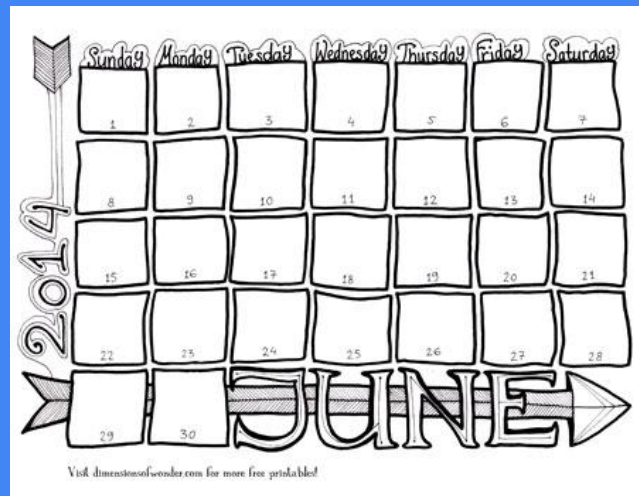


Students choose an option

Lesson 1: Rights - Activity

Follow the instructions below complete the activity for this lesson. We will be making a summer calendar to keep track of all the summer holidays we're celebrating in this module.

1. Get three pieces of blank paper and writing tools (e.g. pencils, crayons).
2. Draw a line across the top of each paper. In that box, write "June" on one page, "July" on the next page, and "August" on the last page.
3. Draw seven boxes in a line across the paper, underneath the line you just drew. Repeat until you have 3 boxes on the June page and 31 boxes on the July and August pages.
4. Number the boxes, starting with 1 on each page and going all the way to 30 or 31.
5. Staple your calendar together (optional).
6. Keep your calendar in a safe spot so that we can use it again in future lessons.



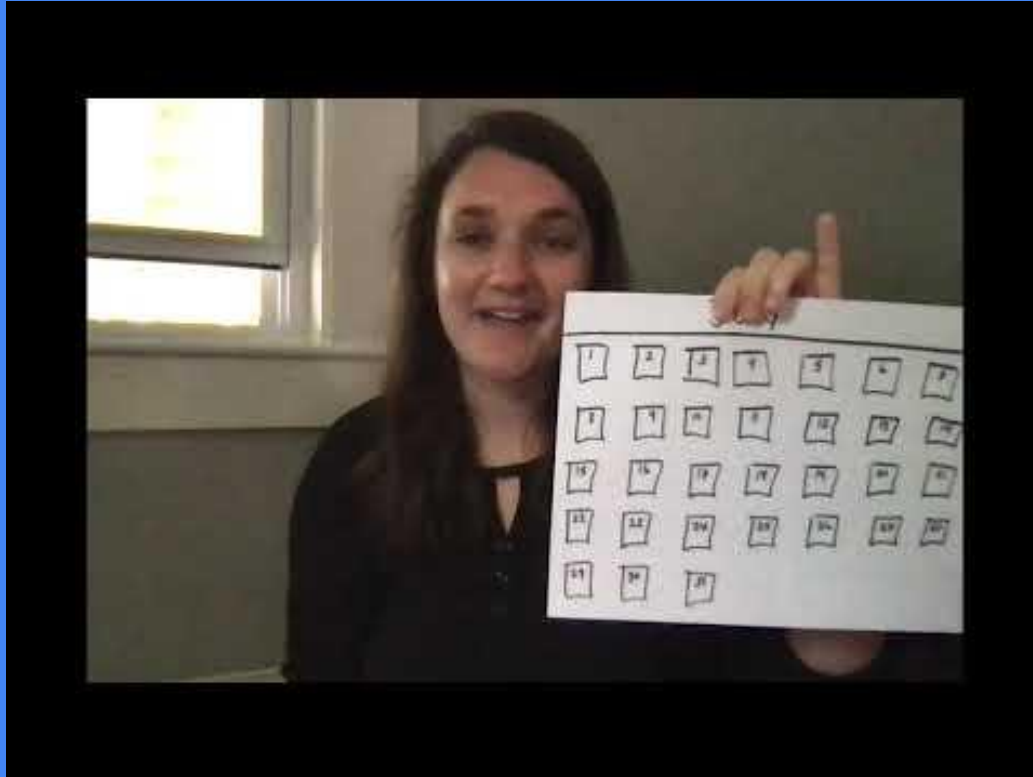
Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



Lesson 2: Fourth of July - Watch

Watch the video below to begin this lesson.



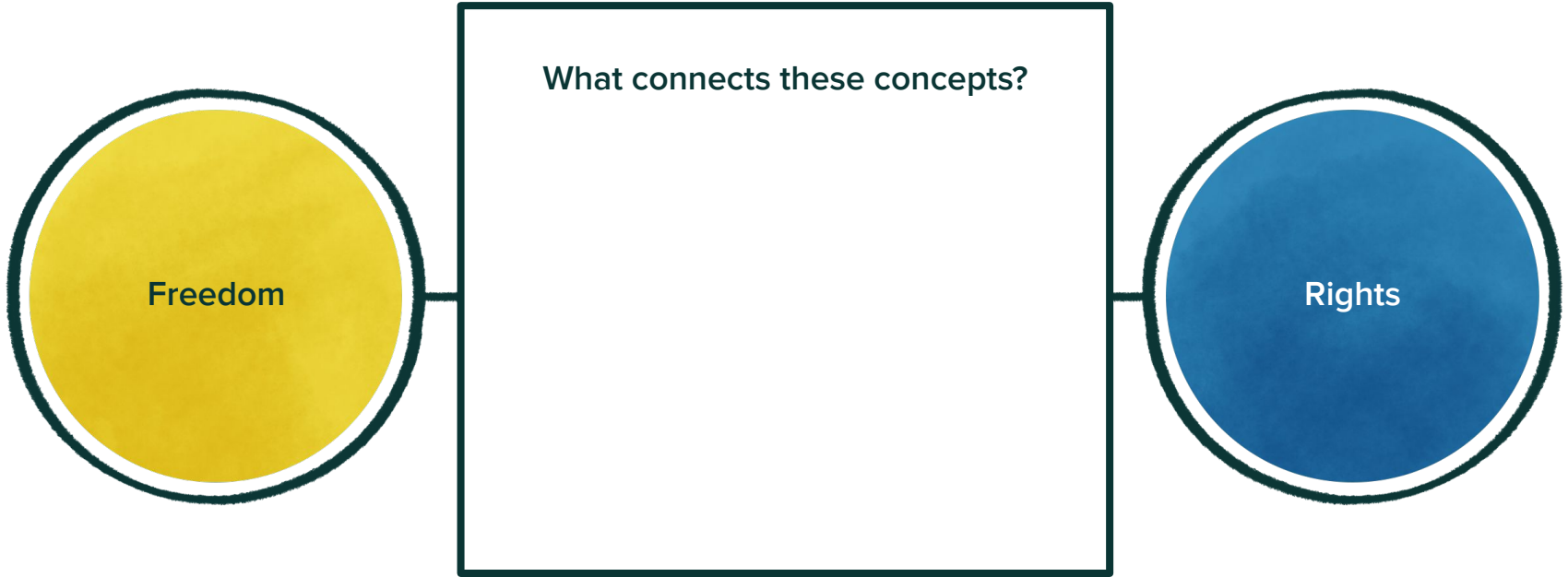
Lesson 2: Fourth of July - Why do we celebrate?

Watch the video below to learn about the Fourth of July. What is it? Why do we celebrate it?



Make connections

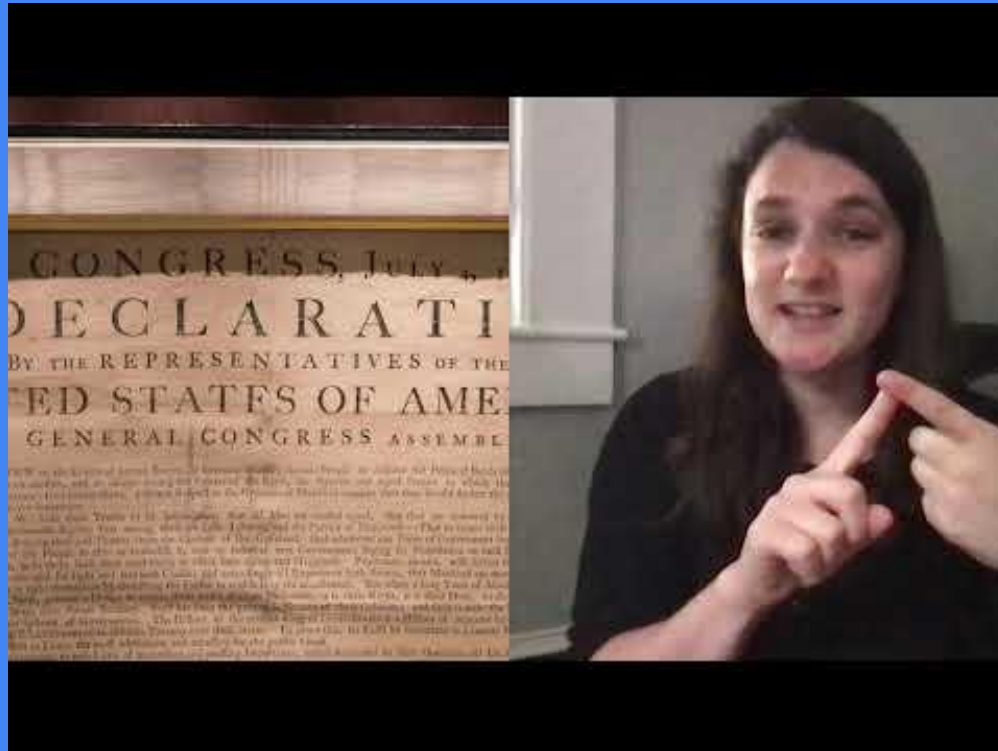
How are these two things connected?



Students, draw anywhere on this slide!

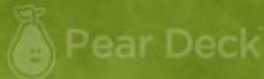
Lesson 2: Fourth of July - Let's dig a little deeper!

Watch the video below to learn more about the Declaration of Independence. This is the reason we celebrate the Fourth of July; what makes it so important?

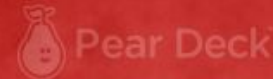


The Declaration of Independence is a movie.

True



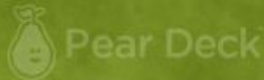
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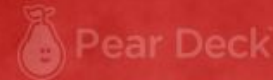
Students choose an option

The Declaration of Independence says that everyone has the right to liberty (which means freedom).

True



False



Students choose an option

Lesson 2: Fourth of July - Activity

We celebrate the Fourth of July in the United States to celebrate the day our country declared itself free. The people in charge of the United States at that time said that all people are EQUAL and all people have rights to live freely, doing things that make them happy. Today, you are going to make your own Bill of Rights. It can be for your classroom or your household.

1. Brainstorm a list of rights that you think everyone in your home or classroom should have. Use a combination of words, drawings, and dictation to write your list. Ask a grown-up for help if you need it.
 - Some rights the people in your home or class might have:
 - The right to eat breakfast, lunch, and dinner
 - The right to bathe each day
 - The right to take a 5-minute break when you're upset in order to cool down
 - The right to play every day
 - The right to be safe
2. Share your own Bill of Rights to your class or your family. Tell them about the things you believe EVERYONE in that community has a right to.
3. Then, let them share their ideas with you. Are there rights they think should be added to the list? Are there things you wrote down that they disagree with?
4. When everyone agrees on what the Bill of Rights for your home or class will be, have everyone sign the paper. Hang it somewhere that everyone can see so that everyone remembers what their rights are.

Lesson 2: Fourth of July - Closing

Watch the video below to finish the lesson.



Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



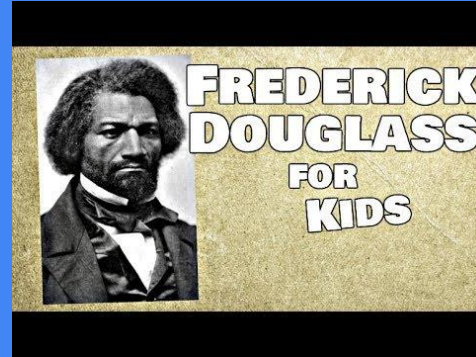
Lesson 3: Abolitionists - Watch

Watch the video below to begin this lesson.



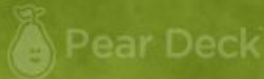
Lesson 3: Abolitionists - Who Are Some Abolitionists?

Watch each of the three videos below to learn about three famous abolitionists in the United States.

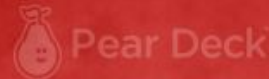


The Underground Railroad was a real railroad with trains.

True



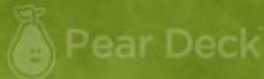
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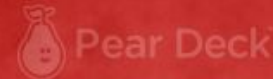
Students choose an option

Frederick Douglass escaped slavery when he was 20 years old.

True



False



Students choose an option

Lesson 3: Abolitionists - Activity

Abolitionists, like Harriet Tubman, Frederick Douglass, and Sojourner Truth, used their words and their writing to convince others that slavery need to end. They used their words to describe how horribly slaves were treated and to show that slavery was taking away the rights to life, freedom, and happiness that the Declaration of Independence gave to all people. They spoke and wrote about how important freedom was for them and for every other person in the world. Today, you are going to do the same thing that many abolitionists did -- write about freedom.

1. Get a piece of paper and some writing tools (e.g. pencil, crayons).
2. At the top, write the word “Freedom.”
3. Using a combination of words, drawings, and dictation, write to answer the question: What does freedom mean to you?



Lesson 3: Abolitionists - Closing

Watch the video below to finish the lesson.



Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



Lesson 4: Juneteenth - Watch

Watch the video below to begin this lesson.



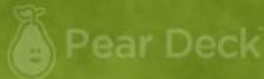
Lesson 4: Juneteenth - What is Juneteenth?

Watch the video below to learn what Juneteenth is and why we celebrate each year.

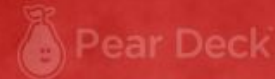


Juneteenth started in Texas.

True



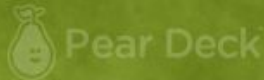
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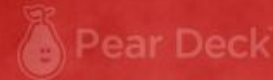
Students choose an option

Juneteenth is also called Emancipation Day or Jubilee Day.

True



False



Students choose an option

Lesson 4: Juneteenth - Activity

Following the directions below or watch the video to learn how to make your own paper star to match the Juneteenth flag.

1. Get 6 post-it notes (or cut 6 small squares of paper), your glue sticks, and a pair of scissors.
2. Take one post-it note and fold it in half diagonally.
3. Fold it in half again at the long edge of the triangle.
4. Find the edge of your small triangle that has the folds.
5. Cut two small, straight lines up from this edge.
 - * Neither cut should reach the other side of the triangle.
 - * The line on the outside should be longer than the line on the inside.
6. Unfold the paper.
7. Glue the two center tips together, keeping a pocket of air inside.
8. Glue the two outer tips together.
9. Flip it over and glue the two middle tips together so that they stick out in the opposite direction of the other two sections.
10. Let dry.
11. Repeat this process a total of 6 times.
12. Glue the bottom tip of all 6 pieces together at a center point, so That they are arranged in a circle.



Lesson 4: Juneteenth - Activity Product

Congratulations! You've now made your own paper star from just 6 post-it notes. This will remind you of the star on the Juneteenth flag, which reminds that Juneteenth was the start of freedom, a new beginning, for many people of color in this country.



Lesson 4: Juneteenth - Closing

Watch the video below to finish this lesson.



Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



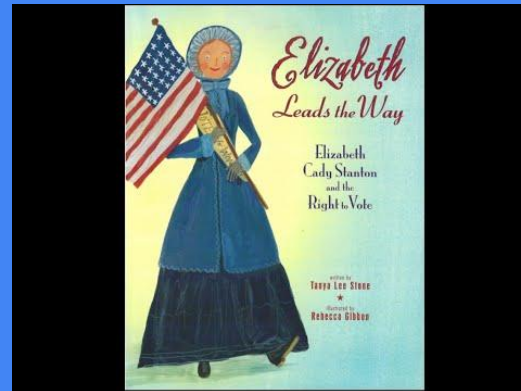
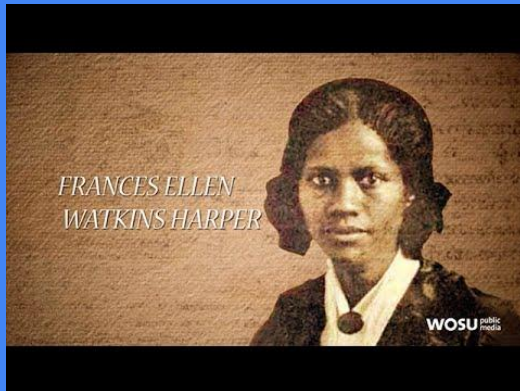
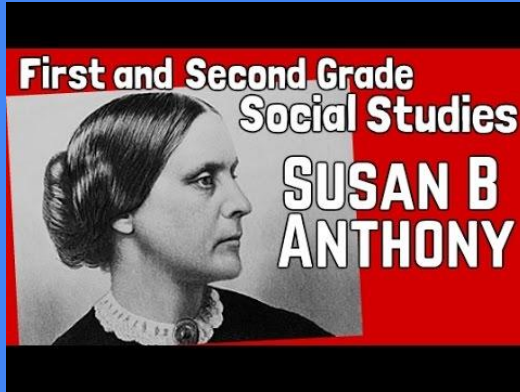
Lesson 5: Suffragettes - Watch

Watch the video below to begin this lesson.



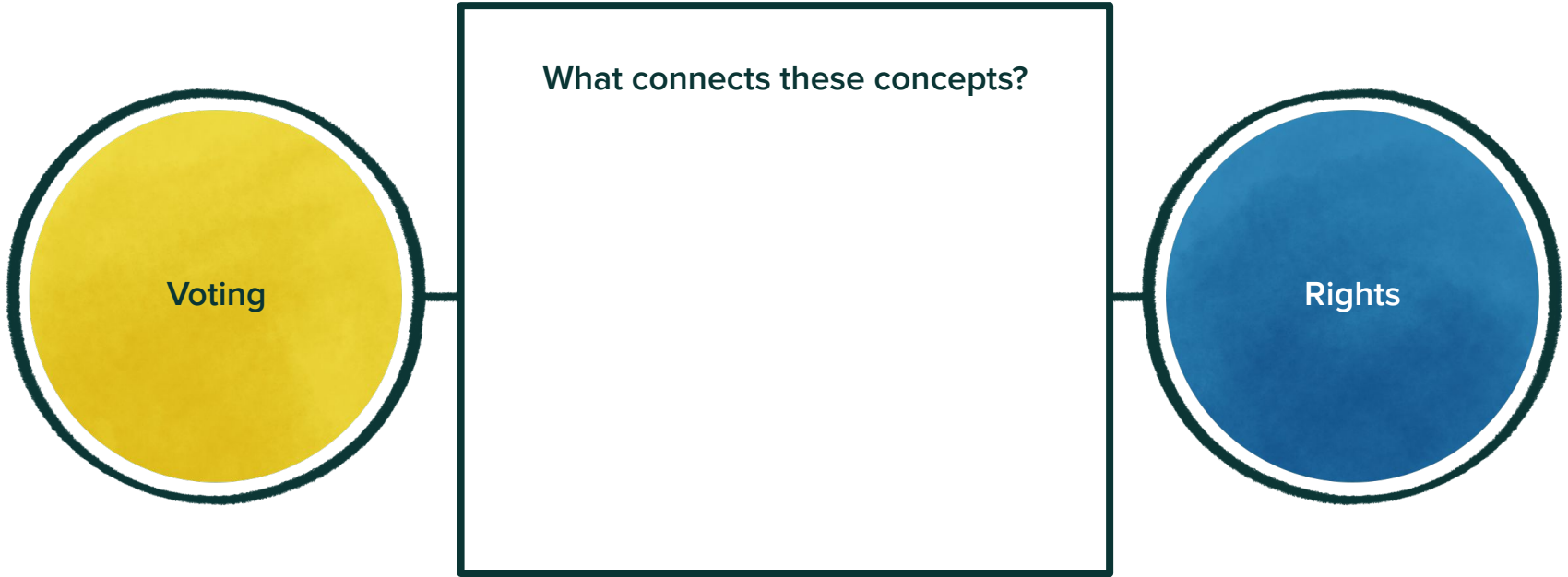
Lesson 5: Suffragettes - Who Are Some Suffragettes?

Watch each of the four videos below to learn about four famous suffragettes in the United States.



Make connections

How are these two things connected?



Students, draw anywhere on this slide!

Lesson 5: Suffragettes - Activity

Suffragettes, like Susan B. Anthony, Elizabeth Cady Stanton, Frances Ellen Watkins Harper, and Ida B. Wells, used their words and their writing to convince others that women deserved to be treated in the same way as men. They wrote a new Declaration -- the Declaration of Sentiments -- that copied the Declaration of Independence, but included women. They knew that women also deserved the right to live freely and do things that made them happy. They also used their bodies to march through the streets of their cities and towns in order to show how many people supported them. They created clubs of women who gathered together to fight for the right to vote. They knew that if they could vote, then they would be able to get the freedoms that men had because voting meant they would be part of making the rules for the United States. Today, you are going to do the same thing that many suffragettes did -- write about why voting is so important.

1. Get a piece of paper and some writing tools (e.g. pencil, crayons).
2. At the top, write the word "Voting."
3. Using a combination of words, drawings, and dictation, write to answer the question: Why is voting so important?



Lesson 5: Suffragettes - Closing

Watch the video below to finish this lesson.



Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



Lesson 6: Women's Equality Day -

Watch the video below to begin this lesson.



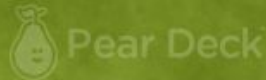
Lesson 6: Women's Equality Day - Why do we celebrate?

Watch the video below to learn about why we celebrate Women's Equality Day.

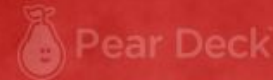


Women's Equality Day celebrates when the 19th amendment was made law by the United States government.

True



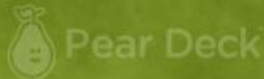
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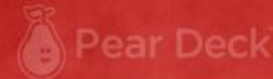
Students choose an option

All women got the right to vote in 1920 when the 19th amendment was made a law.

True



False



Students choose an option

Lesson 6: Women's Equality Day - Activity

Make Your Own Flag!

The Suffragettes used special colors to share their message. They wore white when they marched to stand out against the dark suits of men. They waved flags with special colors, like purple to show loyalty to each other and gold to show hope. Some suffragettes had green on their flags too, and the pattern of Green, White, Violet (GWV) stood for Give Women the Vote (GWV). Colors and the suffragette flag were an important part of showing others that they believed women deserve the right to vote. Today, you are going to make your own flag for your class or your family to show what's important to you.

1. Decide whether you're going to make a flag for your class at school or for your family.
2. Think about what things are important to your class or family.
 - Some things that are important to my family: music, the ocean, and loyalty. What's important to yours?
3. What colors or images can you use to show these important things? Decide what you'll put on your flag.
 - In my example, I might use black to show music because that's the color of notes in sheet music. I might use blue to show the color of the ocean. I might use purple, like the Suffragettes, to show loyalty. These colors would make up my flag.
4. Gather a paper and some coloring tools to begin designing your flag.
5. Work on your family or class flag until it's done!

Lesson 6: Women's Equality Day - Activity Product

Make Your Own Flag!

Congratulations! You made a flag to show what's important for your family or your class at school! This will help you remember how the Suffragettes used colors to show that equality and the right to vote were important to them.



Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



Lesson 7: LGBT+ Activism - Watch

Watch the video below to begin this lesson.



Lesson 7: LGBT+ Activism - Who Are Some LGBT+ Activists?

Watch each of the three videos below to learn about some famous LGBTQIA+ activists in the United States.



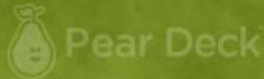
The rainbow flag was made to give people hope.



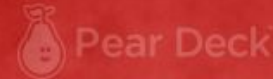
Students choose an option

People celebrate the Stonewall Uprising in June every year.

True



False

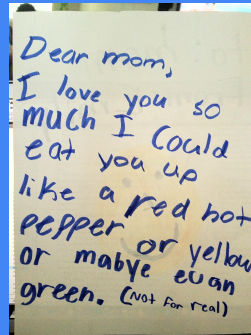


Students choose an option

Lesson 7: LGBT+ Activism - Activity

Now that we've learned a little bit about the movement for LGBT+ rights and equality, we know that it's a movement all about love. People want to be free to love whoever they want -- whether that's men, women, non-binary people, transgender people, or anyone else they choose. They want to love other people freely, and they want to be able to love themselves for who they are. Even though some people refuse to let LGBT+ people love freely, LGBT+ activists have used their voices, their art, and their bodies to fight for their freedom. Today, you're going to do the same thing. You are going to write and/or make art to show what love means to you. For people in the LGBT+ community, love means freedom. What does it mean to you? Follow the directions below to complete the activity.

1. Get a piece of paper and some writing tools (e.g. pencil, crayons).
2. At the top, write the word "Love."
3. Using a combination of words, drawings, and dictation, write or create art to answer the question: What does love mean to you?



Lesson 7: LGBT+ Activism - Closing

Watch the video below to finish this lesson.



Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



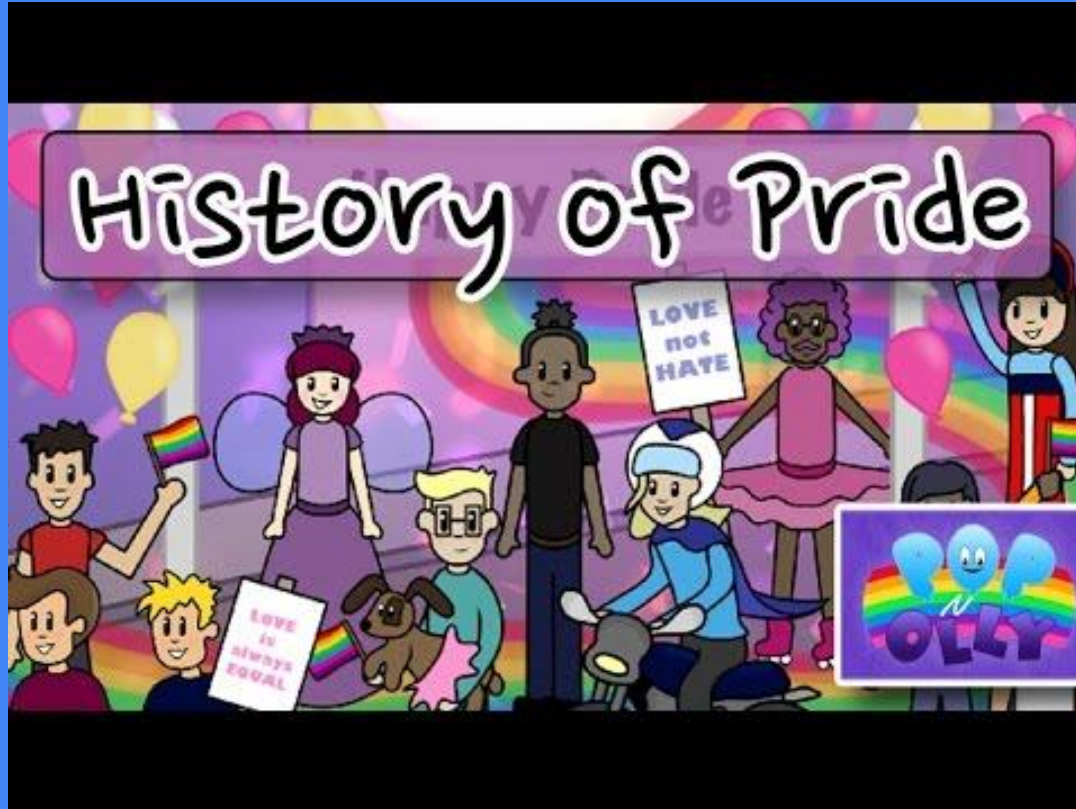
Lesson 8: Pride - Watch

Watch the video below to begin this lesson.



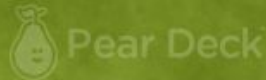
Lesson 8: Pride - Why do we celebrate Pride?

Watch the video below to learn about why we celebrate Pride.

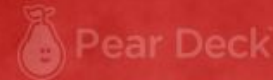


We celebrate Pride to remember the Stonewall Uprising.

True



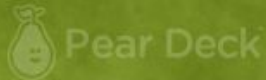
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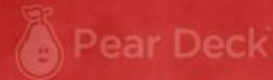
Students choose an option

Pride is only celebrated in New York City.

True



False



Students choose an option

Lesson 8: Pride - Activity, Part 1

As we learned from the video about Pride's history, Pride is celebrated each year with a parade. Watch the video below to learn more about that parade.



Lesson 8: Pride - Activity, Part 2

Since parades are such an important part of the Pride celebration, you are going to design your own parade float today! Follow the instructions below to finish the activity.

1. Start by getting out the writing you did during the last lesson about LOVE. Also get a blank piece of paper and some coloring tools (e.g. crayons, markers, etc).
2. The Pride Parade is all about celebrating the many different ways we can love each other. You wrote about what love means to you. Using what you wrote about love, think about how you would want to SHOW your love for other people in a parade. What would you have on the float? What would you wear? How would you show your love?
3. Once you've thought about what you'll need to show your love, start by drawing a big rectangle. That's your parade float!
4. Now, draw the things you will need! Draw the stuff you'll bring on your float to show love. Draw the colors you'll paint to show love. Draw yourself and the people on your float. Draw everything you need in your parade to show LOVE!



Lesson 8: Pride - Activity Product

Share your Pride Parade float with your family! Talk with them about all the ways your float shows LOVE for the world. Below are some photos of other children celebrating Pride!



Lesson 8: Pride - Closing

Watch the video below to finish this lesson.



Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



Lesson 9: Final Project, Phase 1 - Watch

Watch the video below to begin this lesson.



Lesson 9: Final Project, Phase 1 - Activity, Part 1

Throughout this module, we've learned about many different groups of people who fought for freedom. In the United States, we celebrate our steps towards a more free world with many different holidays. All of the freedom holidays we've learned about so far also happen in the summer months. However, even though many of us celebrate our right to live freely on the Fourth of July, Juneteenth, Women's Equality Day, and Pride, fighting for freedom was not easy. There were many people who didn't want people of color, women, LGBTQ+ people, and others to have freedom. People disagreed about who deserved freedom and about who counted as a person. Now, we can look back at that history and see that those people were wrong. All people are people, and all people are created equal.

But the world isn't perfect yet. People still disagree about lots of things. To make the world better, we need to solve those problems. That's where you come in. Today, you are going to start a project where you practicing fixing a problem. Complete the first step below to get started and then go to the next slide.

1. Think about something in your life that people disagree about. It might be a problem at home, at school, or somewhere else.
 - For example, in my classroom, there is a student who decided they were going to be "line leader for life." Some people thought this was a good idea. Some people thought this was unfair. They disagreed about what was best.

Lesson 9: Final Project, Phase 1 - Activity, Part 2

Continue following the steps below to complete the activity:

2. Talk to some people on both sides of the issue. Find out what they believe and why they feel that way. Keep notes using words and/or drawings to help you remember what they tell you.
 - In my example, I would talk to people who thinks it's a good idea to have a "line leader for life" and people who think it's a bad idea. I'd find out what both people think and why they think that.
3. Compare what people said. What do both sides have in common? What's the same about what everyone said? What is different about each side? What makes it hard for them to fix the problem?
 - In my example, some people think a "line leader for life" is a good idea because then there's no confusion about who goes first. Some people thinks it's a good idea because then no one will argue about who will do that job each day. But some people think it's a bad idea to have a "line leader for life" because it's unfair. They believe that everyone should take turns being the line leader. Both sides want it to be clear who the line leader will be each day so that there's no arguing; that's something both sides of the issue have in common. But each side disagrees about how to stop people from arguing; that's what's different about their thinking.
4. Make sure you've written down all the information you've gathered from people today and everything you think is the same and different about their thinking. We'll pause this activity here for today, and we will finish the project tomorrow!

Take a break!

You finished the lesson for today, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Come back another day for the next lesson.



Lesson 10: Final Project, Phase 2 - Activity: Brainstorm

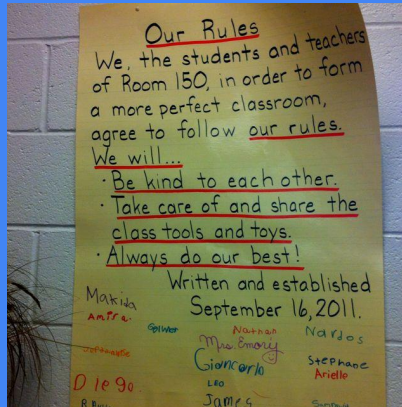
Yesterday, we began a project where we thought about an issue in our lives. We thought about something people disagree about and what each side thinks. Why do they disagree? What do they agree on? Today, we will finish that project. Make sure you get your notes from yesterday. Follow the instructions below to finish the project:

1. You are going to come up with a way to fix the problem you thought about yesterday. What is the best solution? The best solution will be the one where the most people are able to live freely and do what makes them happy. Can you think of a way to fix the problem that allows most people to live freely?
 - a. In my example from yesterday, I might make a line leader chart so that everyone gets turns to be the line leader. This way, nobody argues about who gets to be the line leader each day because that person has already been chosen, and everyone can see who it is on the wall. Also this way, more people get a chance to be line leader, which means that everyone gets to do what makes them happy at least sometimes. If I gave a “line leader for life” job to just one student, then lots of people wouldn’t be able to do a job that makes them happy.
2. Share your solution with the people who are in a disagreement (your class, your family, your friends, etc). Tell them how you think the problem could be solved.
3. Listen to what they say about your solution. Do they think it’s a good solution? Do they have a different idea?
4. Talk together as a group until you come up with a solution that everybody agrees on.

Lesson 10: Final Project, Phase 2 - Activity: Make a Rule

Now that everyone has agreed on a way to fix your problem, your job is to make it official! You're making a rule (or a law) together!

1. Write down the new rule on a piece of paper, using words and/or drawings.
 - In my example, the new rule might be: "The teacher will make a line leader chart with everyone's name on it. The line leader will change each day so that everyone gets a turn. No one gets a second turn until everyone has had a first turn."
2. Have everyone sign the paper to show that they agreed to this new rule!
3. Hang the rule up in a place where everyone can see it.
4. Congratulations! You've made a rule -- like our government makes the laws for the United States.



Lesson 10: Final Project, Part 2 - Closing

Watch the video below to finish this lesson.



Take a break!

You finished the MODULE, and you worked hard! Relax a bit, eat a snack, and play outside to reset your brain. Share your work and all the things you've learned with your family and friends.

