

Freedom Lesson

Freedom to Be!

Introduction:

Branka and Alexandra Lalovic's family fled to America to escape a war in Sarajevo and to experience more freedom.

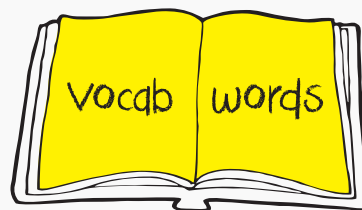
Essential
Question:

What are some
of the ways we
are free?



I Can Be Anything!
By Jerry Spinelli

Freedom to Be! page



experience

freedom

restrict

Note to teachers:

The story portion of this video may not be appropriate for young students as it discusses how two sisters survived the war in Sarajevo as children. If you watch the video, it is suggested you only watch the first minute and 15 seconds in which different children discuss what freedom means to them. Turn off the video as the banner “Land of the Free” comes up.

Pre-viewing:

The following can be asked/done before watching video.

- A teacher opportunity to pretend: Tell students you love being in America because it is the land of freedom. That means you get to do ANYTHING you want, and you want to show them what you mean.
- You really like one student's coat, so you take it. It's the land of the free, so it's okay, right?
- You really want to take a nap in the middle of the floor instead of teaching. It's the land of the free, so it's okay, right?
- You really like dancing whenever it's time to sit down. It's the land of the free, so it's okay, right?
- Ask your students: What is wrong with this behavior? Should we be free to do ANYTHING we want? Why or why not?
- Discuss how we really need rules to help us with our freedoms.

Discussion Questions:

These questions are based on the first minute and 15 seconds only.

- What do the children in the video say freedom means to them?
- What is your definition of freedom?
- One of the children in the video says that freedom gives us the right to “express ourselves.” What does that mean?
What are some of the ways we are free to express ourselves?

Notes:

Procedure:

Introduction:

- ✦ Read the book I Can Be Anything! by Jerry Spinelli and talk about all the dreams the boy has for what he wants to be.
- ✦ Ask the children what they notice about the boy and his imagination.
- ✦ Ask: How is this book really about freedom? What is the boy free to do?

Direct Instruction (I do):

- ✦ Tell students about what you dreamed of or imagined being when you were their age. What did you want to be? Did you always want to be a teacher?
- ✦ Tell students how you appreciate the freedom we have to dream about being anything we want to be.

Guided Exploration (We do):

- ✦ Ask students to share their dreams for what they want to be when they grow up.
- ✦ Discuss what they will need to do to reach those dreams.

Independent Practice (You do):

- ✦ Distribute the “Freedom to Be!” page and explain that each child can write or draw or write *and* draw about something they want to be when they grow up.
- ✦ Remind students of the class rules – we are free to express ourselves on our own papers in our own spaces.

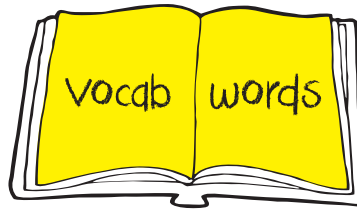
Procedure Continued:

Conclusion:

- Have students share their “Freedom to Be!” pages with the group.
- Find a way to post their “Freedom to Be!” sheets in an appropriate place.

Notes:

Vocabulary & Definitions



experience (v.) Definition: to be involved in or influenced by an event or situation

Context: We experience many power outages during electrical storms.

freedom (n.) Definition: the state of having a choice; the right to do what a person wants without being controlled or restricted by the government, police, etc.

Context: After many years of struggle, women finally gained the freedom to vote and speak freely.

restrict (v.) Definition: to control something or keep it within limits

Context: Many parents restrict the number of soft drinks that their children drink in one day.

Activity: Freedom to Be!

Living in America give us the freedom to be whatever we want to be when we grow up. Draw a picture of yourself doing what you want to do when you grow up. Write a sentence about your picture.