

TREASURES OF FREEDOM THE LIBERTY CODE



LIBRARY OF CONGRESS

November 17-21, Lesson 10



1. Craft	LIBRARY OF GRATITUDE
2. Key Points	DEWEY DECIMAL SYSTEM
3. Collaboration	THE SCIENCE OF ARCHIVING
4. Language Arts	ALPHABETICAL ORDER
5. Math/Logic	THANKSGIVING MEAL
6. Puzzle	RESEARCH
7. Big Activity	MOCK TRIAL
8. Movement	BOOK BALANCE RELAY RACE

MATERIALS



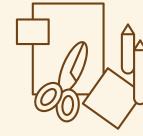
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1. Library of Gratitude	● picture of the Library of Congress ● journal books, one for each student ● items to decorate journals - you may include: ○ markers ○ stickers ○ stamps and stamp pads ○ washi tape ○ card stock ○ ribbon ○ cover titles - Print and cut apart. ● list of ideas of things to write about - Print and cut apart ● scissors ● glue sticks
2. Dewey Decimal System	● picture of Ben Gates in the Library of Congress ● chart of the Dewey Decimal Classification headings - Print and cut apart ● a few non-fiction books from a library, with Dewey Decimal numbers on the spine ● “books” - Print and cut apart the books, then fold each along the spine to create the little book.
3. The Science of Archiving	● picture of Abigail Chase ● pictures of four documents from the Library of Congress ● sets of test papers, one for each student, cut one set apart ● scissors ● zip bags, one for each student ● spray bottle with water ● removable tape
4. Alphabetical Order	● fiction and non-fiction titles ● fiction (from activity 2) and non-fiction books (about 12) from the library

5. Thanksgiving Meal	● grocery store ads, one set for each group ● budget sheets, print and cut out one for each group ● pencils
6. Research	● score sheet ● statement - Print and cut apart ● marker ● research resources - provide the students with devices, library books, and/or printed resources that they can use to research. ● list of internet links - Print and cut apart, or pre-load these on browser tabs of devices. ● blank paper for students to jot down notes
7. Mock Trial	● gavel for the judge - optional ● clues, one for each student
8. Book Balance Relay Race	● two small stacks of books - Perhaps use old books, not the library books!!

Note: the AI-generated standards listed with each activity are provided for the convenience of programs required to meet the state standards. We recognize that each child's individual strengths are more important than external standards.

1. CRAFT



LIBRARY OF GRATITUDE

Materials

- picture of the Library of Congress
- [journal books](#), one for each student
- items to decorate journals - you may include:
 - markers
 - stickers
 - stamps and stamp pads
 - washi tape
 - card stock
 - ribbon
 - cover titles - Print and cut apart.
- list of ideas of things to write about - Print and cut apart
- scissors
- glue sticks

Concept Introduction



Show the pictures of the Library of Congress. Tell the students that the Library of Congress holds millions of books filled with the ideas, stories, and memories of people across time.

Activity

Ask the students to tell you what it means to be thankful. Did they know that when you write down the things you're thankful for, you tend to feel happier?

Tell the students that each of them get to create a little "Library of Gratitude." It's a mini gratitude book that they can keep to write down the things they are grateful for.

Give each student a journal book. Allow the students to use the provided materials to decorate their journals any way they like.

Activity (continued) 	← To make the journal Thanksgiving-themed, they can draw a turkey on the front by tracing their hand. On the inside cover, each student can glue a list of ideas of things that they can write about. Tell the students that if they want, they can use their gratitude journals during their Thanksgiving feast. Each family member can also write the things they are grateful for in the journal, creating a Library of Gratitude.
Standards Met (AI Generated)	California State Standards ● CCSS ELA W.3–6.3 (narrative writing) ● HSS K.2 (personal connections to community) ● VA:Cr1.1.K–6 (art conceptualization) Intelligences ● Intrapersonal ● Visual-Spatial Deeper Learning ● Creativity
Other Ideas	● Other ways to make gratitude journals: ○ 🌐 DIY Gratitude Journals for Kids ○ 🌐 How to Make Monthly Mini Gratitude Journals ○ 🌐 Simple DIY Gratitude Journal ● Language Arts: Turn selected gratitude entries into poems or short essays. ● Art: Add calligraphy or watercolor details to pages. ● Make replicas of popular books with secret messages inside. ● Make library cards.

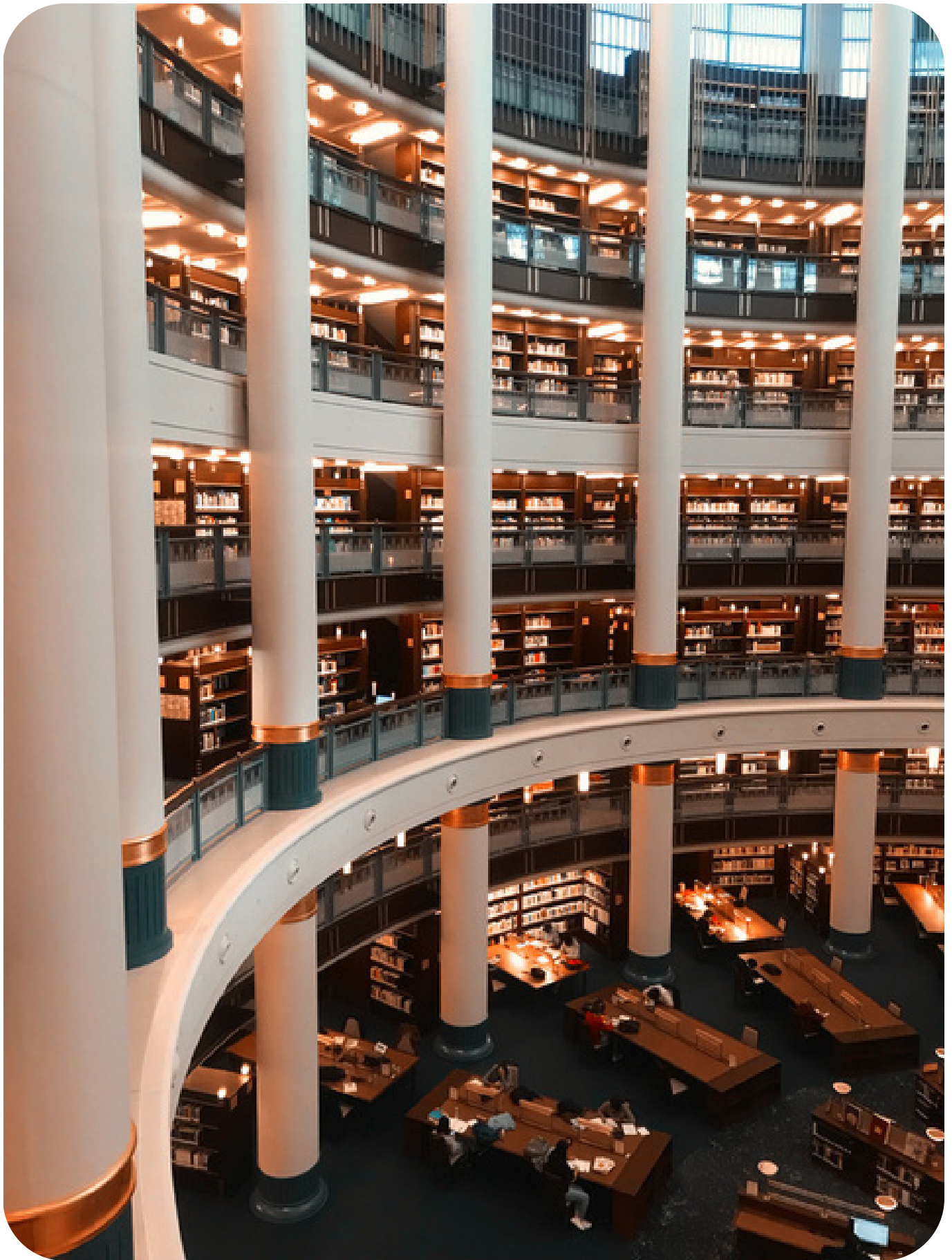
--- Have students share the work they did at home or other show & tell items ---

--- Overview of the day ---









Gratitude
changes
every
thing

• BE THANKFUL •
BE
Grateful
&
• BE BLESSED •

nothing
but
gratitude!

IN ALL
Things
GIVE
Thanks



IDEAS OF THINGS TO WRITE ABOUT

Ideas of things to write about:

- What was the highlight of my day?
- Who made me smile or laugh today?
- Who in my life am I grateful for?
- What skill or talent of mine am I thankful for?
- Who inspires me to be a better person?
- What do I appreciate most about my friends?
- What is my favorite family tradition?
- What big thing did I accomplish recently?
- What do I like most about where I live?
- What place helps me feel peaceful?
- What is something beautiful I saw today?
- What am I looking forward to this week?

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- What do I like most about where I live?
- What place helps me feel peaceful?
- What is something beautiful I saw today?
- What am I looking forward to this week?

2. KEY POINTS



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DEWEY DECIMAL SYSTEM

Materials

- picture of [Ben Gates in the Library of Congress](#)
- chart of the Dewey Decimal Classification headings - Print and cut apart
- a few non-fiction books from a library, with Dewey Decimal numbers on the spine
- “books” - Print and cut apart the books, then fold each along the spine to create the little book.

Concept Introduction

Solution to last week's
clue



Place the picture of the Library of Congress on the clue board.

Show the picture of Ben Gates in the Library of Congress. Remind the students that in the second National Treasure movie, this is where the President's Book of Secrets was hidden.

Tell the students that the Library of Congress is a research library in Washington, D.C., serving as the research library and de facto national library of the United States Congress.

Post the Dewey Decimal Classification headings. Tell the students that the Dewey Decimal system is one way that the Library of Congress, as well as most libraries in the United States, organize the non-fiction section of the library. It is done by sorting the books into categories.

Show the non-fiction library books you brought. Can the students guess which headings the books fall under? They will likely guess based on the titles. Show the Dewey Decimal numbers on the spines of the books. Help the students organize the books into the correct headings.

Activity



Show the “books” you printed. Give book one to one of the students. This student can read the key point about the Library of Congress on the back. Next, the student can observe the Dewey Decimal number on the spine and then place the book under the corresponding heading. Continue in this way for all the books. For categories with multiple books, help students arrange the books in numerical order inside the category.



Standards Met

(AI Generated)

California State Standards

- **CCSS ELA RI.3–5.3** (sorting ideas)
- **CCSS Math MP.7** (structure)
- **HSS 5.7.2** (national institutions)

Intelligences

- Logical-Mathematical
- Verbal-Linguistic
- Interpersonal

Deeper Learning

- **Analyze**

Other Ideas

- Sort non-fiction books from a library into the classifications.
- Lead a scavenger hunt with clues hidden in books. Have the students find the clues that reveal facts about the Library of Congress.
- Play "History Heist!" Students recover stolen historical documents by solving clues.
- Include information about the Franklin Institute and the University of Maryland, two other places mentioned in the movies.

DEWEY DECIMAL CLASSIFICATION CHART

000

Information

Encyclopedia, Journalism, Computer Science

100

Philosophy and Psychology

Logic, Ethics, Mental Health

200

Religion

Bible, Christianity, World Religions

300

Social Sciences

Sociology, Law, Education, folklore

400

Language

Linguistics, Grammar, Dictionaries

500

Science

Mathematics, Astronomy, Biology, Chemistry

600

Technology

Medicine, Engineering, Agriculture, Cooking

700

Arts and Recreation

Drowning, Music, Sports, Photography

800

Literature

American Literature, Poetry, Plays

900

History and Geography

World History, Geography, Travel, Biography

1

Library science

History of national libraries

The Library of Congress was founded in 1800 by Congress and John Adams.

027.
3
ADA

THE BIRTH OF A NATION'S LIBRARY

2

U.S. History

War of 1812 and Reconstruction

British troops burned the Capitol, destroying the early collection.

973.
52
FIR

Ashes and Ink: The Fire of 1814



3

Biography
Founding Fathers

Jefferson sold his personal library to Congress to rebuild the Library after the fire.

920
JEF

Jefferson's Gift



4

Library science
International libraries and systems

The Library of Congress is the largest library in the world.

020.
9
GLO

World of Words

Windows & doors open to me you, Windows & doors open to me you, I
my heart beats like Everest and back my heart beats like Everest and back
Do I see hope you don't see light Do I see hope you don't see light
you and My Dear, I desire you and My Dear, I desire you
I Help me please help to be me I Help me please help to be me
smile with you keep your wish smile with you keep your wish
rest of our life, watch I and a rest of our life, watch I and a
life for my hold your hand my life for my hold your hand my
love has I your lips Sadly love has I your lips Sadly

5

Library collections and archives

The Library of Congress collection includes maps, music, films, photographs, manuscripts, and even comic books and sound recordings.

025.
4
ARC

Beyond the Book



6

Architecture

Public and government buildings

The Library of Congress consists of three buildings: the Jefferson Building, the Adams Building, and the Madison Building.

725.
1
WAS

The Three Pillars of Knowledge



7

American architecture and decorative arts

The Jefferson Building is famous for its stunning architecture, murals, and the domed Main Reading Room.



The Marble Temple of Learning



720.
973
ART

8

*Bible
Early printings and manuscripts*

The Library of Congress owns one of only three perfect vellum copies of the Gutenberg Bible in the world.

WORDS ON VELLUM



220.
5
GUT

9

U.S. History

Preservation and archives

The Library of Congress preserves historical documents like drafts of the Declaration of Independence and Lincoln's papers.

973.

099

ARC

Guardians of History



10

Political science

Congress and government operations

The Library of Congress is a research library serving lawmakers.

328.

73

CON

Knowledge for Congress



11

Music

*American collections and sound
heritage*

The Library of Congress
preserves significant
American sound
recordings, from early jazz
to modern music.

780.
973
MUS

The Sound of a Nation



12

Information technology

Digital libraries and databases

The Library of Congress
provides public access to
millions of items and
digital resources

004.
678
PUB

Open to All



3. COLLABORATION



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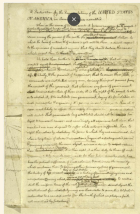
THE SCIENCE OF ARCHIVING

Materials

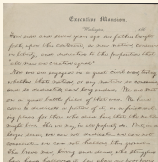
- picture of [Abigail Chase](#)
- pictures of four documents from the Library of Congress
- sets of test papers, one for each student, cut one set apart
- scissors
- zip bags, one for each student
- spray bottle with water
- removable tape

Concept Introduction

Show the picture of Abigail Chase from the National Treasure movies. Remind the students that she is an archivist. That means her job is to safely store important documents and other things.



www.loc.gov/exhibits/declara/images/draft1.jpg



www.loc.gov/exhibits/gettysburg-address/exhibitionitems/Assets/Nicolay1_enlarge.jpg



<https://www.loc.gov/resource/mss85943.OV03017?st=gallery>

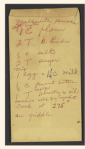
Tell the students that our country's founding documents, such as the Declaration of Independence and the Constitution, are stored in the National Archives. Many other documents are archived in the Library of Congress.

Show the four documents. Tell the students that these documents are stored in the Library of Congress. They are:

- Thomas Jefferson's original rough draft of the Declaration of Independence, 1776
- Abraham Lincoln's Gettysburg Address, Nicolay Copy, 1863
- Rosa Parks Presidential Medal of Freedom, 1996
- Rosa Parks' Recipe for Featherlite Pancakes (on the back of a bank deposit envelope), unknown date

Tell the students that these documents are considered national treasures and are therefore stored with great care to preserve them. Ask the students how old these documents are. (29-249 years) You may want to have them do the math.

Concept Introduction (continued)



<https://www.loc.gov/item/mss859430324>

Tell the students that archivists frequently handle very old, fragile documents that undergo changes in color and texture over time due to chemical reactions between the ink, the paper, and the air. Ask the students how people can preserve papers that are 250 years old. Factors that archivists and scientists protect fragile historical documents from include light, moisture, and handling.

Activity

Test Paper #1

Light

Place this paper in a window, where light will shine on it.

Test Paper #2

Humidity

Place this paper inside a moistened Ziploc bag.

Test Paper #3

Test Paper #4

Show the test papers. Tell the students that they have the opportunity to conduct an experiment.

1. Hold up test paper #1. Tell the students that this paper will be used to investigate the effects of light on paper and ink. Where should the paper be placed? Listen to all suggestions and place the paper where the majority of the students believe it can get maximum light exposure.
2. Use the spray bottle to spray a mist of water into a zip bag. Place test paper #2 into this bag and seal it shut. This will be used to test the effects of moisture on paper and ink.
3. Hold up test paper #3. Tell the students that this paper will be used to test the effects of touch on the paper and ink. Where can this paper be placed so that it can be touched regularly? Listen to all suggestions and place the paper where the majority of the students believe it can be touched frequently.
4. Hold up test paper #4. Tell the students that this paper will serve as our control paper. That means we will try to keep this paper away from light, moisture, and direct contact. Where should this paper be kept? Listen to all suggestions and place the paper where the majority of the students believe it will be safe. Inside a book would be a good place.

Have each student prepare a set of test papers to take home. Give each student a set of test papers. Have each student cut the test papers apart and place paper #2 into a moistened zip bag. Have the students share where they will place their test papers.

Tell the students that the moisture in the zip bag may cause mold to grow, so they should not open the bag once the experiment begins.

Standards Met (AI Generated)	California State Standards ● NGSS 3-5-ETS1-2 (testing solutions) ● HSS 5.7 (preservation of history) ● CCSS SL.4–5.1 (discussion) Intelligences ● Logical-Mathematical ● Naturalistic ● Interpersonal Deeper Learning ● Evaluate
Other Ideas	● Optional extension: Test pH levels with strips before and after to show acidification. ● STEM Connection: Measure temperature and humidity in different storage areas. ● Art Connection: Make “replica archives” — each student creates a mini display of their preserved document. ● History Connection: Research how the National Archives preserves famous documents. ● Writing Extension: Write a short paragraph titled <i>“If I Were an Archivist...”</i> describing how they’d care for national treasures. ● Have the students create a class library catalog with custom book categories. ● Get the Thanksgiving food ads. Cut out pictures of Thanksgiving Day foods. Use these pictures to make a t-chart poster. Put the foods that could have been served on the first Thanksgiving on the left side and the foods they probably didn't have on the right side. ● George Washington’s Thanksgiving Proclamation (1789) and Abraham Lincoln’s Thanksgiving Proclamation (1863) are both stored in the National Archives. Have the students write their own proclamations.

A Declaration by the Representatives of the UNITED STATES
OF AMERICA, in General Congress assembled.

When in the course of human events it becomes necessary for ^{one} people to
dissolve the political bands which have connected them with another, and to
~~take a new and separate station~~ ^{separate and equal} station among the powers of the earth, the ~~separate and equal~~ station to
which the laws of nature & of nature's god entitle them, a decent respect
to the opinions of mankind requires that they should declare the causes
which impel them to ~~that~~ ^{the} separation.

We hold these truths to be ^{self-evident} ~~that~~ that all men are
created equal & independent. That ^{they are endowed by their creator with} ~~from that equal creation they derive~~
~~unalienable~~ ^{rights that} rights, among ^{these} ~~which~~ are ~~life, liberty & the pursuit of happiness~~
life, liberty, & the pursuit of happiness; that to secure these ^{rights} ~~ends~~, go-
vernments are instituted among men, deriving their just powers from
the consent of the governed; that whenever any form of government
~~shall~~ becomes destructive of these ends, it is the right of the people to alter
or to abolish it, & to institute new government, laying its foundation on
such principles & organising its powers in such form, as to them shall
seem most likely to effect their safety & happiness. prudence indeed
will dictate that governments long established should not be changed for
light & transient causes: and accordingly all experience hath shewn that
mankind are more disposed to suffer while evils are sufferable, than to
right themselves by abolishing the forms to which they are accustomed. but
when a long train of abuses & usurpations [begun at a distinguished period,
& pursuing invariably the same object, evinces a design to reduce
them ^{under absolute Despotism} ~~to a despotic power~~, it is their right, it is their duty, to throw off such

& to provide new guards for their future security. such has
been the patient sufferance of these colonies; & such is now the necessity
which constrains them to ~~expunge~~ ^{alter} their former systems of government.
the history of ^{the} present ^{King of Great Britain} ~~is~~ ^{is a history of} ~~unremitting~~ ^{unremitting} injuries and
usurpations, [among which, ^{appears no solitary fact} ~~there is not one~~ ^{in itself} ~~to~~ ^{to} contra-
dict the uniform tenor of the rest. ~~all of which~~ ^{all of which} have in direct object the
establishment of an absolute tyranny over these states. to prove this, let facts be

Executive Mansion,

Washington, _____, 186 .

Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that "all men are created equal"

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of it, as a final resting place for those who died here, that the nation might live. This we may, in all propriety do. But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow, this ground—the brave men, living and dead, who struggled here, have hallowed it, far above our poor power



The President of the United States of America

Awards this

Presidential Medal of Freedom

to
Rosa L. Parks

On December 1, 1955, going home from work, Rosa Parks handed a city bus in Montgomery, Alabama, and with one modest act of defiance, changed the course of history. By refusing to give up her seat, she sparked the Montgomery bus boycott and helped launch the civil rights movement. In the years since, she has remained committed to the cause of freedom, speaking out against injustice here and abroad. Called the "First Lady of civil rights," Rosa Parks has demonstrated, in the words of Robert Kennedy, that each time a person strikes out against injustice, she sends forth a true ripple of hope which, crossing millions of others, can sweep down the walls of oppression.

*The White House
Washington, D. C.
September 12, 1996*

William G. Clinton

Featherlite Pancake
all together
1 C flour

2 T B. Powder

$\frac{1}{2}$ t salt

2 T sugar

mix

1 egg - $\frac{1}{4}$ C milk

$\frac{1}{3}$ C peanut butter
melted

1 T shortening or oil

combine with dry ingredients

Cook at 275°

on griddle

TEST PAPERS

Test Paper #1

Light

Place this paper in a window,
where light will shine on it.

Test Paper #2

Humidity

Place this paper inside a moistened Ziploc
bag.

Test Paper #3

Touch

Place this paper in a location
where you can touch it every day.

Test Paper #4

Control

Place this paper in a safe place,
away from light, humidity, and touch.

4. LANGUAGE ARTS



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ALPHABETICAL ORDER

Materials	• fiction and non-fiction titles • fiction (from activity 2) and non-fiction books (about 12) from the library
Concept Introduction	Ask the students to tell you what fiction is. (something that is made up or untrue) Can the students name some fiction books? (“If You Give a Mouse a Cookie” is a good example.) Ask the students what we call books that are based on real events or facts. (non-fiction) Place the fiction and non-fiction titles on a table. Help the students sort the books into their appropriate categories, discussing the reasons why each book belongs in its category.
Activity	Tell the students that fiction books in a library are not organized the same way as non-fiction books are. Have the students look at the spines of the fiction books. Tell the students that fiction books are arranged in alphabetical order by the author's last name. Have the students work together to put the fiction library books in alphabetical order. If you have more than one book from a particular author, those books are either placed in alphabetical order by the books’ titles or in sequential order of the books in a series.
Standards Met (AI Generated)	California State Standards • CCSS ELA RF.3.3 (alphabetical order, word patterns) • CCSS SL.3.1 (collaboration) Intelligences: Verbal-Linguistic, Logical-Mathematical Deeper Learning: Apply

Other Ideas

- Draw a picture (or cut out and mount on paper a picture from a magazine) of a delicious-looking Thanksgiving meal. Think of all the adjectives you can use to describe that meal. Write these words in large letters spread out around the page.
- Write a fictional "lost document" with a hidden message.
- Write a short story where a character discovers a lost book with a secret inside.

fiction

non-fiction

5. MATH/LOGIC



THANKSGIVING MEAL

Materials	• grocery store ads, one set for each group • budget sheets, print and cut out one for each group • pencils
Concept Introduction	Ask the students if they will be celebrating Thanksgiving next week. What special things do they do for this holiday?
Activity	Have the students work in groups. Give each group some store ads and a budget sheet. Have each group look through the ads to select foods they want to serve for their fictitious Thanksgiving meals – they don't have to limit their selections to traditional Thanksgiving foods. Have the groups write down how many of each item, the cost of each item, and the total cost of all the foods. How much does their Thanksgiving cost? Now tell the students that they just found out that their budget is only \$100. The groups now need to cut back on some foods to meet the budget. It may be necessary to use a different budget amount, based on the foods the students chose for their budgets.
Standards Met (AI Generated)	California State Standards • CCSS Math 3.OA.7 / 4.NBT.4 (operations & place value) • CCSS Math MP.1, MP.4 Intelligences: Logical-Mathematical, Interpersonal Deeper Learning: Apply, Analyze
Other Ideas	• Have the students create their Thanksgiving budgets based on the number of people attending their Thanksgiving. • Calculate the number of books per shelf, per floor, and for the entire library. • Estimate how long it would take to read all the books in the Library of Congress at different speeds.

THANKSGIVING BUDGET

How Many	Description	Cost for Each	Totals
2	green beans	2.78	5.56
Total:			

THANKSGIVING BUDGET

How Many	Description	Cost for Each	Totals
2	green beans	2.78	5.56
Total:			

6. CIPHERING



RESEARCH

Materials

- score sheet
- statement - Print and cut apart
- marker
- research resources - provide the students with devices, library books, and/or printed resources that they can use to research.
- list of internet links - Print and cut apart, or pre-load these on browser tabs of devices.
- blank paper for students to jot down notes

Concept Introduction

Display the score sheet. Place a statement to the left of the score sheet and read it aloud. Have students vote **TRUE / UNSURE / LEGEND** by standing to the left of the paper if they believe the statement is true, to the left if they believe it is a legend, or in front of the paper if they are unsure. Tally these votes on the score sheet. Continue in this way with all the statements.

Activity

Remind students that one of the Library of Congress's primary purposes is research.

Tell the students that one way to uncover hidden messages is by doing their own research. Sometimes people perpetuate untrue statements, often unintentionally, and sometimes because they want people to believe in a certain way.

Tell the students that today, they get to be history detectives. Have the students work in groups. Have each group choose a statement to research. They can use the listed resources or find others to prove or disprove the statement they chose.

After a time, revisit the voting chart. How many of the guesses were correct? Ask the students to share how they determined what is true. Ask questions like:

Activity (continued)	● Who is the source? (perspective & bias) ● How do they know? (firsthand vs retelling) ● When was this written? ● Why was this created? (purpose!) ● What do other sources say? ● Why do myth stories sometimes feel “better” than reality? ● Who gets to write history? Point out how, sometimes, discovering the truth takes a lot of sleuthing and analytical thinking.
Standards Met (AI Generated)	California State Standards ● CCSS ELA RI.4.7 (use print/digital sources) ● L.4.4 (meaning from structure) Intelligences ● Verbal-Linguistic ● Logical-Mathematical Deeper Learning ● Analyze
Other Ideas	● Have the students become primary-source detectives as they compare a short primary-source excerpt to a modern textbook paragraph. Have them highlight differences. ● Hold a menu reconstruction challenge. Have the teams create a historically accurate 1621 feast menu and compare it to today’s traditional Thanksgiving meal. ● Hold a living museum day. Students play historians at their stations, and visitors ask questions. ● Have the students turn their findings into fact-checked cards, complete with the claim, an Illustration, a summary of the evidence, where the information was gathered from, and the verdict of their research. These can be turned into a classroom bulletin board display or a Thanksgiving Truth Museum walk-through. ● Hide a message in a paperback book. ● Use a book cipher to decode a hidden message. ● Create a shape or color-based secret code. Different shapes or colors represent letters.

STATEMENTS

Pilgrims wore all black clothes
and big buckles on their hats.

The First Thanksgiving was
a big turkey feast.

Pilgrims invited the Wampanoag
to say thank you.

Thanksgiving has been celebrated
every year since the pilgrims in 1621.

Pumpkins were part
of the original feast.

SCORE SHEET

TRUE

UNSURE

LEGEND

INTERNET LINKS

- [William Bradford](#)
 - [National Museum](#)
 - [Smithsonian](#)
 - [Plimoth Patuxet Museum](#)
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7. BIG ACTIVITY



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MOCK TRIAL

Materials

- gavel for the judge - optional
- clues, one for each student

Concept Introduction

Tell the students that the Library of Congress is used by lawyers to research laws and win cases to keep us all safe.

Activity



Hold a mock trial with the students. Ask for a student to volunteer to be Goldilocks, another to be the judge, and a third student to be the prosecuting attorney. You may use 1 to 3 students as bears. The remaining students will be the jury. Lead the students through the trial process:

1. The judge will announce what Goldilocks is accused of (breaking in, stealing food, or breaking a chair—let the judge improvise) and ask how she pleads (guilty or not guilty—she should choose not guilty so the trial can proceed).
2. The attorney will call one of the bears to the stand. The attorney will ask the bear to describe what he found when he came home after Goldilocks' break-in. The attorney should also ask the bear to share how it made him feel.
3. Have the attorney interview any other bears.
4. Have Goldilocks come to the stand to tell her side of the story. She is welcome to elaborate beyond the traditional story.
5. Next, the judge will excuse the jury to discuss the case and reach a decision: Is she guilty or innocent?
6. When the jury is ready, have them announce their verdict.
7. If Goldilocks is found guilty, the judge will announce her punishment.

Discuss the experience with the students. Was it fair for everyone? Why or why not? What could have been done differently? If time and interest allow, you may hold trials for the Big Bad Wolf and Jack (of the beanstalk).

Clue for Next Week	Give a clue to each student. Tell them that it will take a little bit of research to discover the answer to this clue.
Standards Met (AI Generated)	California State Standards ● HSS 5.7 (government institutions) ● CCSS SL.4–5.4 (present arguments) ● CCSS W.4.1 (opinion writing/arguments) Intelligences ● Interpersonal ● Verbal-Linguistic ● Bodily-Kinesthetic Deeper Learning ● Evaluate
Other Ideas	● Play a "Lost Book Mystery!" – A student plays the librarian, and others must solve clues to find a missing book. ● Tell the students that before Columbus arrived in the Americas, pumpkins were found only in North America. Pumpkins were an important part of the diet for the Colonial Americans. By now, pumpkins have spread worldwide. It was in England that the pumpkin was originally made into pumpkin pie. In America, pumpkin pie is often the dessert of choice for Thanksgiving. Have the students work together to make a no-cook pumpkin pie.

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8. MOVEMENT



BOOK BALANCE RELAY RACE

Materials

- two small stacks of books - Perhaps use old books, not the library books!!

Activity

Hold a Book Balance Relay Race. Divide the students into two teams. Give each group a small stack of books. On “go,” one student from each team will balance their team’s stack of books on their heads. Without touching the books, the students are to walk to a predetermined spot in the playing field (i.e., a tree) and return to their team. If the books fall off, they need to return to the start and start over. After successfully walking the route with the books on their heads, the books are given to another team member, who will walk the route without touching or dropping the books. Continue until each team member has a turn. The first team to have all its team members successfully complete the route wins.

Standards Met

(AI Generated)

California State Standards

- **PE Standards 1.1–3.1** (motor skills)

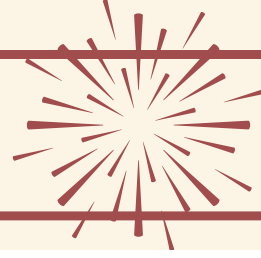
Intelligences

- Bodily-Kinesthetic
- Interpersonal
- Logical-Mathematical

Other Ideas

- Play "Library Dash" – A fast-paced relay where students find and categorize books by subject.
- Have the students run a race while carrying books and solving riddles at stations.

FIREWORKS



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– Help the students select fireworks to do at home. –

- Other ways to make gratitude journals:
 - [DIY Gratitude Journals for Kids](#)
 - [How to Make Monthly Mini Gratitude Journals](#)
 - [Simple DIY Gratitude Journal](#)
- Write a poem about some things you are grateful for. Add calligraphy or watercolor details to pages.
- Make replicas of popular books with secret messages inside.
- Visit a library and check out some books for a research project.
- Research how the National Archives preserves famous documents. Try preserving some important documents.
- Write a short paragraph titled "*If I Were an Archivist...*" describing how you'd care for national treasures.
- Organize the books in your home.
- George Washington's Thanksgiving Proclamation (1789) and Abraham Lincoln's Thanksgiving Proclamation (1863) are both stored in the National Archives. Read their proclamations and then write your own Thanksgiving proclamation.
- Draw a picture (or cut out and mount on paper a picture from a magazine) of a delicious-looking Thanksgiving meal. Think of all the adjectives you can use to describe that meal. Write these words in large letters spread out around the page.
- Help your family members make lists of things they are thankful for.
- Write a fictional "lost document" with a hidden message.
- Write a short story where a character discovers a lost book with a secret inside.
- Use primary sources for your next research project.
- Compare the foods in the 1621 Thanksgiving feast to your family's Thanksgiving meal. Try some of the foods the 1621 pilgrims ate.
- Fact-check the story of the 1621 Thanksgiving. Create a set of fact-check cards, complete with the claim, an illustration, a summary of the evidence, where the information was gathered from, and the verdict of your research.
- Hide a secret message in the pages of a paperback book.
- Use a book cipher to decode a hidden message.
- Use shapes and colors to represent letters for a secret code that you create.
- Before Columbus arrived in the Americas, pumpkins were found only in North America. Pumpkins were an important part of the diet for the Colonial Americans. By now, pumpkins have spread worldwide. It was in England that the pumpkin was originally made into pumpkin pie. In America, pumpkin pie is often the dessert of choice for Thanksgiving. Make a pumpkin pie from scratch.

