First Grade

DISCOVER AMERICA

Teacher Guide



Democracy, Faith, and Freedom: Tocqueville's American Journey

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Key Themes

- American Exceptionalism
- Democracy and Self-Governance
- Local Government as a Foundation for Liberty
- Religious Freedom
- The Importance of Civic Virtue and Engagement
- The Role of Religion in a Free Society



Core Values

- Community
- Faith
- Liberty
- Life

Learning Objectives

Students will be able to

- Identify the Founding Fathers as leaders who helped create the United States by writing important documents like the Declaration of Independence and the U.S. Constitution.
- Recognize that the Declaration of Independence declared America's freedom from Great Britain and explained that all people have natural rights given by God.
- Explain that a government is a group of leaders who make rules and decisions to keep a country safe and fair, and a democracy is a government where people help make decisions by voting.
- Connect Tocqueville's visit to America to a field trip, where he learned how the American government and communities worked.
- Discuss that self-government means people make their own decisions instead of being ruled by a king, and Tocqueville believed this helped America succeed.

Learning Objectives

Students will be able to

- Recognize that Tocqueville saw how faith and religious values helped Americans make good choices, treat others with kindness, and support freedom.
- Explain that the lessons Tocqueville learned about democracy, freedom, and self-government still matter today, as people continue to vote, help their communities, and protect their rights.



Key Terms

01 **Christianity:** a religion based on the teachings of Jesus Christ.

02 **citizens:** members of a community who have rights and responsibilities.

03 **Declaration of Independence:** a very important document that was created by the Founding Fathers to tell Great Britain that the colonies were free and would govern themselves.

04 **democracy:** a type of government where the people help make decisions by voting for their leaders and laws.

05 **faith:** believing in something even when you cannot see it.

06 **Federalist Papers:** a collection of essays written by James Madison and Alexander Hamilton that defended the Constitution, explained how the new government would work under it, and how the new government would protect people's rights.

07 **government:** a group of leaders who help make rules and decisions for a community, state, or country.

08 **"habits of the heart":** the way people naturally behave and treat one another.

09 **local government:** the group of leaders in a town or city who help make rules and decisions for the community.

10 **majority:** a large group of people who agree on something or share the same beliefs.

11 **minority:** a group that is smaller than the majority and that has different ideas or beliefs from the majority.

12 **monarchy:** a type of government where a king or queen has the power to make all the decisions.

Key Terms

13 **religion:** a system of beliefs about God and the world, that often includes worship, prayer, and teachings about how to live a good life.

14 **responsibility:** taking care of things that need to be done and making good choices.

15 **revolution:** when people work to change their government and gain more freedom.

16 **Second Great Awakening:** a time of religious revival that took place from the late 1700s to the early 1800s.

17 **self-control:** stopping to think before you act, and only acting when it is the right thing to do.

18 **self-government:** a type of government where people in a community, state, or country get to make their own rules and choose their own leaders instead of being controlled by a king or ruler.

19 **United States Constitution:** the set of rules that created our country's government. It was written in 1787 by the Founding Fathers to make sure that the government would be fair and protect the rights of the people.

Introduction

TELL Students 📷🔑

Okay, Little Patriots! We have been learning about our Founding Fathers—the brave leaders who helped create the United States by writing important documents that shaped our country. Two of the most important documents they wrote are the Declaration of Independence and the United States Constitution. The **Declaration of Independence** was written to tell Great Britain that the colonies were free and would make their own decisions. The document explains that all people have natural rights, which means rights that everyone is born with. These rights include life, liberty (freedom), and the opportunity, or chance, to pursue happiness. The Declaration of Independence was adopted, or accepted, on July 4, 1776, and that is why we celebrate Independence Day every year on the Fourth of July! **[Reference Fourth of July Image]**

ASK Students

When was the Declaration of Independence adopted?

TELL Students 📷🔑

After winning freedom from Britain, the Founding Fathers needed to create rules for the new country to follow. This is why they wrote the **United States Constitution** in 1787. The United States Constitution is a set of rules that created our **government**—the group of leaders who help make laws and decisions to keep our country safe and fair. **[Reference U.S. Constitution Image]** The United States Constitution explains how laws are made, who is in charge, and how power is shared so that no one person or group has too much control. One important part of the Constitution is the Bill of Rights. This section protects important freedoms like freedom of speech and freedom of religion, and makes sure that the government treats you fairly. These freedoms help make sure that every person has a voice and can make choices about their own life. The Constitution is still the highest law in the United States today, and it helps guide our country to make sure we stay free and fair for all!

ASK Students

What is the name of the set of rules that created our government?

TELL Students 📷

We have read what the Founding Fathers wrote and learned about the important decisions they made to build our country.

Introduction

TELL Students (continued)

But today, we are going to read about someone who was not one of the Founding Fathers and was not from America. Instead, he was a visitor from another country who wanted to learn what made America special. Have you ever been on a field trip to learn something new? Maybe you went to a museum, a farm, or a science center. Just like you take field trips to explore and discover, Alexis de Tocqueville took a big trip across the United States in 1831 to learn about America. **[Reference Tocqueville Image]** Tocqueville was from France, and he wanted to understand how America's government worked and why the country was so successful.

ASK Students

What is a government? Why is it important?

TELL Students

Remember, a government is a group of leaders who help make rules and decisions for a community, state, or country. It keeps people safe, makes sure everyone is treated fairly, and helps things run smoothly. The government is in charge of things like roads, schools, and parks, and it makes laws that people must follow. **[Reference Roads, Schools, and Parks Images]** One special kind of government is called a democracy. In a **democracy**, the people help make decisions by voting for their leaders and laws. The United States has a democracy, which means that **citizens**, or the people who live there and have rights and responsibilities for the country, get to choose their leaders and have a say in how the country is run. This makes sure that everyone's voice is heard and that the government protects the rights and freedoms of all people!

ASK Students

What are some things the government is in charge of?

TELL Students

Alexis de Tocqueville wanted to understand why democracy worked so well in America, while his home country, France, was having a hard time creating a fair and stable government after its own revolution. A **revolution** is when people work to change their government and gain more freedom. Tocqueville went on a learning journey, just like when you go on a field trip to explore something new!

Introduction

TELL Students (continued)
He took careful notes on what he saw, especially how Americans valued freedom, faith, and local government. Later, he wrote all of his observations in a famous book called *Democracy in America* so others could learn from his discoveries. **[Reference *Democracy in America* Image]**

ASK Students
What do you think Tocqueville learned on his "field trip" to America? What are some things he noticed about how Americans lived and governed themselves?

TELL Students 🔑
Today, we are going to explore what Tocqueville learned about America and why his ideas about democracy, religious freedom, and self-government are still important! **Self-government** means that the people in a community, state, or country make their own rules and choose their own leaders instead of being controlled by a king or ruler. In self-government, people work together to make decisions, create laws, and help their community. This is an important part of democracy, where citizens have a say in how their country is run by voting and sharing their ideas. The United States was founded on the idea of self-government so that the people, not a king, would have the power to make choices about their own future.

ASK Students
Why do you think it is important for people to help make decisions for their community?

TELL Students 📷🔑
When Tocqueville went on his learning trip across America, he noticed something very special about how towns and cities were run. He saw that when people live near each other, they naturally form communities where they work together and make decisions. These small towns, called villages or townships, were very important because they allowed people to make choices for themselves instead of having a king or one person decide everything. Tocqueville learned that a country could not be truly free unless its people helped run their own local government. **Local government** is a group of leaders in a town or city who help make rules, take care of roads and schools, and make sure everything runs smoothly. He saw that local government was important because it gave people a voice in how their community was run. **[Reference Local Government Image]**

Introduction

TELL Students (continued)
He compared local government to a school—just like students learn reading and math in school, local government teaches people how to be responsible citizens and help take care of their community.

ASK Students
Why did Tocqueville think local government was important? How does it help people in a town or city work together?

TELL Students
America has always relied on local communities to make decisions. When the colonists came to America, the king of England gave them special rules called Royal Charters. These rules allowed them to create their own local governments to help make decisions for their towns. Since England was very far away, it was hard for the king to be in charge of everything. This made local government very important, and it helped the colonists learn how to make their own rules and take care of their communities. When Tocqueville visited America, he studied small towns and saw how strong their local governments were. He noticed that when people worked together to run their towns, they felt more connected to their community and helped make it a better place. They learned to make fair decisions and take care of important things. Tocqueville also saw that being responsible was an important part of making a community strong. Being **responsible** means taking care of things that need to be done and making good choices. **[Reference Responsible Actions Image]** For example, you show responsibility when you clean up your toys, finish your homework, or help a friend. It also means thinking about how your actions affect others and trying to be kind, honest, and helpful.

ASK Students
Why do you think it is important for people in a community to work together and make good choices, just like the colonists and townspeople Tocqueville wrote about?

TELL Students
Tocqueville learned that when people help their community, they are also helping themselves. He saw that when people worked to make their town a better place, they became good citizens.

Introduction

TELL Students (continued)

Remember, a citizen is a member of a community who has both rights and responsibilities. Citizens take care of their town by following rules, being kind to others, and working together to solve problems. Tocqueville believed that local government—the group of leaders who make decisions for a town or city—is very important because it helps keep communities safe, fair, and running smoothly. He thought that local government was the strong foundation that helped a country succeed. When people take part in their local government by helping make decisions, they learn how to be responsible and protect their freedoms. Tocqueville discovered many good things about democracy and the United States. Now, let's watch a Star Spangled Adventures cartoon to learn more about his journey!

WATCH

Star Spangled Adventures Cartoon Ep. 41:
Alexis de Tocqueville/Reflections on American Democracy

Lesson

TELL Students

Alexis de Tocqueville had an exciting adventure, didn't he? His trip across America was like a big field trip! He learned about the country and how its government worked, especially in towns and cities. While big national and world events often get a lot of attention, local government is the part of government that helps people every day. It makes sure schools are open, fixes roads, keeps neighborhoods safe, provides clean water, and helps in emergencies. Local government makes important decisions for communities to keep everything running smoothly and to help people live happy and safe lives.

ASK Students

Can you think of something in your town, like a school, a park, or a road, that local leaders help take care of to keep our community safe and happy? [Give students three minutes to discuss with a neighbor and then discuss as a class.]

TELL Students

Local leaders help take care of important places in our town, like schools, parks, roads, and fire stations. **[Reference School, Park, Road, Fire Station Images]** They make sure our schools have teachers, our parks are clean and safe, and our roads are fixed so cars and buses can travel safely. They also make sure we have firefighters and police officers to help keep us safe. Since local government is a part of our everyday lives, we can be involved in it by learning about rules, voting when we grow up, and working together to make our communities better. A country cannot stay free and strong without local government because it helps people take care of their towns and make sure everyone is treated fairly.

ASK Students

Why do you think local government is important? How does it help make sure our community is safe, fair, and a good place to live?

TELL Students

Tocqueville was amazed at how well local governments worked in America! On his learning adventure, he saw that towns and cities had schools for children, roads that were taken care of, and churches where people could worship. He noticed that people in each town helped make important decisions, which taught them how to be good citizens.

Lesson

TELL Students (continued)

Being a good citizen means helping your community, following rules, and making good choices. Even today, there are thousands of towns and schools across the United States, all run by local governments. This shows that self-government—where people help make decisions for their own communities—is still an important way to keep America strong and free!

ASK Students

What are some ways people in your town or school help make decisions and take care of the community, just like Tocqueville saw on his trip?

TELL Students 🔑

Tocqueville learned many interesting things on his field trip across America! One thing that fascinated him was how important religion was to the American people. **Religion** is a set of beliefs about God and the world. It often includes worship, prayer, and learning how to live a kind and good life. Tocqueville noticed that many Americans had strong faith and that their beliefs helped guide their choices. In some parts of Europe, where Tocqueville was from, religion and government did not always get along. But in America, he saw that religion and democracy worked well together. Many people during this time followed Christianity. **Christianity** is a religion based on the teachings of Jesus Christ. Many people in the United States believed their faith helped them make good decisions. Tocqueville saw that religion encouraged people to be honest, kind, and respectful, which helped make communities stronger and more peaceful.

ASK Students

Why do you think Tocqueville was surprised that religion and government worked together in America? How do you think faith can help people make good choices and be kind to others?

TELL Students 📷🔑

Tocqueville visited the United States during a time called the **Second Great Awakening**. **[Reference Second Great Awakening Image]** This was a period when many people became more involved in their faith, and churches grew quickly. Christianity, which is the religion based on the teachings of Jesus Christ, became an important part of daily life for many Americans.

Lesson

TELL Students (continued)

Tocqueville noticed that faith and democracy worked together in America. He believed that religion helped people make good choices, be kind to others, and take part in their government in a fair way. **Faith** means believing in something even when you cannot see it. Many Americans had faith in God and believed that their religious values helped them be honest, responsible, and helpful to others. In America, religion was not controlled by the government. Instead, people were free to practice their faith in their own way. This helped communities grow stronger because people were inspired by their faith to work hard, be kind to their neighbors, and take care of their towns.

ASK Students

What did Tocqueville notice about how faith and democracy worked together in America?

TELL Students

Tocqueville noticed something very special about America during his field trip. Even though religion was not part of the government, it was still very important to the people. He saw that faith helped Americans understand their freedoms and made them want to protect those freedoms. People believed their faith helped them make good choices, be kind to others, and take part in their communities. This was very different from what Tocqueville had seen in his home country of France. In France, many people thought that religion, especially the Catholic church, was a problem for democracy. This belief came from a time in French history called the French Revolution. **[Reference French Revolution Image]** A revolution happens when people want to make big changes to their government. During the French Revolution, many people in France no longer wanted a king to rule over them. They wanted more rights and more freedom to make their own choices. Some of the people leading the revolution, called revolutionaries, thought that religion was too closely connected to the king's rule. France had a **monarchy**, which means that the king made all the decisions for the country. French kings claimed they ruled by divine right, which meant God, not the people, gave them the right to rule. Because of this, the revolutionaries wanted to remove religion from public life. Many churches were closed, and Christian symbols and holidays were taken away. When Tocqueville came to America, he saw that things were different. People in the United States were free to practice their faith however they wanted, and religion helped bring communities together. He saw that faith and freedom could exist side by side, and this was one of the things that made America special.

Lesson

ASK Students
Why did Tocqueville think religion was important in America, even though it was not part of the government?

TELL Students 📷
Tocqueville learned that in America, religion and freedom worked together. He saw that during the Second Great Awakening, many Christians believed in the idea that all people are equal. This belief helped bring people together and supported the idea of democracy, where everyone has a say in how their country is run. In America, religious leaders encouraged people to follow the laws, respect one another, and help their communities. Unlike in some countries where people thought religion and freedom could not work together, Tocqueville saw that in the United States, faith actually helped protect freedom. He believed that Christianity taught people that everyone is created equal and should have the same rights. Tocqueville thought this idea was important and compared America to ancient times, places like Rome and Greece, where people were not treated as equals. **[Reference Ancient Rome and Ancient Greece Images]** He believed that Jesus Christ helped people understand that everyone should be treated fairly. Through his journey, Tocqueville saw that religion helped Americans value freedom, fairness, and respect for others, making their country stronger.

ASK Students
What did Tocqueville learn about how religion helped people in America believe that everyone is equal?

TELL Students 📷🔑
On his field trip across America, Tocqueville learned that democracy worked well, but he also saw a challenge—sometimes the larger group of people, called the majority, could make all the decisions and take away the rights of the smaller group, called the minority. The **majority** is the bigger group that agrees on something, while the **minority** is the smaller group that might have different ideas. **[Reference Majority and Minority Images]** Tocqueville worried that if the majority always made the rules, the minority might not get a chance to share their ideas or have their rights protected.

Lesson

TELL Students (continued)

As he traveled, Tocqueville learned that the Founding Fathers—leaders like George Washington, James Madison, and Alexander Hamilton—had also thought about this problem when they created the United States government. **[Reference Washington, Madison, Hamilton Images]** They wanted to make sure that everyone had a voice, not just the largest group. Tocqueville read about how James Madison and Alexander Hamilton wrote the **Federalist Papers**, a collection of essays that defended the new Constitution and explained how it would work. One important idea in these papers was that if the majority had too much power, the minority could lose their freedoms. Tocqueville saw that America's democracy was strong, but it needed to make sure that all people, not just the biggest group, had a say in the country's future.

ASK Students

What did Tocqueville learn on his field trip about how decisions are made in America? Do you think it's important for everyone, even smaller groups, to have a chance to share their ideas? Why?

TELL Students 🔑

On his field trip to America, Tocqueville learned something very special about how people treated each other. In many countries the majority often made all the rules and sometimes ignored the minority. But in America, Tocqueville noticed that, except for the injustice of slavery, the majority did not always overpower the minority like in his home country, France. He wanted to understand why. Tocqueville saw that it wasn't just the government that kept things fair—it was the way people lived and what they believed. He called this the "**habits of the heart**," which meant the way people naturally acted and made choices. He noticed that many Americans had strong values and followed the teachings of Christianity, which helped them be fair, kind, and respectful to others. Even though the laws allowed people to make choices, their faith taught them to do what was right and not to harm others. Tocqueville realized that in America, people were not just following rules made by the government—they were also making good choices because of their beliefs. He saw that faith and self-control helped people live peacefully together. **Self-control** means stopping to think before you act, and only acting when it is the smart thing to do. It helps you make good choices instead of doing something too quickly or without thinking. When you have self-control, you can stay calm, follow rules, and be kind to others, even when you feel upset or excited.

Lesson

TELL Students (continued)
For example, if you really want to talk while your teacher is speaking, self-control helps you wait your turn. If you feel angry, self-control helps you take a deep breath instead of yelling. It's an important skill that helps people get along and make good decisions!

ASK Students
What are "habits of the heart"?

TELL Students
When Tocqueville went on his field trip across America, he noticed something special about the way people lived and worked together. The American government did not have many rules to stop the majority from having too much power, but Tocqueville saw that the values of the American people helped keep things fair. He noticed that religion played an important role in teaching people to make good choices and treat others with kindness and respect. The Founding Fathers also believed that religion was important for a strong country. When they created the United States government, they made sure that no one would be forced to follow a certain religion, but they also believed that religious values helped people make fair and wise decisions. Tocqueville learned that in America, religion and democracy worked together to help people stay free and treat each other with respect.

ASK Students
Why do you think Tocqueville was surprised that people in America used their values and beliefs to help keep things fair and treat each other with respect?

TELL Students 📷
In his Farewell Address, President George Washington told Americans that having good values and strong beliefs was very important for keeping the country strong and free. **[Reference Washington Image]** He believed that people should make good choices and treat others with kindness and respect. He warned that if people stopped caring about what is right and wrong, it would be harder to protect freedom. The Founding Fathers wanted everyone to have religious freedom, so they did not make one official religion for the country. When Tocqueville visited America, he noticed that even though religion was not part of the government, it still helped shape the way people behaved.

Lesson

TELL Students (continued)
He saw that religion helped people understand their freedoms and reminded them to do what is right.

ASK Students
What did President George Washington say was very important for the country to be strong and successful?

TELL Students
Tocqueville learned one of America's greatest strengths was self-government. Remember, self-government means that people can make their own rules and decisions, starting in their own towns and cities. Tocqueville saw that people went to town meetings, voted on important issues, and worked together to make choices that helped their communities. He also noticed that people's beliefs and values helped guide their choices and kept the country strong. He saw that faith and democracy worked together in America. Many people used their faith to help them make good choices, treat others with kindness, and be fair in their decisions. Because of this, people stayed united, and everyone had a chance to share their ideas. Tocqueville believed that this was one of the reasons why democracy was so successful in the United States.

ASK Students
What did Tocqueville learn about how people made decisions in their towns?

TELL Students 📷
Alexis de Tocqueville learned many important things on his trip across America! He saw that people in towns and cities worked together to solve problems and make decisions for their communities. This helped them learn how to be responsible, take care of their neighbors, and play an active role in their government. By helping in their local government, people understood how democracy worked and why it was important to have fair leaders who listened to the people. Tocqueville also noticed that self-government in small towns helped make the whole country stronger. He saw that faith, especially Christianity, played a big role in guiding people to make good choices and treat others with fairness and respect. This helped keep the government balanced and made sure that no one group had too much power over others.

Lesson

TELL Students (continued)

He believed that when people followed strong values and worked together, their communities and their country would be successful. Tocqueville's ideas are still important today because self-government, strong values, and working together are what keep our country strong. Today, people still vote in elections, attend town meetings, and help make decisions that affect their schools, neighborhoods, and cities. Just like in Tocqueville's time, Americans take responsibility for their communities and work together to solve problems. **[Reference American Flag Image]** His trip taught him that democracy only works when people stay involved, and that lesson is just as true today as it was when he traveled across America!



Majority and Minority Decision-Making Game

Objective

First-grade students will explore the concepts of majority and minority through a fun, interactive decision-making game while connecting it to what Tocqueville learned about democracy and fairness.

Materials Needed

- Two different colored sets of small paper cards (one for each student)
- A large poster with two columns labeled "Majority" and "Minority"
- Pictures of Tocqueville (or a simple printed image of a traveler)
- Scenario cards with simple choices

Introduce the Concept

Begin by explaining that when a group makes a decision, sometimes more people agree on one choice—that group is called the majority. A smaller group might have a different idea—that group is called the minority. When Tocqueville visited America, he worried that the minority might not always get a chance to be heard.

Voting Activity

Tell students that they will pretend to make decisions in a town, just like the people Tocqueville observed on his field trip. Each student will receive a colored card to cast their vote. Read different scenarios and have students vote by holding up their colored card. After each vote, count the results and write the numbers under "Majority" and "Minority" on the poster.

Example Scenarios:

1. Should our town build a new playground or a new library?
2. Should our town have extra recess or extra reading time?
3. Should our town's special event be a picnic or a parade?

Discussion & Connection to Tocqueville

After each vote, ask:

- Which group had the majority?
- Which group was the minority?



Majority and Minority Decision-Making Game

- How do you think the people in the minority feel when their idea isn't chosen?
- What could the majority do to make sure everyone is included?

Explain that Tocqueville saw how Americans tried to make sure the minority had a voice. He believed that democracy works best when people are fair and listen to others, even when their ideas are different. Remind students that not everything is decided by a vote. Some principles, like treating others fairly and respectfully, should not depend on whether someone is part of the majority or the minority. In a democracy, the majority may make many decisions, but everyone's rights should be respected and protected.

Role-Playing Inclusion

Choose a scenario where the majority won, but now challenge the class:

- How can we include the ideas of the minority? (For example, if the class chose a picnic, can there be a small reading corner for those who liked the library idea?)
- How can we make sure everyone feels heard, just like Tocqueville saw in America?

Wrap-Up Reflection

Ask students:

- What did you learn about making decisions as a group?
- Why is it important to listen to both the majority and the minority?
- How do you think Tocqueville felt when he saw that Americans tried to balance fairness and freedom in their government?

Extension

Have students draw a picture of Tocqueville on his field trip watching a town meeting, with people discussing different ideas. They can write one thing they learned under their drawing.

This activity makes Tocqueville's ideas about democracy and fairness come alive in a way first graders can understand and experience firsthand!

Tocqueville's Travels



Objective

First-grade students will pretend to be Alexis de Tocqueville on his field trip across America, making observations about what he learned. They will "travel" around the classroom to different stations, draw pictures of their observations, and share what they learned.

Materials

- Large sheets of paper or a small notebook for each student
- Crayons or markers
- Station signs with different topics Tocqueville learned about (see below)
- A "Field Trip Passport" worksheet with spaces to draw and write short observations
- A teacher's clipboard and glasses (optional, to act as Tocqueville guiding them)

Preparation

1. Set up different "stops" around the classroom with signs and simple explanations.
   Each stop represents something Tocqueville observed on his journey:
   - **Self-Government Stop:** A picture of a town hall or people voting (students draw a voting box or people making decisions together).
   - **Local Government Stop:** A picture of a school, road, or park (students draw something in their town that local leaders help take care of).
   - **Freedom Stop:** A picture of people speaking or praying (students draw something that represents freedom, like a voting booth, a church, or people sharing ideas).
   - **Majority & Minority Stop:** Two groups of different sizes (students draw two groups and think about how both should have a voice).

Set the Scene

Tell students they are now "explorers" like Tocqueville and will travel across America to learn what makes democracy special. Hand out their "Field Trip Passport" (a worksheet with space to draw and write at each stop).



Traveling & Observing

Students visit each stop, where they:

- Look at the pictures and listen to a short explanation from the teacher.
- Draw a picture of what they see and write one word or phrase (e.g., "voting" for self-government, "mayor" for local government).

Sharing Discoveries

- After all students have visited each stop, gather together and ask, "What did you learn on your journey?"
- Have students share one picture and explain what they drew.

Wrap-Up Discussion

- Explain that Tocqueville wrote a book about his observations—just like they did with their drawings!
- Ask, "Why do you think it's important to learn about how people make decisions and work together?"

Extension

Students can take their "Field Trip Passports" home and explain their pictures to their families, just like Tocqueville shared his observations with the world!



Tocqueville Kindness Quest: Exploring "Habits of the Heart"

Objective

First-grade students will explore Tocqueville's idea of "habits of the heart" by engaging in interactive role-play, group discussions, and creative activities to understand kindness, fairness, and responsibility in their community.

Materials

- Heart-shaped cutouts (one for each student)
- Scenario Cards (each describing a situation where a "habit of the heart" can be used)
- Large poster of a heart labeled "Our Classroom Community"
- Markers or crayons
- Tocqueville's Explorer Badge (a paper badge that says "Tocqueville's Explorer" to wear during the activity)

Preparation

1. Create "Habits of the Heart" Stations around the room:
   - Kindness Station: Students will role-play acts of kindness (e.g., helping a friend, sharing, giving a compliment).
   - Fairness Station: Students will act out taking turns, sharing equally, or letting everyone have a voice.
   - Responsibility Station: Students will practice making good choices, like cleaning up or following rules.
2. Write Scenario Cards that describe everyday situations where students can use "habits of the heart" (e.g., "Your friend drops their crayons. What can you do?").

1. Set the Scene

- Tell students they are explorers like Tocqueville, traveling around to learn about "habits of the heart."
- Give each student a Tocqueville's Explorer Badge to wear.

2. Exploring the Stations

- Students rotate through the Kindness, Fairness, and Responsibility Stations, acting out the scenarios and drawing what they learned.
- After each station, they write or draw an example of the habit they practiced on their heart-shaped cutout.



Tocqueville Kindness Quest: Exploring "Habits of the Heart"

3. Creating a Community Heart

- After all stations, students bring their hearts to the front and place them on the large classroom heart poster.
- Explain: "Just like Tocqueville saw in America, when people practice good habits, they make their community stronger!"

4 .Reflection Discussion

Ask: "What are some ways we can use these habits in our classroom and town?"

- Have students share their favorite part of the activity.

Extension Activity

Students create a "Habits of the Heart" Booklet, drawing examples of how they can be kind, fair, and responsible in their daily lives.

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Images

Fourth of July



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U.S. Constitution



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Alexis de Tocqueville



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Schools



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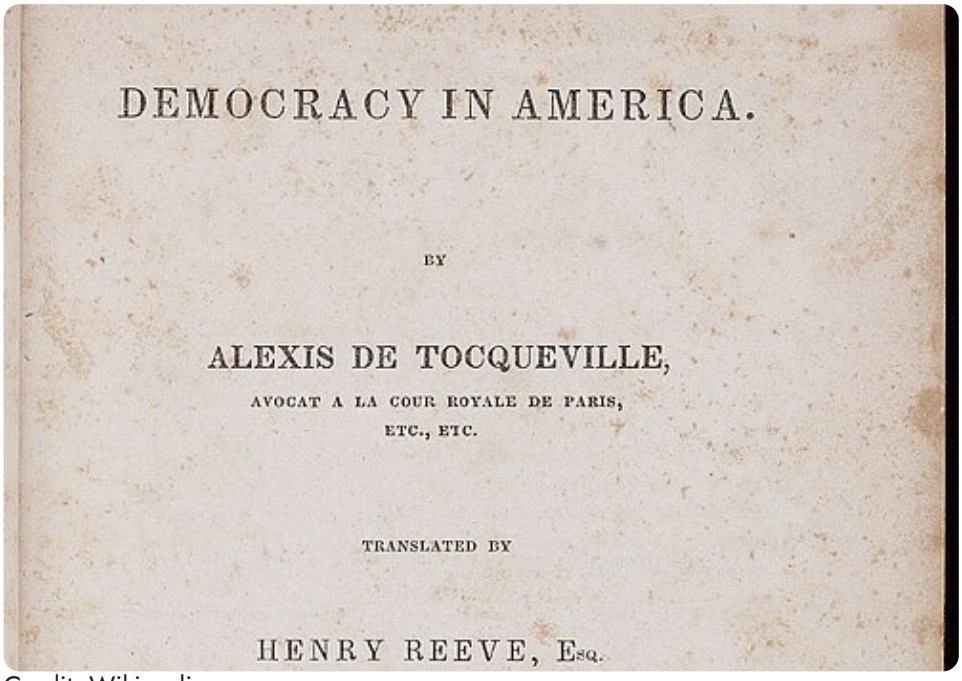
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Second Great Awakening



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Ancient Rome



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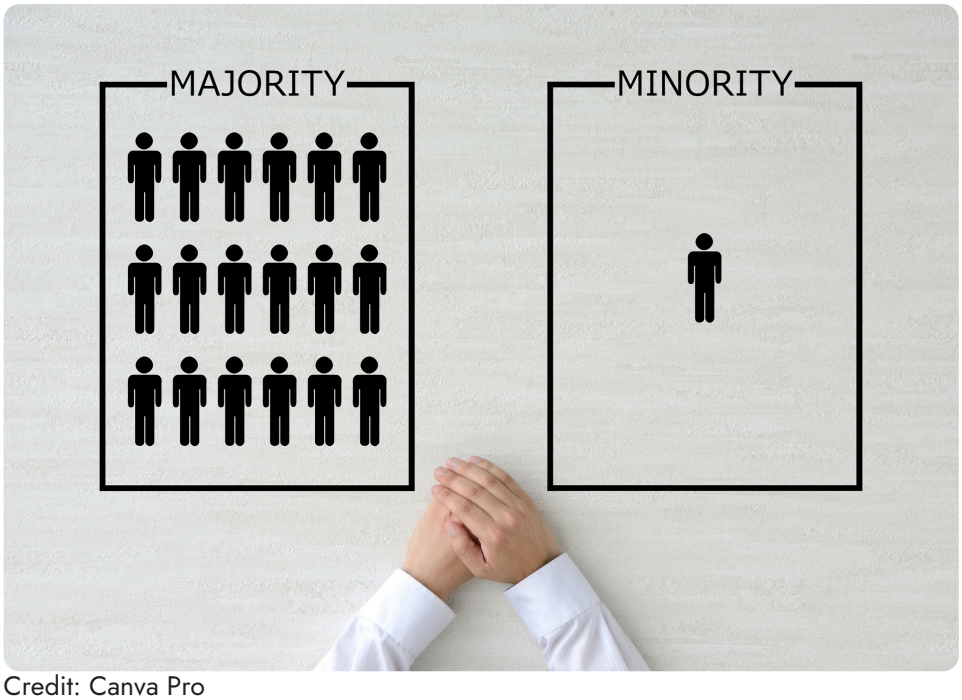
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Majority



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Minority



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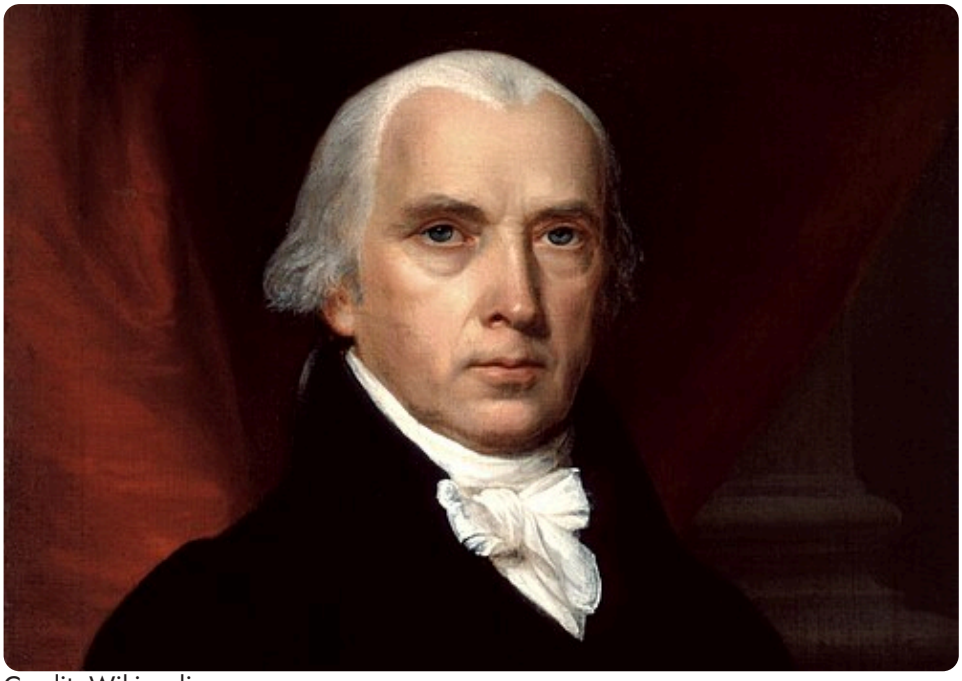
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George Washington



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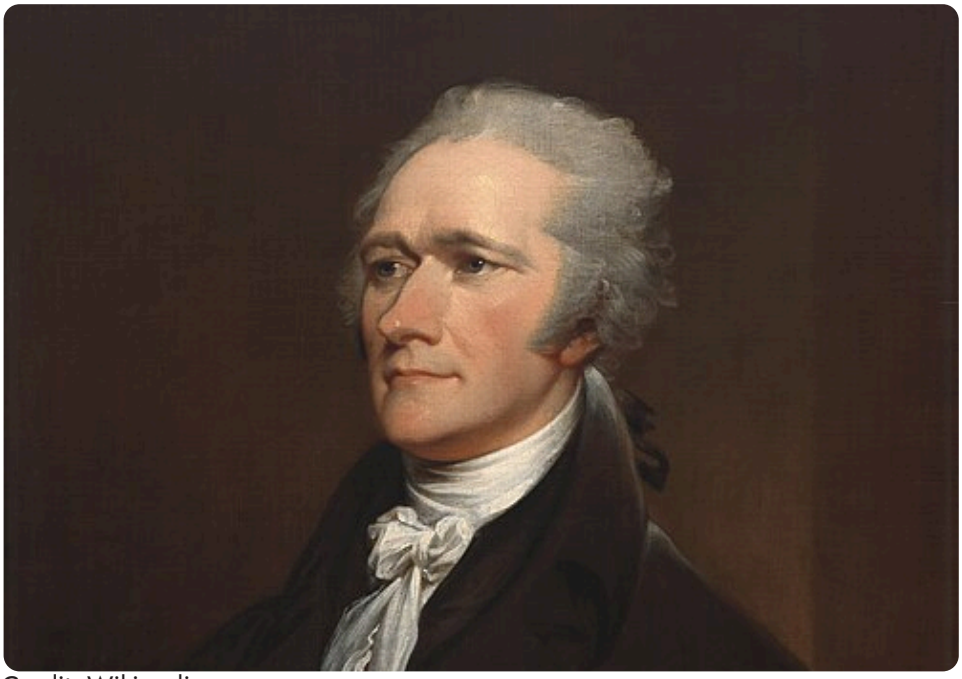
James Madison



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Images

Alexander Hamilton



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American Flag



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Notes