

'Get Ready To Learn' Section.

- To begin this course, we want students to think about what a discovery is and why it is important that we continue to make discoveries every day.
- Have students look around them for things that have been discovered (*outside or inside, depending on your environment*).
- You could have students draw their discoveries, write them on paper, record themselves talking about what they found, or any other method that makes sense for your students.
- Have the students share what they found and discuss how the discoveries have impacted our world. Student answers could center on impact, further discoveries, or other ideas. You may need to help guide them as this questioning will require the students to think critically, which they may or may not be comfortable with.
- Extension #1: If there is time after you complete the welcome activity, you can also provide examples (*with pictures*) of other important discoveries (*e.g., fire, medication, printing press, cars/wheels, telephone, lightbulb*) that impacted our world.
 - *Ask the students what the world would be like if these discoveries had never been made.*
- Extension #2: Have students (*individually or in groups*) brainstorm discoveries that could be made in the future that would impact our world.

'Why _____ Matters' Section.

- This section of the course is designed to help students review the foundational/pillar concepts Little Patriots was founded on. These concepts underpin the stories, facts, and information in the course, and each is presented for content understanding and application.
 - **Fill in the blank above with the course concept, with one of four in total for all LP courses: **FAITH, COMMUNITY, LIFE, LIBERTY.***
 - **The pillar will be in the title of the third course lesson, after the "Get Ready To Learn" section.*
 - **Use the definitions offered below as a starting point for the discussion of each pillar.*
- **Faith Defined:** Faith is the substance of things hoped for, the evidence of things not seen. In its most general sense, faith means much the same thing as trust. Faith is complete trust or confidence in someone or something. Faith helps you believe things you cannot see or touch.
- **Community Defined:** Community is a feeling and a set of relationships among people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings. Trust, safety, teamwork, togetherness, and belonging are essential parts of a community and a 'sense of community.'
- **Life Defined:** The word 'life' can refer to a lifetime -- the period between birth and death. It also means experiencing reality by interacting authentically with the environment and with others. Giving something back to the world through creativity



and self-expression. Changing your attitude when faced with a situation or circumstance you cannot change is a good approach to life.

- **Liberty Defined:** Liberty represents freedom or a state of being free. Liberty can mean a 'leave of absence' and can also reflect some level of unrestrained action, conduct, or expression. Accordingly, the phrase 'to take liberties' means to go beyond what is considered normal and proper. Liberty is acting in ways that help you take control of your life and follow a new and perhaps different path than others before you.
- Student backgrounds and experiences will impact how they receive this possibly new information on this possibly new topic/idea. These pillars are lofty yet developmentally important concepts for kids. Please have them reflect on the definitions of the words provided – *extend and contextualize the definitions as needed; and facilitate discussion around these ideas as the lesson and course progress.*
- Please also remember that learning happens when students can connect the information they already know and the new information they are presented with. Reviewing the material and applying it to the individuals or events in the course will help students make those important connections.
- Read each part of the opening section of the course to the students (*or have them read it themselves*). After reading, ask the students questions to extend their perceptions and ideas related to the pillar/topic. .
- Possible questions include:
 - *What have you learned about the topic?*
 - *How would you use the topic word in a sentence?*
 - *What other words can you relate to the topic?*
 - *In what ways does the topic word relate to the individual or event described in the first part of the lesson?*
 - *What was this learning experience like for you?*
 - *How familiar were you with this learning topic before this course?*
- Additionally, you can have the students imagine that their class has been chosen to start their own colony. (An activity to do at the very end once students understand all of the challenges.)
 - **Finish the Story**
 - Have students stand in a circle.
 - The teacher starts off the story: “We have been chosen to start a new colony! We’re all leaving our home and going far away to start a colony from the very beginning. The only people that are going with you are here in this classroom. The weather in this colony is very different from the weather we have here.”
 - The student to the right of the teacher starts the next sentence.
 - Students go around the room saying one sentence at a time, creating a story.
 - Depending on the size of your group, go around 2-5 times.
 - The teacher can end the last sentence however they want.

Introduction:

- Refresher questions from the last lesson:
 - *What do you remember about the European explorations from our last lesson?*



- *What do you remember about the first Thanksgiving?*
- *How would you describe who the Pilgrims were?*
- *How did Squanto help the Pilgrims?*
- Have a classroom discussion over the following questions:
 - *Has anyone ever had to move before? What was that like? What were your feelings?*
 - *Let's pretend we all moved to an area where no one has been before. All we have is the nature around us. What do we need to do to survive?*
 - *What would be hard about starting a brand new city? What would be some good things that come from starting a new city?*
 - *How would you decide the rules that everyone should follow in this new city? How would you make sure everyone was following those rules?*

Vocabulary:

- Colony - a region of land that is under the political control of another country
- Governor - one who rules over a group of people
- Toleration - to allow without trying to stop
- Settlers - people who decide to stay in a new area
- Government - a group of people who have political power

The Colonies:

- The 13 colonies were established by Great Britain along the coast of the Atlantic Ocean during the 1600s-1700s. The colonies were made up of people groups from Europe, Native Americans who already lived on the lands, and enslaved Africans that were brought over the Atlantic.
- As you go through this lesson, it would be helpful to have a political map of the United States displayed. Point on the map to where the colonies are today. You can even have students take a magnet and place it on the state that you are currently discussing as a good visual during discussion. If you have a physical map, use that as well to show the landscape. Explain that dark green means those places are thick with trees and light green is more grass. Point out rivers and coast lines.
 - Another way you can do this is print out a blank map of the United States (with the states labeled on them.) As you discuss a colony, have the students color that state on their map. Each section can be a different color. For example:
 - New England Colonies - purple
 - Middle Colonies - yellow
 - Southern Colonies - red
 - Children can keep this map out for future lessons as well as a guide. They can add their own pictures to it as notes if they would like (For example, they can draw corn next to New Hampshire when they learn that it was a crop grown there.)
- Most settlements begin by a body of water. Open up the floor for discussion on why the students think that is. Guide them to the conclusion that water is essential for survival. You can also talk about the benefit of using boats for trade and travel, since cars and planes were not invented yet.

- The success of Jamestown was a big reason why England kept sending more and more people over. Colonists came for a variety of reasons - religious freedom and job opportunities were the main ones.
- In order for these colonies to survive, they had to make money. Help students understand that their jobs look very different from jobs their parents probably have today. They had to really rely on the land to produce goods that they could then sell. As you go through the lessons, and the land is being described, take time to get the students thinking about how important the land and natural resources were for their survival. A colony has a lot of trees - what could they use the wood for? A colony has good soil - what are some things they could grow to sell? A colony is by water - how could that help them make money?
- Not only did the parents in the colonies work hard, but the kids did as well. Take some time to make a list together of different chores kids have around the house. Is there anything that they help their parents with? You can even see if anyone has a garden at home and what work is required to make plants and vegetables grow.
- Faith Extension
 - Read Proverbs 6:6-9 to the class:
 - “Go watch the ants, you lazy person. Watch what they do and be wise. Ants have no commander. They have no leader or ruler. But they store up food in the summer. They gather their supplies at harvest. How long will you lie there, you lazy person? When will you get up from sleeping?” (ICB - International Children’s Bible)
 - Tell the class:
 - “Has anyone seen an ant bed before? Has anyone stepped on an ant bed? (Kids will be excited and will want to tell stories.) Well, any time you see an ant bed, that’s an ant colony! We are talking about the 13 colonies today and the Bible actually talks about how we should all work as an ant colony. Now, what does that mean? Every ant has a job - even the kid ants! They all know what their job is and they work hard at it. Even though she sounds like the leader, Queen Ant is not the leader! Her only job is to grow the colony. Have you ever seen an ant still and not moving? No! They are always on a mission - always completing their job.”
 - “Now that we know a little bit about ants, let’s read Proverbs 6:6-9 again.” Pause to re-read. “How did the colonists live like an ant colony?” Help them make the conclusion that if the colonists didn’t work like ants, they wouldn’t have food, clothing or money.
 - “What does that mean for us? How do you think God expects us to work at school and at home? How does He want us to be like an ant colony?” Guide them to the conclusion that we should all be working hard and trying to do the right thing, even if no one is watching. God sees all that we do and He rewards our hard work.
- *The Age of Enlightenment* was an intellectual movement where some colonists started believing more in science rather than faith and religion. Even still, a good number of colonists continued to believe faith and religion over science. Worried about these disagreements, religious leaders helped grow the importance of faith. This new period was known as *The First Great Awakening*



- where faith became more about good behavior and less about reading the Bible. People, settlements, and colonies were united during this time.

- You can do this either after each individual colony, or after a section of colonies (New England, Middle and Southern Colonies)
 - *How did they make money?*
 - *What helped guide the way that they live?*
 - *What was the land like? Did it help or hurt the way they live? How?*
 - *Was there anything the people were upset with Great Britain about?*

‘Activity’ Section.

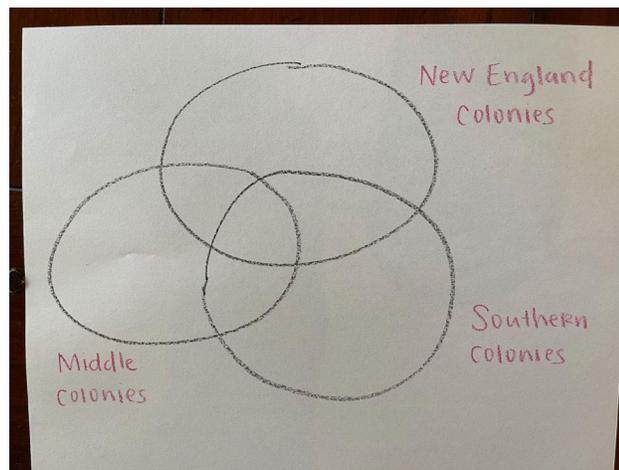
- Complete the provided activities with your students. All activities can be modified based upon available resources and students involved.

Topic	13 Colonies (2)
Activity Title	Create and eat the “13 Colony Flag Fruit Pizza”
Materials	Ingredients for Fruit pizza (suggestions below)
Steps (What will teachers say, ask, discuss)	<p>A colony is a region of land that is under the political control of another country. England established the 13 colonies to grow the British empire. Many Pilgrims traveled to America to find religious freedom. The Pilgrims of the original 13 Colonies came from many different religious backgrounds. They formed the United States in 1776. In May of 1776 Betsy Ross began making the 1st American Flag with 13 Stars and Stripes!</p> <p>Create your own flag and eat it! (look for recipes for Fruit pizza or improvise from suggestions below)</p> <ol style="list-style-type: none"> 1. Create a crust (use cereal with honey, cracker crumbs or bake sugar cookie dough). 2. Cover crust with white (vanilla icing, cream cheese and honey, cream cheese and powdered sugar or whatever white icing). 3. Use red, white and blue fruit (strawberries, bananas and blueberries) to create stripes and blue background for white stars (leave a circle of white for “stars” in the blue area) 4. Present the flag and have students answer the questions: Who made the first 13 Colony Flag? What year did she start making it? In May of 1776, Betsy Ross began making the 1st American Flag with 13 stars and stripes! 5. Eat and Enjoy!



'Show What You Know' Section.

- Guided Practice: Complete the following activity as a class, comparing and contrasting the New England, Middle and Southern Colonies:



- Independent Practice - using the information from the Venn Diagram, allow students to choose either New England, Middle or Southern Colonies. They will pretend they are from that area and write a story of what a day in their life looks like. What do they see when they look out of their home? What is their job? What do they do for food? What do they do for fun? What chores would they have? (The objective of this activity is for students to see that the daily life of a colonial adult AND child were jam-packed with chores and hard work. There was little room for leisure.)
 - Extension - kids can take their short story and draw a visual on a piece of paper. Their drawings can include what their home looks like, what the land looks like, what foods they eat and what goods they sell.
 - At the end of class, students can share their stories/drawings with one another.