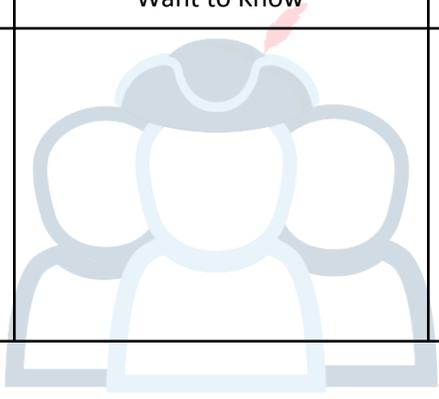


'Review' Section

- We start this section by reviewing the content students need to learn and retain the provided information fully. As you review, if you feel your students need more background information for success, please refer to Little Patriots Course 1.
- Read this section to the students or have them read it either individually or in groups.
- As you read, ask the students to provide additional information they know about the topic.
- Extension Activity #1: Have the students complete a KWL (Know, Want to Know, Learned) chart on the Pilgrims. A KWL chart is a three-columned table. In the first column, they write what they know about the Pilgrims. In the second column, the students write what they want to know about Pilgrims. They save the final column for the end of the lesson.
- After the students have completed the first two columns, have them share what they wrote.

Know	Want to Know	Learned
		

'Get Ready To Learn' Section

- To begin this course, we want students to pull from their schema on moving to understand the Pilgrim's perspective better.
- Times like these put our faith in God to the test. The Pilgrims trusted God enough to leave their friends and the comfort of home to find a place where they could worship God freely.
- Proceed through the text of this section, stopping to make connections to what moving experiences students have.
- Have the students answer the following questions on a piece of paper
 - *Have you ever moved to a new house?*
 - *How about a new city?*
 - *What about a new state?*
 - *What was the moving experience like for you?*
- After recording responses, have the students do a "Find Someone Who" strategy to share their thoughts. In this strategy, you present a question, and the students mingle around the room to "find someone who" has done whatever you asked. For example, when you say, "Find someone who has ever moved to a new house," students will mingle around the room, talking to one another to form groups. After groups are formed, have the students share their experiences moving.

- Repeat the activity for each question.
- Lead a discussion with the students about what they learned during this activity.

'Meet the Pilgrims' Sections

- **Disclaimer.** This section begins the new content for the course. When discussing the events and people presented in the content, we recognize that stereotypes, misinformation, and sensitive ideas may exist surrounding the people and culture. Help your students recognize insensitivities and misinformation that may arise during class discussions and activities.
 - *We presented all of the historical content and stopped short of presenting polarizing information. We leave it up to the teacher, school, and district to determine the proper way to approach topics outside the scope of this educational supplement.*
- As you proceed through the text, stop when you come to reflection questions and give the students time to answer each question. You can help guide their answers or allow them time to research when appropriate.
- At the end of this section, have students research the different trades Pilgrims learned (carpenter, mason, baker, tailor, merchant, weaver, cabinetmaker).
 - You can assign the trade or allow them to choose from a list.
 - Have the students start by writing one or more questions that they want to find out about their assigned trade.
 - They will research that question as well as information about the trade.
 - Students can present their research in numerous ways. It is beneficial to consider allowing students to choose their presentation method. This choice creates ownership and empowerment, which increase learning. Some ideas include:
 - Brochure
 - Webpage
 - Poster
 - Vlog
 - Diorama
- At the end of this section, have students write down three things they learned, two things they found interesting, and one question they still have.
 - *Answer the question(s) for them.*

'Pilgrims Set Sail for America & Settle Early America' Section

- As you proceed through the text, stop when you come to reflection questions and give the students time to answer each question. You can help guide their answers or allow them time to research when appropriate.
- Additionally, follow up with questions as needed.
- Possible questions include:
 - What planning do you think the Pilgrims had to do to prepare for their trip?
 - What made the Pilgrim's voyage hazardous?
 - What would be difficult about traveling by ship during this time?
- Look up places the students are unfamiliar with on a map or globe. Help the students understand the location and distance of each place. You can also draw the voyage on a map for

- students to see where the Pilgrims were supposed to land versus where they actually landed.
- Mayflower measurements are included in this section. Have the students draw the birdseye view of the Mayflower using the measurements. Adjust the dimensions based on the size you have to draw and explain to the students why you are making the adjustments.. The larger, the more effective. For example, you could draw the Mayflower in inches versus feet.
 - After you draw the Mayflower, using the same scale, create people and place them on the Mayflower. The students can draw themselves. If possible, create all 102 people to show the students how crowded the voyage was.
 - If you have access to a basketball court, take the students so they can get a better understanding of the actual Mayflower dimensions.
 - Extension Activity #1: Have the students write a journal entry as if they were one of the passengers on the Mayflower. What would they have seen, heard, felt, or smelt? Who would they have met? What would they have done?
 - Have the students create a vlog of their journal entry. A vlog is a video blog where students can share/read their thoughts.

'Why Faith Matters' Section

- This course section 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.
 - **Use the definitions offered below as a starting point for the discussion of each pillar.*
 - **Faith Defined:** 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 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 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. Life always includes the amazing characteristics that make you who you are. No matter our differences, we all matter.*
 - **Liberty Defined:** Liberty represents freedom or a state of being free. 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. These are lofty concepts for some kids, so please have them reflect on the definitions of the words provided – *extend and contextualize them as needed.*

- Also, learning happens when students can connect the information they already know and the new information they are presented with. Reviewing the material helps students make those connections.
- Read each section of text to the students (*or have them read it themselves*). Upon reading, ask the students questions to extend their thinking.
- Possible questions include:
 - *What does faith mean to you?*
 - *What do you have faith in?*
 - *What are you good at/What gifts do you have?*
 - *How can you use those gifts to help others?*
- Activity Extension #1: Have the pictures draw a picture of themselves doing their gift/talent (choose if the students will draw their entire body or chest up only). Create a class “quilt” to showcase all of their wonderful differences.
- At the end of the course, have students return to their KWL chart from the beginning and fill in the final (Learned) column. Discuss with the students what they have learned and fill in any information they still want to learn.

‘Activity’ Section

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

‘Show What You Know’ Section

- Questions are provided to help students review what they have learned in this course. Questions can be answered individually, in groups, or with the whole class.
- Help students understand the correct answers, using the content as support.