

'Review' Section

- We start this section by reviewing the content students need to learn to 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.

'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.
- Help the students find a picture of an area very different from where they live. For example, if you live by the ocean, find a picture of a desert. If you live in an area with many trees, find a picture of a prairie.
- Lead a discussion with the students using the following questions as a guide.
 - How is the area in the picture different than where you live?
 - What is something you currently do that would be difficult to do if you lived in an area like the one in the picture?
 - What would you need to be able to live in this new area?
 - What changes would make living in the new location easier?
- Explain to the students that they will use the information from your discussion as you proceed through the course.

'Help from the Native Americans' 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 - *We presented all of the historical content and stopped short of presenting polarizing information.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.*
- Indigenous People are those who inhabited America (as well as other countries) before Columbus' time - *Native Americans or Indigenous Peoples are the terms we use.* And they mainly lived in groups and tribes.
- Show students a map of the different Native American tribes that lived in America when the Pilgrims first arrived.
- 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.

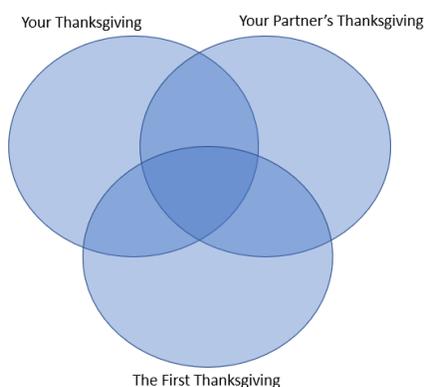
- Extension #1: Plant a garden with some appropriate crops for the time. Help the students understand the time and work that goes into growing your own food.
 - Discuss what it would be like if you could only eat the food you grew or hunted.
- At the end of this section, have students research different Native American tribes that lived in America during Pilgrim times.
 - You can assign the tribes 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 tribe.
 - They will research that question as well as the following information.
 - *Habitat and Geography/Location*
 - *Homes*
 - *Clothing/Dress*
 - *Food/Diet*
 - *Other (your choice)*
 - 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.*

'Why Community 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.
- In this section, 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 Thanksgiving traditions do you know about?*
 - *What is your favorite Thanksgiving tradition?*
 - *How is the way you celebrate Thanksgiving similar or different to the “First Thanksgiving?”*
 - *What did the Pilgrims have to be thankful for?*
- Show students a picture of Plymouth Rock and discuss the importance.
- Activity Extension #1: Have the students work in pairs to create a historically accurate first Thanksgiving menu and recipes.
- Activity Extension #2: Have the students work in pairs to create a Venn diagram highlighting the differences between their Thanksgiving practices and the first Thanksgiving.



- Activity Extension #3: Watch a virtual field trip on the first Thanksgiving (https://www.scholastic.com/scholastic_thanksgiving/index.html).

'Help from Squanto' Section

- **Disclaimer: The story of Squanto is documented through journals and oral recounts of his life and his role in working with the earlier settlers. While many of the facts are verified, a lot remains unconfirmed.**
- Note: In the Bible, in the book of Genesis, we see the story of God raising a young man to save his people in the future. Joseph was sold into slavery by his brothers, thrown into prison for something he didn't do, and forced to work in Egypt away from his family for many years. Yet, through all this, Joseph had faith in God's plan. He had faith in God even when things were going terribly. Years later, God placed Joseph in a position of power in Egypt, second only to Pharaoh himself. He had the ability to save his family and God's nation of Israel. God had a special reason for wanting Squanto in England. Squanto had to learn to help the Pilgrims when it was time. Keep Joseph's story in mind as we take you through the story of Squanto.
- In his heart, Squanto thanked God for the Pilgrims, for they had shown Squanto that God really had used him as part of His great plan. Just as the Spanish monks had said years ago. Hallelujah! The glorious God of Heaven miraculously wove the lives of a lonely Patuxet brave and a struggling band of English Pilgrims in such a way that would bless the whole world for centuries to come.
- 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:
 - *If you moved to a new place, what would you need someone to teach you?*
 - *Why is it important to make friends when you move somewhere new?*
- After completing this section, have students do a "Rally Robin" to review what they have learned. In a "Rally Robin," students pair and alternate generating brief responses to a question. For example, What is something you learned about Squanto and the Pilgrim? The students will continue generating responses until they run out of answers or the time is up.

'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.