

‘Review Time’ Section

- We start this section by reviewing the content students need to learn and retain the provided information thoroughly. 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 reflect on their definition of important. The point of this exercise is to have the students think about how we are all important, but sometimes, other people and influences around us cause us to view one thing as more important than something else.
- Have the students think about what makes someone important. Have them write the answer to the following questions (or answer out loud).
 - Who are people that you and others think are important in your world? Are they celebrities? Politicians? Family? Professional Athletes? Other?
 - What makes someone important?
 - What makes you important?
- Allow the students to share their responses.
- As a group, use the students' responses to brainstorm a definition of important.
- Then, look up the actual definition of important. Compare the actual definition with the definition you came up with together.
- With a correct definition, create a class list of important people who fit the true definition of important.
- Talk to the students about what matters and how sometimes we think something or someone is important for the wrong reasons.
- Active Learning Alternative: Create a concept map with the word “important” in the middle. As a group, create a concept map for the word important. Use this concept map to create a definition.

‘Why Life Matters’ Section

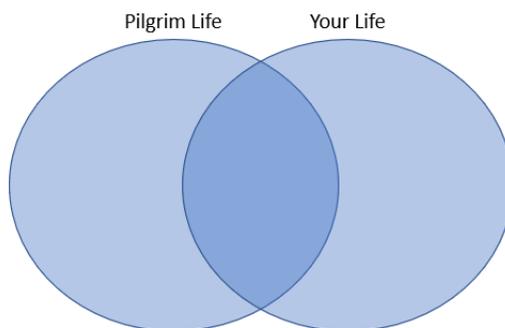
- This course section is designed to help students review the foundational/pillar concepts Little Patriots was founded on. These concepts underpin the stories, facts, and information in the course, and each is presented for content understanding and application.
 - **Use the definitions offered below 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.
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- 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 the text to the students (*or have them read it themselves*).
 - **Note for this section:** In the first books of the Bible, we see God's plan for his people involved them having faith in his plan for their lives. Whether it was Abraham being called by God to leave his home and travel to an unknown land, or Moses leading his people through the wilderness, God has inspired those with faith in him to explore and find new homelands.
 - Upon reading, ask the students questions to extend their thinking.
 - Possible questions include:
 - *What have you learned about the topic?*
 - *How would you use the topic word in a sentence?*
 - *How 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?*
 - Using the definition you created in the review section, have students now apply the concept of "important" to their own lives. Ask the students the following questions:
 - *Who are the most important people in your life?*
 - *What is the most important thing in your life?*
 - *What three words would you use to describe yourself?*
 - *Why are you important?*
 - Before the students share out, share your answers to the questions with your students. Talk to them about why these people and things are important and why you are important.
 - Let the students share their answers in groups or whole class.
 - After interacting with this section, create a chart where each student highlights why they are important. The students can write or draw their answers (or use another method best suited for your students).

'Pilgrim Life' Section

- **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.*
- Begin this section by showing pictures of Pilgrims. You could also show the students a house blueprint compared to the layout of a Pilgrim house. There are virtual tours of Pilgrim houses available on the internet.
 - Discuss with the student's similarities and differences between the Pilgrim's life and their lives.
 - If possible, read a book (or have them read) that talks about Pilgrim life.
- Proceed through the content by reading each section of text and following up with questions as needed.
- Possible questions include:
 - How are our clothes made today?
 - What technology existed during Pilgrim times (think about the definition of technology)?
- When you get to locations students are not familiar with, show them the location on a map or globe, noting the distance from America/where they live.
- After discussing Pilgrim Life, have the students create a Venn diagram to compare and contrast their lives to Pilgrims' lives. Use the guiding questions to assist.
 - *What does your house look like?*
 - *What is your house made from?*
 - *What furniture is in your house?*
 - *What things in your house make your life easier?*
 - *What clothes are you wearing?*
 - *Where did your clothes come from?*
- You could also have the students draw a blueprint of their house floor plan to use in creating their Venn diagram.



- Before starting the “Pilgrim Leaders” section, have students list what leadership responsibilities the Pilgrims might have. Give them 10-15 minutes to conduct their own research on William Bradford and Myles Standish to guide the conversation moving forward.

‘Later Explorations’ Section

- Proceed through the text that discusses later explorations. Highlight for the students that while the Pilgrims largely impacted America as we know it, many other explorers shaped America today.
 - Have the students share what they know about early American explorers.
 - You can refer to Little Patriots Course 1 for additional information.
- Have the students conduct a mock interview of Daniel Boone. In pairs, the students will pretend to be newspaper reporters who will interview Daniel Boone. In this activity, the students will:
 - Write interview questions they would like to ask Daniel Boone.
 - Record the answers they think Boone would have given based on what they learned (they can conduct further research if they want to learn more).
 - Present their interviews (written, visual, or digital form).
- At the end of this section, have students write down three things they learned about early explorers, two things they found interesting, and one question they still have.
 - Answer the question(s) for them.

‘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.