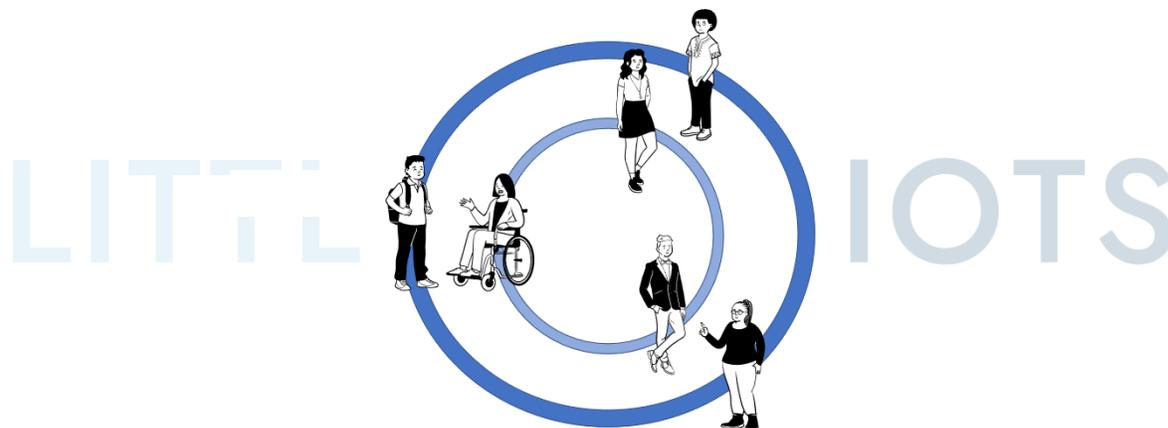


'Review' Section

- 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.
- Begin by asking the students about a long car ride they have been on.
- As you read, ask the students to provide additional information they know about the topic.
 - What do you know about William Bradford?
 - What do you know about Myles Standish?
- Continue the review by having students participate in an "Inside-Outside Circle" (see below).
 - Divide the students into two groups.
 - Each group will form a circle, with one being an inside circle and the other an outside circle. The circles will face one another, creating partners.
 - When the time starts (approximately 30 seconds), the student on the inside circle will say one thing they remember about the Pilgrims, then the student on the outside circle will add to what their partner said. When time is up, the outside circle rotates (the inside circle stays in place), and the activity is repeated. After a designated time, have the students write down everything they remember.



'Get Ready To Learn' Section

- To begin this course, we want students to pull from their schema on traveling to understand the Pilgrim's perspective better.
- Proceed through this section's text, stopping to connect to students' experiences.
- Have the students complete a compare and contrast matrix between long trips they take and the Pilgrim's voyage on the Mayflower. In a compare/contrast matrix, students look at specific attributes associated with travel (add any other attributes you want).

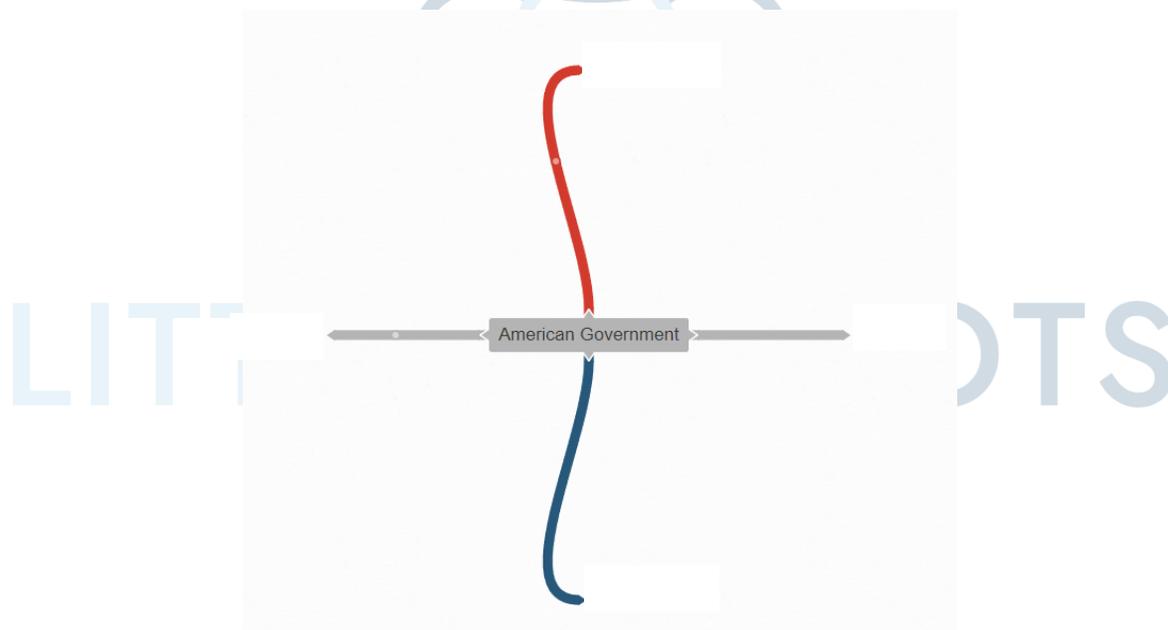
Compare/Contrast Matrix

	Your Trip	Pilgrims' Trip
Mode of Transportation		
Climate/Weather		
Comforts		
Hazards		
People		
Other Positives		
Other Negatives		

'Why Liberty 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 liberty mean to you?*
 - *What liberties do you have?*
 - *What do you know about government systems?*
 - *What type of government does America have today?*
 - *What does this mean?*
- Activity Extension #1: Give the students 10 minutes to research the American government system and write down everything they find. Create a class concept map to connect the information the students learned and the answers to the questions above.



'The Mayflower Compact' 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.*
- 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 are synonyms for the word “compact?”*
 - *When have you used the majority rule concept?*
 - *What other documents have been written in history similar to the Mayflower compact?*
- 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 break apart the Mayflower Compact to write what it means in their own words. Have them take the document a phrase at a time, reflecting on what the text means (e.g., “In the name of God, Amen” - The colony was founded by faith in God.).
 - Divide the Mayflower Compact into easy to understand chunks (see below). Put each chunk on a piece of paper or giant post-it note around the room.
 - Have the students (in groups or individually) walk around and write down their thoughts on what each chunk meant.
 - Rewrite the Mayflower Compact using the students’ words.
 - Have them reflect on the meaning of the document.
 - Possible “chunks” for review:
 - *In the name of God, Amen.*
 - *We whose names are underwritten the loyal subjects of our dread sovereign lord King James, by the grace of God, great Britain, France, and Ireland King, defender of the faith, etc.,*
 - *Having undertaken for the glory of God and advancement of the Christian faith, honor of our King and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually,*
 - *in the presence of God, and one of another, covenant and combine our selves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony,*
 - *unto which we promise all due submission and obedience.*
 - *In witness whereof we have hereunder subscribed our names at Cape Cod, the eleventh of November in the year of the reign of our sovereign lord, King James, of England, France, and Ireland the eighteenth, and of Scotland the fifty-fourth. Anno Dom. 1620.*

‘Plymouth Government’ Section

- As you continue 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:
 - Why was the Mayflower Compact a good foundation for the Plymouth Government System?
 - What do you know about a democratic government?
 - What makes a good governor?
 - What makes a good leader?
- 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.
- Extension Activity #1: Have the students recreate the Pilgrim's experience in a different scenario (adapted from Constitutional Rights Foundation: <https://www.crf-usa.org/foundations-of-our-constitution/mayflower-compact.html>).
 - The year is 2120, and the American spaceship Mayflower II has landed on Mars, precisely 400 years after the first Mayflower reached the New World. Aboard the Mayflower II are a team of scientists and a larger group of skilled workers.
 - The mission of this voyage is to construct a research base on Mars for scientific observations, discoveries, and experiments. Unfortunately, due to a malfunction, the Mayflower II crash-landed in an area outside that designated for U.S. exploration by a United Nations treaty. This territory is not within the jurisdiction of any Earth nation.
 - Explain United Nations if needed.
 - Although the crash disabled the Mayflower II and its communication system, all personnel, supplies, and life support systems survived intact. The scientists and workers will be able to live in the Mayflower II and build structures outside the spacecraft. They expect a rescue ship will be sent, but not for many months.
 - Shortly after the Mayflower II crashed, an argument broke out between the scientists and v The workers claimed that the whole purpose of the project had changed from scientific research to survival. Since the workers know how to build a survival base, they can take care of themselves. The workers also pointed out that because they are in an area of Mars outside the jurisdiction of the United States, they are not bound to obey the orders of the scientists (or any laws for that matter).
 - The scientists rejected these views and argued that they had been put in charge of the project back on Earth and, therefore, should remain in control until the rescue ship arrives. They also reminded the workers that their superior education and training as scientists make them the logical ones to lead the group in this alien environment.
 - After discussing these matters for a while, the scientists and the workers finally agreed to work out a written compact that would provide the basis for a government until the relief ship appears.
 - Imagine you and your students are the men and women stranded on Mars.
 - Separate the class into two groups: Scientists (about one-third) and Workers (about two-thirds).
 - Hold a meeting where you discuss and vote on an answer to the following questions:
 - Should there be a single leader or a group of leaders?

- How should the leader or leaders be selected?
 - Who should make the laws?
 - How should the lawmaker or lawmakers be selected?
 - Should a police force be established to enforce the laws? If so, how should the police force be selected?
 - Should a judge or judges be selected to preside over trials? If so, how should the judge or judges be selected?
 - What general rule should determine how work is to be accomplished?
 - What rights should everyone have?
 - After discussing and voting on answers to the questions, write up the results in a Mayflower II Compact.
 - Take a final vote. Decide whether approval of the compact should require unanimous agreement, a two-thirds majority, or a simple majority. After voting on the Mayflower II Compact, everyone agreeing should sign it.
 - Debrief by asking, “What similarities and differences do you see between the circumstances surrounding the signing of your Mayflower II Compact and the circumstances surrounding the signing of the original Mayflower Compact in 1620?”
- 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.