



### '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, students can pretend that they are writing a newspaper article on a key event during this time period. (Outside research will be needed.) They can choose to cover one of the following:
  - 1745 - Seven Years' War
  - 1764 - The Sugar Act
  - 1765 - The Stamp Act
  - 1767 - The Townshend Revenue Act
  - 1770 - The Boston Massacre
  - 1773 - The Tea Act & Boston Tea Party
  - 1774 - The Intolerable Acts & The First Continental Congress

Have their newspaper article include:

- Headline
- The 5 W's - Who? What? When? Where? Why?

## Little Patriots | Teacher Notes.

### *The Colonies– 5th Grade.*



- 3 important details about the event
- Eye witness accounts

#### **Introduction:**

- 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 (millions were already living on the lands), and enslaved Africans that were brought over the Atlantic.
- There are many reasons as to why people decided to come settle in the 13 Colonies. Some wanted to find wealth, others wanted job opportunities, and many were seeking religious freedom. Even though there were vast differences among religions, cultures and economic industries, the colonies began to unite in disagreement to the King of England's oppression on their way of life. Freedom was the common unifier and they were ready to fight for their rights!

#### **Vocabulary:**

- Impose - to establish or apply as a charge or penalty
- Oppressive - cruel or harsh without just cause
- Boycott - to join with others in refusing to deal with a person, organization, or country usually to express disapproval or to force acceptance of terms
- Activism - forceful action for political purposes
- Epidemic - spreading widely and affecting many individuals at one time

#### **Taxing the Colonies:**

- Town Hall Meeting Simulation
  - The colonists are starting to become very angry with the King of England! They're having to pay incredibly high taxes and don't even have a voice in these decisions.
  - Pretending that they are colonists, have students write down their concerns over what all they're paying taxes for. They need to decide how they're going to handle this oppression!
  - Start off the whole group conversation by saying: *"Those of you in this room are not OK with the taxes that are being imposed upon us! No one is representing us in the British government and we need to figure out how to change this! To keep order in this town hall meeting as we discuss these issues, I have a talking stick that I will be passing around. Who would like to be the first to voice their concerns?"*
  - If conversation lulls, encourage students to think of possible solutions: *Is a revolution inevitable? Do we need to protest? What would we protest?* (This lesson could be a good segway to the Boston Tea Party.)
- *Check for Understanding:*
  - Have students write 3 facts they learned in this mini lesson and one question they have.



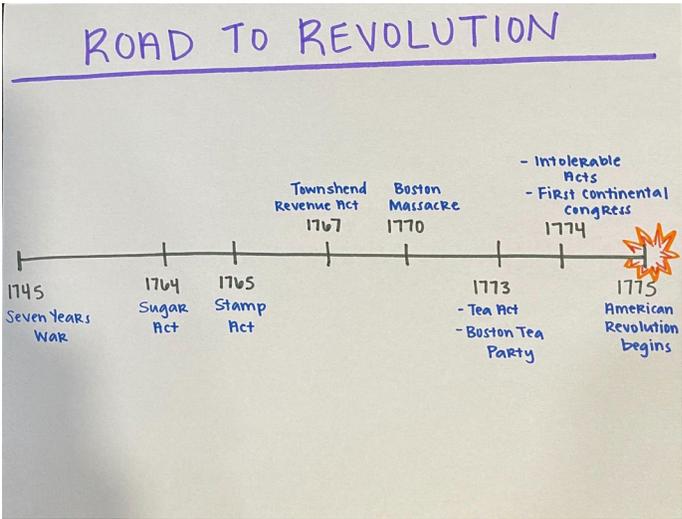
### The Boston Tea Party:

- Samuel Adams strongly disagreed with the British government creating the Sugar Act, which made the colonists pay taxes (extra money) for the sugar they bought! The colonist’s anger over the Sugar Act led to the Boston Tea Party in 1773. Everyone loved putting sugar in their tea to make it sweet - even the British soldiers. To show them that they were mad, when a boat with a shipment of tea came in, a group of colonists snuck onto the British ship. Samuel Adams gave a secret signal and the colonists dumped 342 chests of tea into the Boston Harbor!
  - *What would be your secret signal?*
- Act it Out
  - This is a game you can play throughout the unit if you have a little bit of down time. Have every student wad up a few paper balls. Choose 3 students at random to represent the British soldiers on board the boat at the time of the Boston Tea Party. Have those 3 students leave the room.
  - The rest of the students represent the colonists on board the boat. Students come up with a secret signal for when to dump the chests of tea (paper balls).
  - Bring the British soldiers back into the room. Their goal is to try and guess what the secret sign is. The colonists will be “working” (that could be them working on a worksheet, wadding up paper balls, or just doodling.) If the British soldiers catch the secret sign, the Boston Tea Party is called off! But if the secret sign is done 3 times without them seeing, the colonists start throwing their chests of tea (paper balls) into the middle of the room.
- Check for Understanding:
  - Have students write 3 facts they learned in this mini lesson and one question they have.

### Pocahontas:

- When Pocahontas first saw John Smith and the other colonists, this was her first time to see anyone who wasn’t Native American. They looked different, dressed different, spoke differently and had much different weapons than they did! For someone who has only seen people that look like herself, I’m sure this was very frightening.
  - *Imagine you are the first Native American to see these colonists! How would you describe what you saw to Chief Powhatan and the rest of your tribe?*
- Faith Extension
  - Pocahontas was very brave when she stepped in to save John Smith from being killed. The two developed a very strong friendship and John Smith taught her about God, while Pocahontas taught him about how to survive in the forest. With God in her heart, Pocahontas helped create peace between the Native Americans and colonists, even after John Smith went back to England.
    - *How have you shown bravery before, like Pocahontas?*
    - *How have you helped a friend in need, like John Smith?*
  - God always wants us to try and live in peace with those around us.



Example (picture)	 <p>The image shows a hand-drawn timeline titled "ROAD TO REVOLUTION" on a piece of paper. The timeline is a horizontal line with vertical tick marks for each year from 1745 to 1775. The events are written in blue ink above and below the line. A starburst is drawn at the end of the timeline in 1775.</p> <table border="1"><thead><tr><th>Year</th><th>Event</th></tr></thead><tbody><tr><td>1745</td><td>Seven Years War</td></tr><tr><td>1764</td><td>Sugar Act</td></tr><tr><td>1765</td><td>Stamp Act</td></tr><tr><td>1767</td><td>Townshend Revenue Act</td></tr><tr><td>1770</td><td>Boston Massacre</td></tr><tr><td>1773</td><td>- Tea Act - Boston Tea Party</td></tr><tr><td>1774</td><td>- Intolerable Acts - First continental congress</td></tr><tr><td>1775</td><td>American Revolution begins</td></tr></tbody></table>	Year	Event	1745	Seven Years War	1764	Sugar Act	1765	Stamp Act	1767	Townshend Revenue Act	1770	Boston Massacre	1773	- Tea Act - Boston Tea Party	1774	- Intolerable Acts - First continental congress	1775	American Revolution begins
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**‘Show What You Know’ Section.**

- Guided Practice
  - Project a blank document on the screen for the class to see. Have kids popcorn out the different facts they wrote down on each “Check for Understanding.” Try to get a wide variety of responses. If kids learned anything new during this time, they can add it to their list.
  - Then generate a list of questions that students wrote down as well.
- Independent Practice
  - Individually, have students go through the compiled list of questions and see if they can answer any of them. If they can, they write them down.
  - At the end of class, see if anyone has answered some questions and add it to the shared blank document so the whole class can see.
  - Whatever questions are left over, you can assign them out as “extra credit” and see who can come back with the answers the next day! (You can also use this portion to help structure your reteach lesson if needed.)