



'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, you can have students participate in role play to demonstrate their understanding of the oppression the colonists were facing under the British government.
 - You, as the teacher, will be King George III.
 - The students will be the colonists. Split students up into groups. You can even have them choose a colony that their group is representing.
 - Students will begin to compile a list of “complaints” toward the British government. They will need to be able to state what they want changed and why they want it changed. Their goal is to be able to convince you (King George III) to give them more freedoms. (At the very end of the activity, you can give in, but have them really fight and defend their rights for a good while!)
 - In their arguments, make sure they include these keywords:
 - Representative Government
 - Oppression
 - Liberty

- Elections
- Taxes
- If time permits, students can create protest signs to really get into the spirit!

Introduction:

- *“Imagine you have just created a new colony! People are eager to come. Homes are being built, buildings are popping up, everything is just grand! But there’s one thing you’re in need of...and you need it fast as people are moving in...a government! With all these people, you have to have rules and laws set into place. How should your government be run? How will you decide on who gets authority, who has seats in the office and who decides on what laws need to be made? These are not easy questions to answer. You want your colonies’ population to continue to grow, so you need to make sure that everyone is on board with your system. Today we will be taking a look at how colonies’ decided to run their government...and not every colony had the same system!”*

Vocabulary:

- Representative government - a government in which politicians represent a group of people
- Oppression - cruel or unjust use of authority and power
- Liberty - freedom and independence
- Elect - to select for a position by voting
- Charter - an official document showing the limits of rights of a group of people

Representative Government:

- Divide students into three groups:
 - Royal Colony
 - Charter Colony
 - Proprietary Colony

If the 13 Colonies are going to later form one country, they’ll need to be united in their government system! Using their notes and online resources, students will write down details of their assigned government system. As students explain their government to the others groups, those listening will write down anything that they feel like is a **pro**. After all groups have shared their descriptions, students will go through and highlight anything that all 3 government systems have in common. From there, they will list 3-5 characteristics that they feel are essential in a successful government. Have a class discussion and emphasize anything that points to a *representative* government, in which people have the power to elect their leaders.

- Reflection Questions
 - *Thinking back to our introduction discussion and what you now have learned about the colonists’ different government types, how hard do you think it was to create a representative government? You can even talk about other countries in the world that have tried to transition to a representative government, but have failed. (For example: Iraq & Venezuela) It’s not an easy government to create. The United States has been in existence for over 200 years and we’re still working on making it better!*



- *What makes a representative government long lasting?*
- *What are some challenges of a representative government? What are some benefits?*
- *What were the 3 different types of government systems you could find in the 13 Colonies?*
- *How did the creation of the New England Confederation help unite the colonists?*

Government Oppression vs. Liberty:

- The Declaration of Independence hasn't been written yet, but the list of grievances they include in the declaration is already stacking up! As you go through this lesson, have students predict what grievances, or complaints, the Declaration of Independence is going to include by the colonists. What do they feel oppressed by? How are their freedoms being taken away? You can do this list together as a class or individually.
- We get a little sneak peek into what's written in the Declaration of Independence in this lesson. Thomas Jefferson was the main writer and he wrote:

"all men are created equal, that they are endowed by their creator [God] with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

 Using the list of grievances they compiled, as well as the quote, have students write 2 paragraphs on how they think the rest of the Declaration of Independence is going to go. (This activity might best be done in groups.) Make sure that in their paragraphs, they explain the meaning behind Thomas Jefferson's quote, their complaints, and what exactly they're wanting from the British government. If time permits, allow groups to share what they wrote with one another.
- Reflection Questions
 - *What were some of the problems between the 13 Colonies and the King of England?*
 - *How did Thomas Jefferson help unite the colonists?*
 - *What was the importance of colonists getting upset over paying taxes? What was the bigger picture there?*
 - *How did the colonists view freedom?*
 - *What impact did colonist oppression have on the future of the United States?*

'Activity' Section.

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

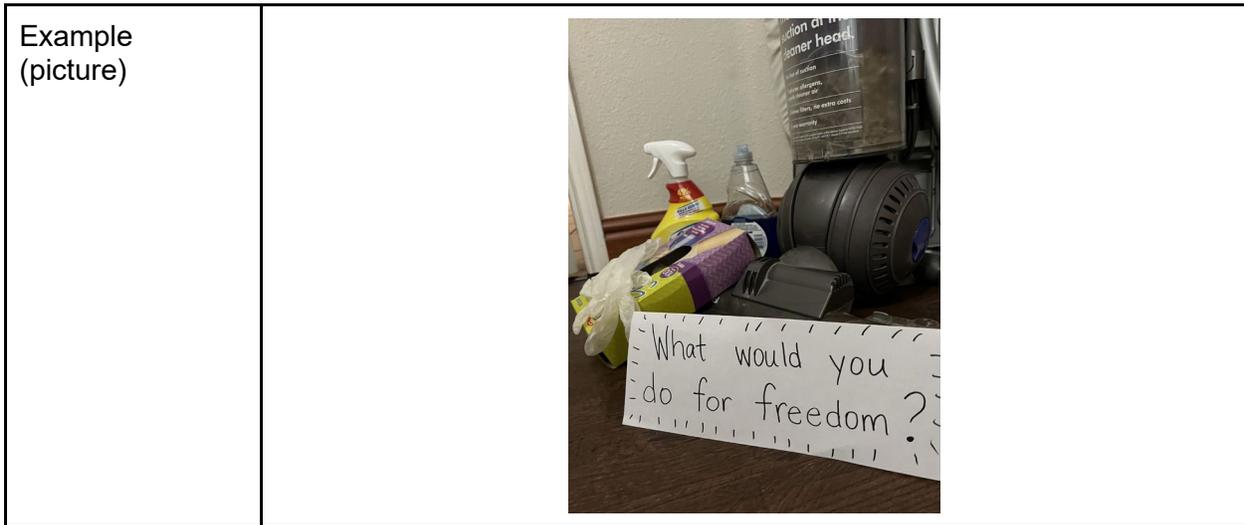
Topic	Government Oppression vs. Liberty
Activity Title	What would you do for freedom?
Materials	Household cleaning items
Steps (What will teachers say, ask, discuss)	Remind students that all of the complaints the colonists had against the King of England is leading up to the American Revolution.



- **Scenario:** What if everyday, you got written instructions from adults about everything you had to accomplish that day? You have no one to represent you, no one you can tell your dreams or wishes to, just a list of chores. The list of things to accomplish include hard, time consuming work that you do not enjoy. No freedom, no choice, no voice, and no one to represent you to talk to the people in charge. ***(This represents the government control that Great Britain had on the colonists.)***

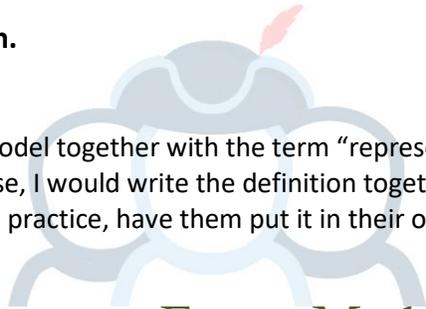
Play the game: What would you do for freedom?

- The only way you can gain your freedom is to focus your strength and energy on one household chore that you choose and work at it with all your might. ***(This chore represents going to war to fight for freedom. It's not fun or easy but it's worth it to have liberty, a voice, and representation when decisions about your life are being made.)***
- **Reward-** When you have completed the chore and it is done well, you can choose what you want to do the rest of the day, like play games, swim, movies, etc. ***(This represents the freedom the colonists felt when they were no longer under the control of a foreign government.)***
- **Choose a not-so-fun, but important, household chore and do it well.** (Your family can give you direction and choice about what they consider age and skill level appropriate).
Here are some examples:
 - **Vacuum** - this includes taking off the nozzle and getting the corners and cracks.
 - **Dishes** - with family direction, follow a checklist to do the dishes properly
 - **Clean your family bathroom** - Wear gloves and follow a checklist that your family provides)
- **Reward: Freedom!** Now use your freedom and your voice to choose what you will do next!



'Show What You Know' Section.

- Guided Practice
 - Create a Frayer Model together with the term “representative government” in the middle. In this case, I would write the definition together as guided practice, and for their independent practice, have them put it in their own words.



Frayer Model

<p>Definition: (in own words)</p>	<p>Characteristics/Facts:</p>	
<p>Examples: (from own life)</p>	<p>Image:</p>	<p>Non Examples:</p>

- Independent Practice
 - Exit Ticket - hand every child a sticky note. Have them define *representative government* in their own words. As they hand them to you, read through the sticky notes to ensure students have the correct understanding - reteach the next day if needed.