



'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 the students test their memory as to which colony belongs in what group. On index cards, have all 13 Colonies written down - one per card. Students will sort them into three categories - New England Colonies, Middle Colonies and Southern Colonies. As an extension, you can have groups face off and see who can be the first to match them correctly or have students time themselves to try and beat their own personal record!
 - New England Colonies - New Hampshire, Massachusetts, Connecticut & Rhode Island
 - Middle Colonies - New York, Delaware, New Jersey & Pennsylvania
 - Southern Colonies - Maryland, Virginia, North Carolina, South Carolina & Georgia

Introduction:

- These lessons go through the 13 colonies as regions: New England, Middle and Southern. Each region developed differently based on their land, climate, and settlers' religious beliefs. And each can attribute their growth to different reasons. As you walk through these lessons, help students draw connections between similarities and differences among the regions.



Vocabulary:

- Natural resources - something that is found in nature and can be used by people
- Plantation - big piece of land for settlement
- Climate - a region with specified weather conditions
- Plow - a farm machine used to cut, lift and turn over soil
- Livestock - farm animals used for profit

The Colonies:

- 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.
- *Approach with Sensitivity:* Slaves were brought to the 13 Colonies starting in 1619. They were forced to work against their will. The growth of the 13 Colonies is largely attributed to the work of enslaved Africans. As children learn about slavery and racism, questions and comments will more than likely arise. As educators, we always want to create a safe space for sensitive topics. Knowing your group of kids, you may want to start off your lesson with acknowledging the sensitivity of this topic. Tell them that their feelings and questions will always be safe with you and this class. If they feel the need to make a comment or ask a question whole group, they need to reflect on the following:

- “Is what I’m about to say or ask going to add value to our discussion?”
- “Is what I’m about to say or ask respectful to everyone in this room?”

You can even pass out index cards and if they want to share something just with you, you can have them write it down and hand it to you at the end of class. They can put their name on it or not. Those that do put their name on it, you can follow up with them individually if deemed necessary. Overall, we want children to know that their questions and feelings matter.

- 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.
 - Religious Groups by Area
 - New England Colonies - Puritans
 - Middle Colonies - Quakers
 - Southern Colonies - Christians
 - This will probably be the first time these children have heard about some of these religious groups. In order to understand what you need to further explain, you can have sentence starters out like this:
 - One thing I learned about _____ is _____.
 - One question I still have is _____.
 - You don’t have to do this just with religious groups - this is a good exit ticket for any day to help you prepare for the next lesson.
- In order for these colonies to survive, they had to make money. Help students understand that their jobs look very different from jobs their parents probably have today. They had to really rely on the land to produce goods that they could then sell. Find a natural resources map of the



United States. As you discuss the colonies, help students understand that not every natural resource is found in the same area. Some natural resources are not common, so those are able to sell at higher prices. What natural resources do the colonies have in common? What is specific to a certain region? Notice patterns and trends on the map together.

- There are a lot of dates in these lessons. As a class, create an ongoing timeline of the order of events. This will serve as a good foundation with lessons moving forward. You can also have students keep track of their own timeline and draw pictures to help them remember what happened each year.
- Check for Understanding
 - *What kind of freedom were most colonists looking for when they settled in the 13 Colonies?*
 - *How did the colonists make money? Can you give examples by region?*
 - *How were the New England, Middle and Southern colonies similar? How were they different?*
 - *What colony had the biggest gap between the rich and poor?*

‘Activity’ Section.

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

Topic	The New England, Middle & Southern Colonies
Activity Title	Comparing & Contrasting the Colonies
Materials	A variety of the following: poster board, computer paper, construction paper, old magazines, scissors, glue, markers, crayons, colored pencils
Steps (What will teachers say, ask, discuss)	<ol style="list-style-type: none"> 1. It might be helpful to already have the templates made ahead of time for the children (see Example below). Have a stack for New England Colonies, a stack for Middle Colonies and a stack for Southern Colonies. This will allow children to be able to work at different paces and for you to circulate around the room while the activity is going. 2. “For our activity today, we are going to be creating visuals to help us compare and contrast the different regions. Who can tell me the 3 different colonial regions that we learned about?” Pause. “That’s right! We have the New England, Middle and Southern Colonies. We learned A LOT of information and it’s time to creatively show what we know!” 3. “You get the pick whichever colonial region you want to start with - New England, Middle or Southern. You will do all 3, but you can go in whatever order you want. Using your notes from the lesson, you are going to fill in the chart. But how you fill in the chart is up to you! You can write, you can draw, or you can even cut out magazine clippings!

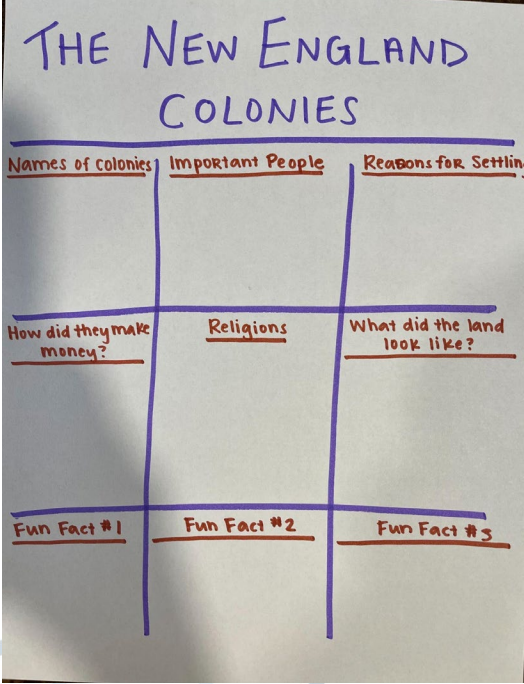


Just be prepared to explain what you drew or cut out and why you chose it. Make these bright and colorful!”

4. Chart Boxes

- a. *Names of Colonies* - what are the colonies in this region? (students can write them out or even draw the states)
- b. *Important People* - what important people did you learn about that are from this region? What did they do to help unite the 13 colonies?
- c. *Reasons for Settling* - why did people move into this region?
- d. *How did they make money?* What crops did they grow? What did they make? What did they trade?
- e. *Religions* - what religious groups were found in this region?
- f. *What did the land look like?* Were there a lot of trees? Were they by the ocean or have rivers? (Make sure you have a physical map available for students to look at for guidance.)
- g. *Fun Fact #1* - tell me something you've learned that you thought was really cool!
- h. *Fun Fact #2* - tell me another fact!
- i. *Fun Fact #3* - what's something you want to remember about this colonial region?

5. **Encourage as much creativity as possible. There are many ways for students to show their proficiency, so don't be afraid to get out of the box.

<p>Example (picture)</p>	
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‘Show What You Know’ Section.

- Guided Practice
 - **Finish the Story**
 - Have students stand in a circle.
 - The teacher starts off the story: “We have been chosen to start a new colony! We’re all leaving our home and going far away to start a colony from the very beginning. The only people that are going with you are here in this classroom. The weather in this colony is very different from the weather we have here.”
 - The student to the right of the teacher starts the next sentence.
 - Students go around the room saying one sentence at a time, creating a story.
 - Depending on the size of your group, go around 2-5 times.
 - The teacher can end the last sentence however they want.

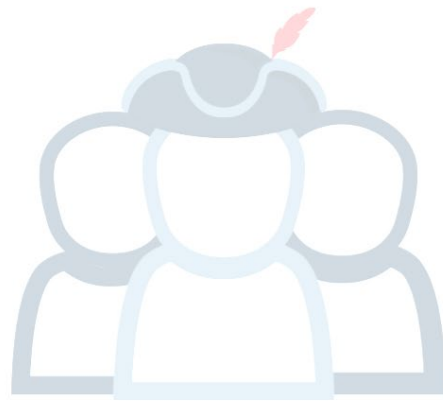
- Independent Practice
 - Using the information from the story just created (and their visual boards from the activity), allow students to choose either New England, Middle or Southern Colonies. They will pretend they are from that area and write a story of what a day in their life looks like. What do they see when they look out of their home? What is their job? What do they do for food? What do they do for fun? What chores would they have? (The objective of this activity is for students to see that the daily life of a colonial adult AND child were jam-packed with chores and hard work. There was little room for leisure.)

Little Patriots | Teacher Notes.

The Colonies– 3rd Grade.



- Extension - if time permits, children can create short films, acting out their story in groups. (This can be something they do as students finish their stories, while others are still working.)



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