



'Review' Section

- America now has 50 states, but it has not always been this way. In the beginning, America only had 13 colonies - they were not even states yet! These colonies were a part of England and were ruled by the King of England. The 13 colonies were full of men, women, and children who had left England and other parts of the world to find a new home. Some of these people wanted the freedom to worship God the way they believed, while others just wanted a better chance at life. The 13 colonies were divided into three different groups - the New England Colonies, the Middle Colonies, and the Southern Colonies. Jamestown, the first settlement in the colony of Virginia, was established in 1607. In just about 30 years, seven colonies had been settled in America. In this course, we will learn more about the last six colonies.

Course Objectives:

1. Understand the concept of life and its synonyms.
2. List the four ideals of the Declaration of Independence.
3. Explain what it means for everyone to be 'equal.'
4. Summarize the meaning of "unalienable rights."

As a warm-up, have students independently write down their answer to the following question after providing your definition of inalienable rights:

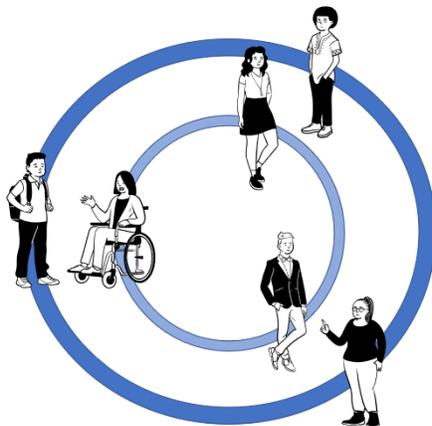
- *What do you think the phrase "inalienable rights means?"*
- *What is an example of a right you have?*

Divide students up into groups. Each student will share what they wrote down for their warm-up. As they share in a group, if they hear a different interpretation than theirs, they need to write it down.

Return to a whole group and have a classroom discussion with the following questions:

- *What does the word "inalienable" mean?*
- *What are some rights that the colonists felt were taken away?*
- (Share what they wrote down or other interpretations that they've heard.)

Students will see that everyone views "inalienable" through a different lens. Explain to the class that by the end of these lessons, they will probably have a new appreciation for the rights that the colonists felt were being taken away.

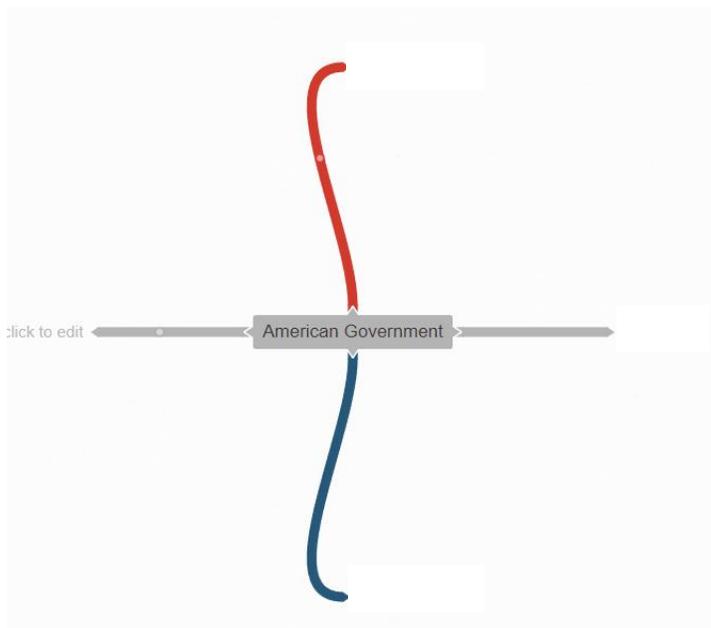


'Why Life Matters' Section

- 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.
- 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.



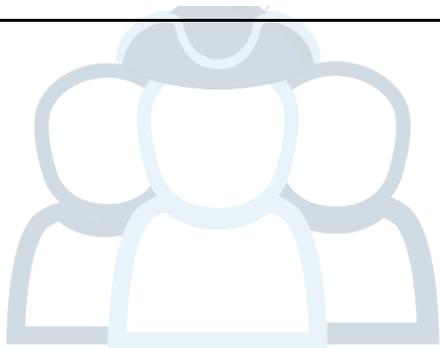
‘Activity & Reflection’ Section

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

Topic	Let's Debate!
Activity Title	Favorite food!!
Steps (What teachers say, ask, discuss)	<ol style="list-style-type: none"> 1. Divide the students into four groups and have three of the groups write down their favorite food. 2. The remaining group will be the judges. 3. Groups 1-3 must reach a consensus based on majority vote (explain to the students what consensus and majority mean) on their favorite meal. 4. Groups 1-3 will present their argument before the judges for them to vote on who was the most convincing. <p>Notes: Discuss with the class the importance of having the liberty to voice your opinions and the importance of majority vote.</p> <p>Reflection notes for class discussion:</p>



	<ul style="list-style-type: none">○ <i>Reflect: Think of your favorite pictures you have drawn in school, church, or at home over the past year... especially your favorite ones. Imagine if you had to use all of the money you had saved in order to buy the paper to draw those pictures?!</i>○ <i>Reflect: Have you or your brother or sisters ever thrown a fit when you didn't get what you wanted? Have you ever seen a little kid throw a tantrum at a store or restaurant when they were upset? This is what the British did when the colonists wouldn't obey their unfair rules. The colonists were brave and stood up to the British, and let them know they would not be bullied. This is what we call a protest!</i>○ <i>Reflect: Have you ever stood up and protested something you knew was wrong?</i>
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