



'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 three.
- Read this section to the students or have them read it either individually or in groups.
- Explorations in the New World did well, so the English wanted to find ways to take more of the New World for themselves. Queen Elizabeth wanted to start American colonies so that the British Empire would grow. She hoped the new colonies would give them more money, new jobs, and places to trade along the American coast. England allowed the 13 colonies to be started in the New World, and even gave them supplies to help them out. These colonies were along the coast of the Atlantic Ocean, which is the eastern part of North America. A colony is an area of land that is under the control of another country. The country that controls it is usually a long way away from the colony. These 13 colonies went on to become the first states of the United States of America. In this course, we will learn about seven of the original 13 colonies.

Course Objectives:

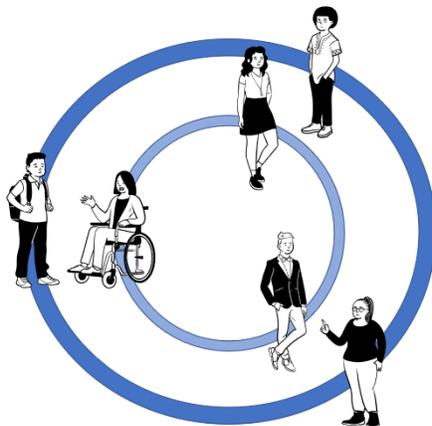
1. Understand the concept of community and its synonyms.
2. List the characteristics of a self-governing community.
3. Explain the impact of the 13 Colonies declaring their independence.

As a warm-up, have students independently write down their answer to the following question:

- *What rules should we have in our class? List a minimum of five.*

Divide the students into groups of 3-5 and have them complete the following:

- *Create a list of ten rules that everyone in class should follow.*
- *Rank the rules in order of the most important to the least important.*
- *Then have them sign and present their list of rules to the class. Emphasize the importance of allowing the people to create the rules to be governed by.*

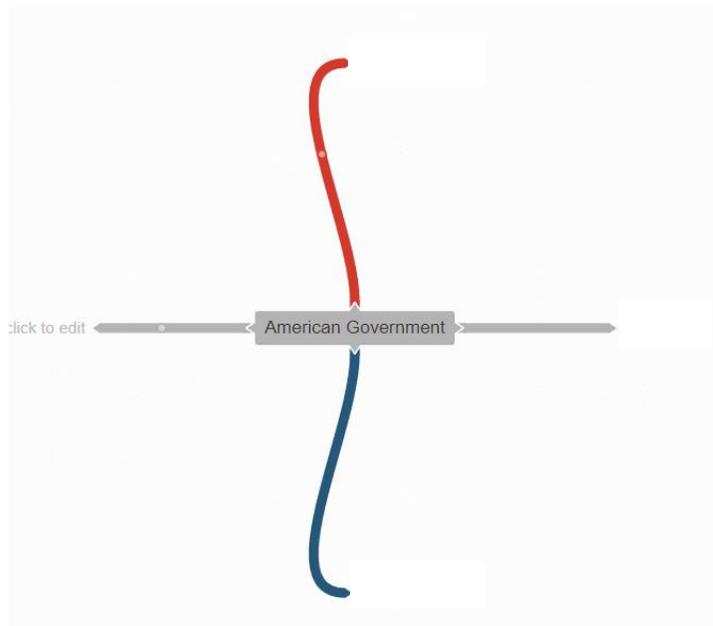


'Why Community Matters' Section

- 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' Section

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

Topic	Important People in the American Revolution (2)
Activity Title	Which Hero of the American Revolution would I want to be?
Materials	Notecards, pens, markers, or pencil (optional: paper to draw or create 3D prop for storytelling)
Steps (What will teachers say, ask, discuss)	<p>Choose an important person from the American Revolution.</p> <ol style="list-style-type: none"> 1. Find three important facts about your hero 2. Write down the facts on note cards 3. Pretend to be that hero and tell the three facts in the first person like you were really there 4. Optional - make a prop to match your facts (paper hat, canon, etc.) <p>Here are a few people to choose from: (This list can be modified from the curriculum content)</p> <p>Patriots that United the Colonists</p>



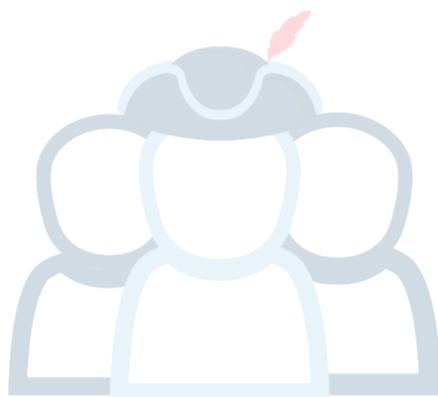
	<p>Samuel Adams Benjamin Franklin Patrick Henry African American Patriots James Armistead Crispus Attucks Austin Dabney Lambert Latham Generals and Military Leaders George Washington Nathanael Greene Henry Knox Marquis de Lafayette John Paul Jones Women During the Revolutionary War Abigail Adams Kate Barry Lydia Darragh Mary Draper Nancy Hart Mary Ludwig Hays aka "Molly Pitcher"</p>
<p>Example (picture)</p>	

Reflection 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.



- *Make a list of all of the ways your family celebrates the Fourth of July. Fireworks, hot dogs, snow cones, etc. Do you ever stop to think of why we celebrate? We celebrate because these brave men and women made a choice that community mattered to them more than the dangers of declaring independence.*
- *The great thing about living in America, is that you have the freedom to make your own choices! When you go to order ice cream, does someone tell you what flavor you are going to get? No! You make your own choice! The freedom to make our own choices is one of the most important parts of a successful community.*
- *Have you ever been given a chore to do with your brother, sister, or friend where you did all of the work and they did nothing? How did that make you feel? That feeling is what the colonists felt when King George would demand money from them in exchange for nothing!*



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