

'Get Ready To Learn' Section

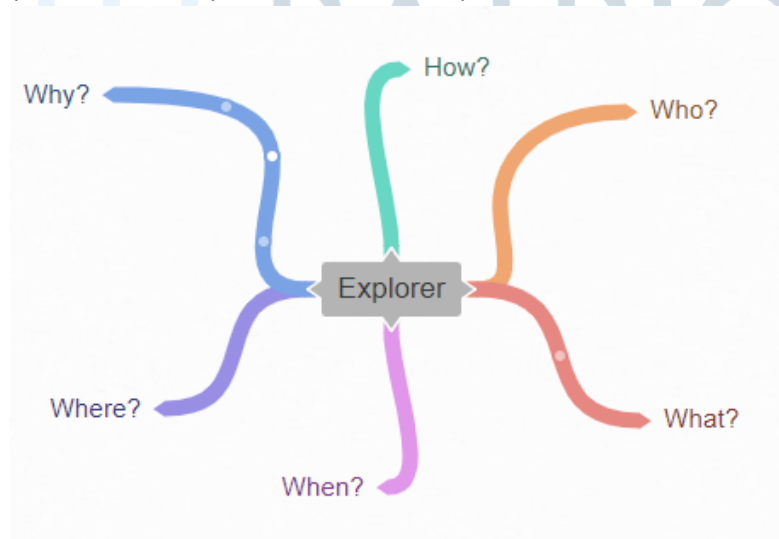
- To begin this course, we want students to think about what a discovery is and why it is important that we continue to make discoveries every day.
- Have students look around them for things that have been discovered (*outside or inside, depending on your environment*).
- You could have students draw 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 concepts: **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 create a concept map to better understand the topic word/concept. Using the 5W's and an H concept as a guide (*see below*). 'Coggle' is a great online concept map tool to use, or you can write the map on the board.



Christopher Columbus Section(s):

- **Disclaimer.** This section begins the new content for the course. When discussing the events and people presented in the content, we recognize that stereotypes, misinformation, and sensitive ideas may exist surrounding the people and culture. Help your students recognize insensitivities and misinformation that may arise during class discussions and activities.
 - *We presented all of the historical content and stopped short of presenting polarizing information. Help your students recognize insensitivities and misinformation that may arise during class discussions and activities. We leave it up to the teacher, school, and district to determine the proper way to approach topics outside the scope of this educational supplement.*
- Proceed through the content by reading each section of text and following up with questions as needed.
- Possible questions include:
 - *Do you know where Italy is? (show location and distance from America on a map)*
 - *Christopher Columbus was 25 years old when he started exploring. How much older was he than you are now? Do you know anyone close to Columbus' age at that time? Do you think they would be a good explorer? Why/Why Not?*
 - *What does it mean to trade? How is trading beneficial/Why would someone trade for something? How has trade impacted us today?*
 - *What do you need money for? How are your needs different from what Columbus needed money for?*
 - *How did Columbus bringing horses to America on his second voyage impact the people living in America during Columbus' time?*
 - *How did he demonstrate the topic concept? What are the ways and how do these apply then and now?*
- As you reach locations the students may not be familiar with (*Portugal, the Far East, etc.*), show the students the locations on a map or globe, including how far that location is from where they live.
- When getting to the voyage sections, you could have students draw a picture of what they think the interior of those ships looked like. Have a conversation about what life was like on a ship at that time.
 - *How do the instruments today compare to those he and other explorers used at that time?*
- As you reach the part about celebrating Columbus, find pictures of some of the monuments created in honor of Columbus and show these to students, so they get a sense of this celebration. Comment on where the statues are located, noting any historical significance in location (*e.g., this spot is where they think Columbus first landed*).
- Before talking about the steps Columbus had to take for their journey, you could have the students work in groups to determine what steps they would have to take if they were setting out to explore. They should base their responses on what they have learned so far about Columbus and explorers (*e.g., expenses, supplies, etc.*)
 - *Compare their steps to the steps Columbus took, noting similarities and differences.*
 - *Additionally, ask students what challenges/problems they think they would encounter on their trip. You can compare/contrast their thoughts with the problems Columbus faced.*

- The three ships are presented with sizes for each. You could have students relate this size to something in their life, the school, or the playground. This example is an excellent spatial- and size-awareness technique.
- At the end of this section, have students write down three things they learned, two things they found interesting, and one question they still have.
 - *Answer the question(s) for them.*

‘Activity’ Section

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

Topic.	Christopher Columbus (2)
Activity Title.	Columbus: Sail and Sing About the Nina, the Pinta, and the Santa Maria!
Materials.	Small table, large paper (Brown, Blue, and white) or bed sheet, tape or rubber bands, a broomstick, paper, scissors, and a marker
<p>Steps:</p> <p><i>What will teachers say, ask, and discuss?</i></p>	<ul style="list-style-type: none"> ● Remind children that Columbus raised money from the King and Queen of Spain to sail and explore. He believed that the world was round and wanted to sail to India. In 1492 he sailed the ocean blue on the Nina, the Pinta, and the Santa Maria! ● Choose a table (coffee table or another table with 4 legs that can be turned upside down and 2-3 children can fit on the table when it is upside down). ● Once the table is turned upside down safely, allow the children to help wrap the outside of the legs with paper and tape or a sheet and rubber bands. *Make sure to leave one side where the paper or sheet can easily open so children can “get on and off of the ship” ● Ask the children which “ship” they’re creating (the Nina, the Pinta, or the Santa Maria)? Then have them create large white rectangular sails and a flag with paper, markers, and scissors with the name of the ship on the flag. ● Tape the sail to the top of a broomstick handle, tape the flag to the middle of the broomstick, and then tape the broomstick to one leg of the “Ship”. ● When the “Ship” is complete, have the children get on the “Ship”. ● Now it is time for the song activity.

1. Remind them of the rhyme:

"In 1492, Columbus sailed the ocean blue. He sailed the Niña, the Pinta, and the Santa Maria."

2. Challenge them to make this rhyme to a song with this simple example:

"In 14 hundred and 92-Columbus sailed the ocean blue. It was the Nina, the Pinta, the Santa Maria!"

3. Encourage them to add words and their own beat or help them find words and a rhythm. Try this complex example:

"I'm Columbus, hey!... In 1492, I did something no one would do!

I sailed the ocean blue...woo-hoo!...

And you can too!

Get on board the Nina, the Pinta, and the Santa (hey) Maria...hey, hey!

Get on the Nina, the Pinta, The Santa Maria...

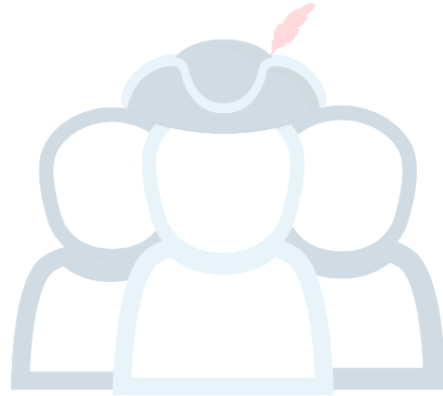
4. Practice and repeat the song to help them remember the year, names, and facts!

Example pictures.



'Show What You Know' 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.



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