

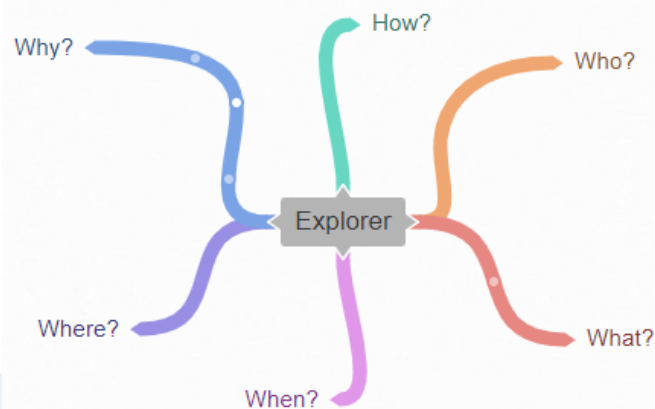
'Get Ready To Learn' Section

- To begin this course, we want students to use their knowledge of exploration and history to consider where their name may have come from. The point is to think about life before them and the influence it had on something seemingly simple, like a name.
 - *What does it sound like?*
 - *Is it familiar?*
 - *Where do you think it came from?*
 - *Why do you think this way?*
- Then, do a search and find out!

'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. 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.
- In this section, read each section of text to the students (*or have them read it themselves*). Upon reading, ask the students questions to extend their thinking.
- Possible questions include:
 - *What have you learned about the topic?*
 - *How would you use the topic word in a sentence?*
 - *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 create a concept map to understand the topic word/concept better. 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.



'Indigenous People/Native American' Sections:

- **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.*
- Indigenous People are those who inhabited America (as well as other countries) before Columbus' time - *Native Americans or Indigenous Peoples are the terms we use.* And they mainly lived in groups and tribes.


- Ask students who they think were the first people to live in America and why? Ask them where they learned this information?
- Show students a world map and ask them how they think people could have first come to America without the resources we have today (no planes, no boats that could travel long distances, no cars).
- Ask them questions about the connections these people had to their communities.
 - *Why is community important?*
 - *Why did the Native Americans need community?*
 - *How were the communities formed?*
 - *Why were there large and small communities?*
 - *Where did they live and why? What are the present-day states?*
 - *Distinguish between different tribes and groups of people.*
 - *Help the students understand why one label for these groups may not be appropriate.*
 - *What benefit does living in a group have (like the Native Americans living in tribes)?*
 - *What similarities do you see between resources, food, and life of the Native Americans to us today?*
- Show students a map of the Bering Strait. Discuss with the students that the path Native Americans might have taken could have been on an ice bridge that may have connected Serbia/Asia to Alaska during the last ice age. Another idea is that as the ice absorbed water, the sea level dropped drastically and a land bridge emerged connecting the two continents. Continue this discussion with guiding questions such as:
 - *How long do you think it would take to travel that far?*
 - *What resources would they need to make the trip?*
 - *Would you have wanted to be an explorer during this time? Why/Why Not?*
- Extension #1: Show students a map of the western hemisphere. Ask them to label the following on a map: North America, Central America, South America -- *noting that when we talk about America, we are not only talking about the United States.*
- Show the students a map of the western hemisphere during Columbus' time and compare that map to a map of today.
 - *How are the maps different?*
 - *What do you observe about them?*
- This section also has some facts and historical timelines that may be difficult to unpack. Have students elaborate on some points in history for year-based context. Ask the students if they have heard of any other tribes or native groups?
- Proceed through the content by reading each section of text and following up with questions as needed.
- Have the students research archeologists and present what they learned.
- Possible questions include:
 - *How did the Native Americans record their history?*
 - *How do archeologists know about their history?*
 - *How many Native Americans were in North America at the time of Columbus?*
 - *Where did they come from?*
 - *How did they get there?*
 - *What are some unique things about the tribes?*
 - *How did they live?*

- *What did they eat and why?*
- At the end of this section, have students research different Native American tribes that lived in America during the time of Columbus.
 - You can assign the tribes or allow them to choose from a list.
 - Have the students start by writing one or more questions that they want to find out about their assigned tribe.
 - They will research that question as well as the following information.
 - *Habitat and Geography/Location*
 - *Homes*
 - *Clothing/Dress*
 - *Food/Diet*
 - *Other (your choice)*
 - Students can present their research in numerous ways. It is beneficial to consider allowing students to choose their presentation method. This choice creates ownership and empowerment, which increase learning. Some ideas include:
 - *Brochure*
 - *Webpage*
 - *Poster*
 - *Vlog*
 - *Diorama*
- 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 on available resources and students involved.

Topic.	Native Americans (3)
Activity Title.	Recreating Artifacts of Indigenous People of America
Materials.	Clay or playdough (or <i>look online for homemade playdough recipe</i>), charcoal, pastels, or sidewalk chalk, string and beads.
Steps. <i>What will teachers say, ask, discuss?</i>	<p>Remind the children that Native Americans did not usually record their history, we can learn about their culture from archeologists who find old things from history on the earth. An archeologist is a person who studies human history by looking at artifacts.</p> <ul style="list-style-type: none"> ● Research artifacts online that archeologists have found from the Indigenous People of America. Each child will choose one they would like

	<p>to recreate. Examples: bowls, arrowheads, writing preserved on rocks, jewelry etc.</p> <ul style="list-style-type: none">● Children will use materials provided to recreate artifacts from history then share about their creations and the history behind the artifact.● Make sure children know that Indigenous People made bowls, arrowheads, and other artifacts from sturdy materials like rock, flint, and other materials that stand the test of time (<i>not play-dough...</i>)● When they share about their artifacts they must follow these criteria:<ul style="list-style-type: none">○ <i>Children will show their recreations.</i>○ <i>Tell which tribe archeologists believe produced these artifacts (Anasazi, Kiowa, Mound-builder, etc).</i>○ <i>Tell what the artifact was used for.</i>○ <i>Tell how they were resourceful and intelligent to use the things in their environment to help their families thrive in their environment.</i>○ <i>Example: written art on walls in caves- recorded events so people could learn from mistakes or not repeat history, or bowls helped create food for families to help everyone grow and thrive, etc.</i>
	

'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.