

‘Get Ready To Learn’ Section

- To begin this course, we want students to use their knowledge of exploration and discovery to think about symbols and symbolism. The point of this exercise is to have the students think of a symbol as more than artwork.
- Teachers can have a symbol ready to show the class and talk about what it is, what it represents, and where it came from (*its history*).
 - *What is a symbol, and why do we use them?*
 - *What pictures or images would you use to describe where you live?*
 - *What do these pictures or images represent, and why do they represent where you live?*
 - *Where do you think you might start looking for symbols where you live?*
- Active Learning Alternative: Instead of providing the information up front, have students agree or disagree with the following statement, “This symbol is from [*make this up*], it means [*make this up*], and it is from [*make this up*].”
 - Then, tell them that the statement is untrue and task them with proving why. Give students time to do some informal research to prove why the statement is untrue.
- Then, search and find out more about the symbol!

‘Why _____ Matters’ Section

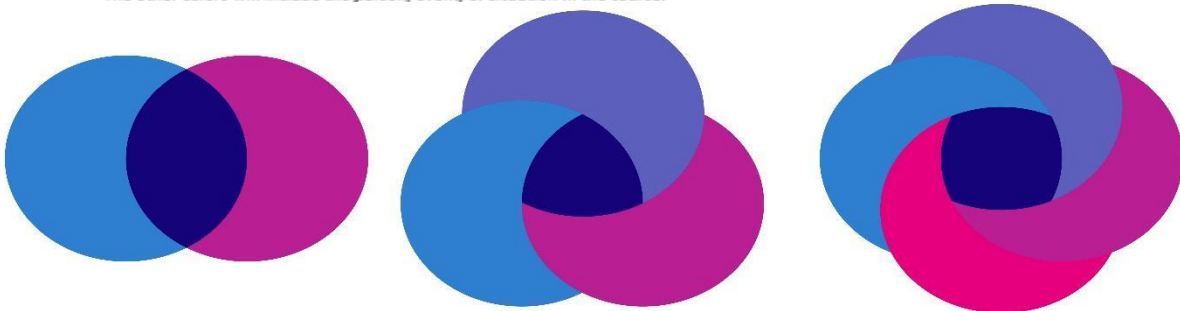
- This course section is designed to help students review the foundational/pillar concepts Little Patriots was founded on. These concepts underpin the stories, facts, and information in the course, and each is presented for content understanding and application.
 - **Fill in the blank above with the 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 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 Venn Diagram to compare and contrast what they know about the topic, event, or thing in the course during this time period.

Notes:

- The blue sections will include (one): FAITH, COMMUNITY, LIFE, LIBERTY.
- The other colors will include the person, event, or situation in the course.



'Early Explorer' Section:

- **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.

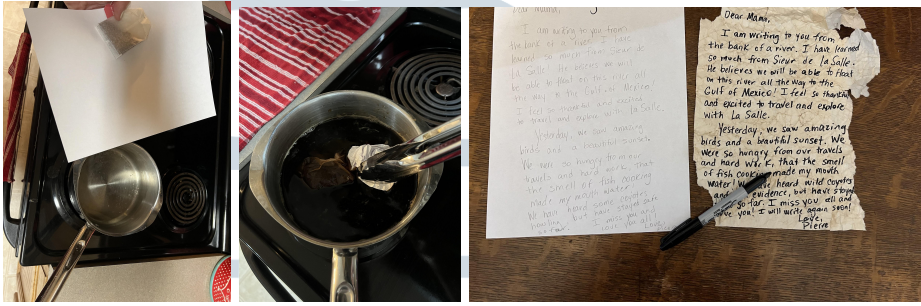
- Before starting the “Life” section, have students list what life would be like as an explorer. If possible, read a book (*or have them read*) about explorers' lives.
- Begin this section by unpacking the word life. Present the definitions and your interpretation of the word. Use the word in a few sentences and have the class do the same. Ask them what the word means to them, with examples.
- Proceed through the content by reading each section of text and following up with questions as needed. Possible questions include:
 - *What kinds of life existed 1,000 years ago?*
 - *Where was this life?*
 - *Why was this life important?*
 - *What can we learn from life then that applies today?*
 - *Have you ever heard of the Vikings' life?*
 - *Who are the Vikings? What do they look like, etc.?*
 - *Do you celebrate Leif Erikson's day? What do people do to celebrate Leif Erikson's day? - Look up this information.*
 - *What do you think makes a like Leif explorer successful?*
- Ask them questions about the connections to life.
 - *Why is life important in the countries on the map?*
 - *How did life survive in those places?*
 - *Where did life come from that inhabits those places?*
 - *What do you think the differences are between life in these places?*
- Show students more maps of Scandinavia – show the nations that make up this part of the world and how they relate geography to the United States. Discuss with students the path the Vikings took to America and other parts of the world.
 - *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?*
- The “Leif Erikson” 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 student's research archeologists and present what they learned.
- Possible questions include:
 - *How did the Vikings record their history?*
 - *How do archeologists know about their history?*
 - *Where did the Vikings come from?*
 - *Why do they use symbols in their artifacts?*
 - *What do the artifacts say about them as a culture?*
 - *What are some other Viking artifacts you might expect to find? Where?*
- Proceed through the text that discusses the explorations and locations the Vikings may have visited in North America.

- Set up a simulation to help students understand the life of an explorer and on an explorer's ship, following the steps in the course.
 - First, split the students into two groups. To better simulate life on ships, give the students a limited amount of space and supplies to work. Give each group a start and finish location (*that they could actually travel to on foot safely*) and have them draw a map from start to finish (*e.g., classroom to the playground, house to park*).
 - Have the groups exchange maps with no explanation.
 - Second, the groups will have to read their new map to get to their final destination, but before they can go, they must prepare.
 - Each student will need a journal to record their trip (*decide ahead of time when they should journal (before, during, after their "trip"? All three?)*).
 - They will also need food (*provide crackers and water*).
 - When they set out on their trip, find a way to make the trip crowded like they would have experienced on a ship (*e.g., all group members must hold on to the same piece of rope while they travel, and they cannot let go*).
 - Create challenges they have to experience along the way. These challenges can be written on index cards and passed out or hidden in envelopes (*to draw out of a hat*) that they have to open at designated times. These can be related to voyage issues, trade agreements, etc.
 - "They have to stop for 5 minutes to repair a torn sail."
 - "A crew member is sick, so they must rest for 2 minutes."
 - The groups must follow their map exactly to get to their final destination.
- 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.	Early Explorers - Vespucci, de León, Cabeza de Vaca (4)
Activity Title.	Creating Weathered Letters Home to Family From a Junior Early Explorer
Materials.	Pencil, Paper, Permanent Marker, Coffee or Tea
Steps. <i>What will the teachers say, ask, discuss?</i>	<p>Children will be a Viking for this exercise. The children will pretend that they got to travel as a Junior Viking. Their parents agreed to allow them to travel as long as they wrote letters home about all their adventures.</p> <ul style="list-style-type: none"> ● Children will use paper and permanent markers to tell about an Early Explorer's historical event from a child's point of view as if they were

	<p>there witnessing the event. They will use white paper dipped in tea or coffee to help it look old and weathered.</p> <ul style="list-style-type: none"> Criteria: <ul style="list-style-type: none"> Crinkle up and flatten out white paper several times, then Dip white paper in coffee or tea and let it dry. Write a rough draft with a pencil using the criteria below. Rewrite the rough draft on coffee or tea-stained paper Start the letter: Dear _____ (or whoever you live with- grandma, dad, mama, aunt, etc. or want to write the letter to) Tell the facts from history in first person using complete sentences. Tell how each part made you feel emotionally (<i>excited, scared, etc.</i>). Also, use your imagination and include five senses (<i>how did it look, smell, feel, what sounds did you hear, what did you get to taste</i>).
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.