

### 'Get Ready To Learn' Section

- To begin this course, we want students to use their knowledge of exploration and discovery to think about a trip they went on or want to go on. The point of this exercise is to have the students think of how they experience new things, new places, and new people. And the impact it had on them and their perspective.
- Have the students list the name and place they went or want to go. Questions to ask:
  - *Logistics – how far, how long, etc.*
  - *Did you discover something new in this new place?*
  - *What differences did you immediately notice about this place that were different from where you live?*
  - *What differences took you a few days to notice about this place that was different from where you live?*
- Allow the students to share their responses.
- Follow up with the students by asking more about this place. Questions to ask:
  - *How did visiting this place then influence how you feel about it now?*
  - *How did traveling and visiting this new place make you feel?*
  - *What was one unique thing about this place that helped you remember it immediately?*
  - *In what ways did making discoveries in this new place change how you viewed it (these can be good or bad or a combination of the two)?*
  - *In general, why is it important for people to experience new things and new people?*
- Active Learning Alternative: Show the students an image of a new place or place you think they don't know about. Then, have them describe the place and think about where it might be through deductive logic about the scenery, climate, animals, people, etc.
- Then, search and find out more about the place just by using the picture – this is called a reverse image lookup!

### '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 the definitions 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.
  - Use the pictures and others in this section and on the Internet of the early American explorers with their names written below each picture.
    - *Ask students who they think these men are (they can use their context clues) and tell them they were early explorers of early America.*
    - *Ask the students what they notice about the explorers' names.*
      - *They may note possible language (Spanish). They may note that Amerigo sounds like America.*
  - After interacting with this section, create an explorer chart on the board (see below). Have students write what they know about each explorer. If they need a refresher, allow them time to look up information or refer to outside history materials.

Amerigo Vespucci.	Juan Ponce de León.	Álvar Núñez Cabeza de Vaca.	Juan Vaquez de Coronado.	Hernando de Soto.
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- Ask the students what would be different if these explorers had never set out to discover America?

### ‘Age of Exploration’ 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.*
- Begin this section with a discussion on trade, commerce, and capitalism. Use the definitions and information provided and contextualize it as needed for the audience.
- Ask them questions about tradable products and even ask them what they might have of non-cash value.
- Also in this section, consider having students identify on a map (**they each need their own copy**) where France, Italy, Iceland, England, and Spain are located. Ask, “Why did explorers come from these areas?”
  - *Answers could include: richer areas, need for trade, more established, etc.*
- Next have the students label the Americas (*North, Central, South*) and Europe.
- Using this map, have students label where the explorers they have already learned about were from and, if different, where they received support for their explorations.
  - *De Soto – born in Italy, supported by Spain.*
  - *Coronado – born in Spain.*
  - *Vespucci – born in Italy, moved to Spain.*
  - *Ponce de Leon – born in Spain.*
  - *Cabeza de Vaca – born in Spain.*
  - *René-Robert Cavalier, Sieur de La Salle – born in France.*
  - *Juan Rodríguez Cabrillo – born in Spain.*
  - *Sebastian Vizcaino – born in Spain.*
  - *Sir Francis Drake – born in England.*
- Then, have the students label the areas each explorer traveled to/discovered.
- After talking about Amerigo Vespucci, have students make a map from their house to their

school (or two familiar landmarks).

- o Discuss what it takes to make a map. What challenges exist in mapmaking?
  - Why was mapmaking even harder during Columbus’ time?
- Proceed through the content by reading each section of text and following up with questions as needed, paying attention to the saying: “the explorers were after gold and glory,” and reflect/underpin the concept of liberty, which can be both positive and negative.
- Ask them questions about the connections to liberty.
  - o Why is liberty part of the exploration process?
  - o How did liberty manifest among the explorers?
  - o How has this idea evolved?
  - o What do you think the differences are between liberty in the places discussed?
- Possible additional questions include:
  - o Why do stories of golden cities occur in history even though they are often untrue?
  - o The explorers often traveled long distances (on foot, on horseback, or by boat) even after reaching America (see the map of La Salle’s route). What is the longest distance you have ever traveled? What was your experience like? How would the explorers’ experiences be similar and different from theirs?
- While in this section, have students brainstorm what liberty means and does not mean, putting their responses on post-it notes. Write the word liberty on the board and have students put their post-it notes in columns (see below).

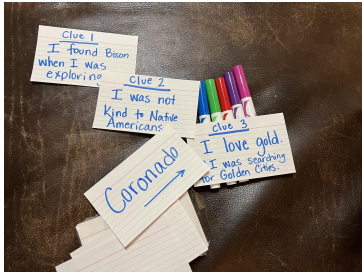
Liberty IS	Liberty is NOT

- Discuss student responses, asking them to elaborate as necessary.
- Have students give examples of something we can do that takes away someone else’s liberty, and ask them how we can express it.
- Possible questions include:
  - o What liberties did the explorers take? Were they operating under positive or negative liberty?
  - o Were these liberties at the time just?
  - o Would they be just today?
  - o What liberty would you not like to lose?
  - o What liberty would you like to gain?
  - o Did they take liberty away from any groups in their explorations?
  - o What recent examples can you think of where someone’s actions took away someone else’s liberty?
- After covering the content, add to the original ‘Liberty Is/Is Not’ chart based upon what students learned.
- Fold the discovery section back to the discussion of commerce and trade from the beginning of the course.
- Introduce the Columbian Exchange(CE), when it was, and what it was. Possible questions to ask:
  - o What were the most popular food items during this exchange? Why?
  - o Where did they come from, and where were they going?

- o Were the items in the CE always items that people wanted? Explain?
- o What does the term globalization mean to you?
- o How has globalization impacted you directly? Give an example?
- 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.
  - o Answer the question(s) for them.

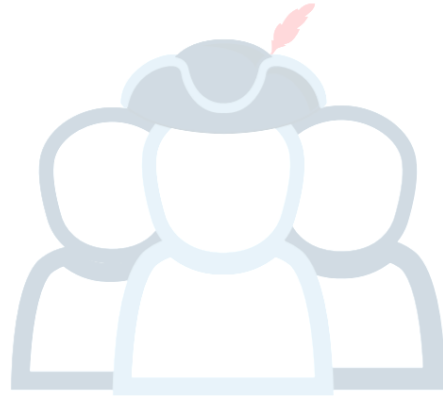
### 'Activity' Section

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

Topic.	Early Explorers - Francisco Vasquez de Coronado, Hernando de Soto, La Salle (5)
Activity Title.	Let's Play: Hide The Clues -- <i>Who Is That Explorer?</i>
Materials.	White note cards, markers, pencil or pen.
<p>Steps.</p> <p><i>What will teachers say, ask, and discuss?</i></p>	<p>Each child will receive a fact sheet about three explorers (<i>Francisco Vasquez de Coronado, Hernando de Soto, La Salle</i>).</p> <ul style="list-style-type: none"> <li>● Each child will choose one explorer and don't tell who they chose.</li> <li>● They will use white note cards to write three facts about their explorer from the fact sheet.</li> <li>● They will play hide the clues - Who is that explorer? By hiding three clue cards around the room and then guiding the other children to find the clues by saying, "You're getting warmer" or "You're getting colder."</li> <li>● When they find a clue, they read it aloud, and guess which explorer the clue is about.</li> <li>● Find all three clues, even if they correctly guess the first clue.</li> <li>● Play again until all the children have had a chance to hide the clues, find the clues, and guess until they know which explorer they are reading clues about.</li> </ul>
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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