

# RUSH REVERE *and the* BRAVE PILGRIMS



★ TEACHING GUIDE ★






*Dear Parents and Teachers:*

The mission of the Adventures of Rush Revere Series is to engage students in patriotic American history in a fun and memorable way. Instead of just memorizing facts, we hope students will love the story of how our country was founded and why the United States of America is truly exceptional.

Originally, *Rush Revere and the Brave Pilgrims* was written for eight to twelve year olds. However, we see students of all age levels reading the Rush Revere Series. You are the best judge to determine if the resources are reading-level appropriate for your students, so please adjust the difficulty as you see fit.

The Adventures of Rush Revere team created this Teaching Guide to be used by parents and teachers. It is meant to help you create lesson plans while your child, student or classroom is reading *Rush Revere and the Brave Pilgrims*. Throughout this guide you will find downloadable resources to pair with the Teaching Guide on our website. Any time you see the following symbol , you can find that resource on our site at [www.RushRevere.com](http://www.RushRevere.com). There you can also find quizzes, discussion guides, vocabulary worksheets, challenges, scholarship opportunities and much more!

We would love to hear how you used the Teaching Guide and if you have any special suggestions or requests. Please write in to our team using the “Mail Us” button on our website [www.RushRevere.com](http://www.RushRevere.com).

Thank you very much,

*Rush and Kathryn Adams Limbaugh*



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# Teaching Schedule

Below you will find a sample teaching schedule for reading through *Rush Revere and the Brave Pilgrims*. Your individual needs and time available may vary. Please note, vocabulary and discussion questions are available for each chapter, if desired.

## Week 1

- Read Note from Author, Prologue, and Chapter 1
- Activities:
  - Vocabulary 🏰
  - Discussion Questions 🏰

## Week 2

- Read Chapter 2
- Activities:
  - Vocabulary 🏰
  - Read with Liberty 🏰

## Week 3

- Read Chapter 3
- Activities:
  - Vocabulary 🏰
  - Discussion Questions 🏰

## Week 4

- Read Chapter 4
- *Mayflower* Re-enactment Lesson Plan

## Week 5

- Read Chapter 5
- *Mayflower* Compact Lesson Plan

## Week 6

- Read Chapter 6
- Activities:
  - Journal Entry - A Day on the *Mayflower* 🏰
  - Discussion Questions 🏰

## Week 7

- Read Chapter 7
- Activities:
  - Discussion Questions 🏰
  - Vocabulary 🏰

## Week 8

- Read Chapter 8
- A New Partnership Lesson Plan

## Week 9

- Read Chapter 9
- Activities:
  - Vocabulary 🏰
  - Myles Standish Worksheet 🏰

## Week 10

- Read Chapter 10
- Thanksgiving Feast Lesson Plan
- Activity: Rushing Across America

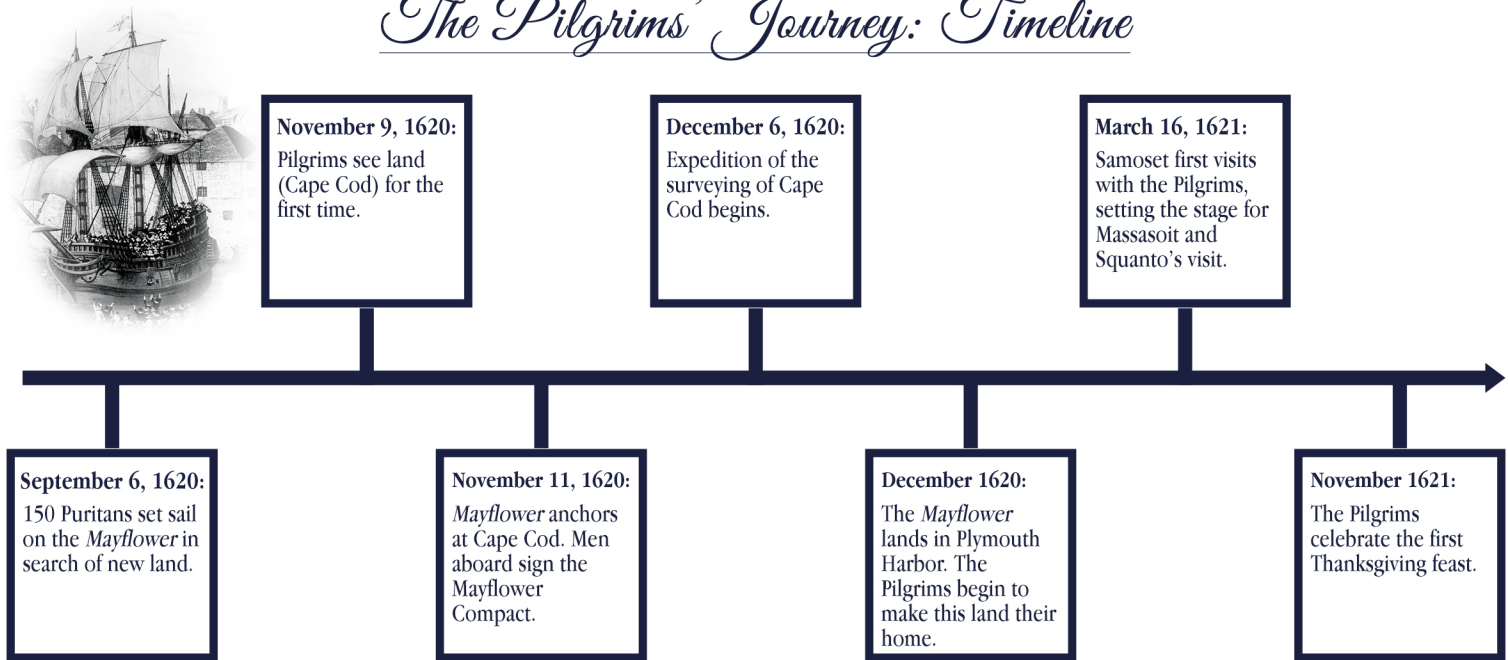
Please note, all resources indicated with a 🏰 symbol can be found on our website [www.RushRevere.com](http://www.RushRevere.com).



# Timeline & Major Historical Figures



## *The Pilgrims' Journey: Timeline*



## *Major Historical Figures*

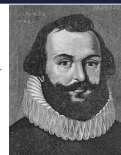
### William Bradford

William Bradford was the first Governor of the Pilgrims and served in this capacity for over 30 years. He helped write and sign the Mayflower Compact. His leadership encouraged peace between the Pilgrims and the Native Americans. He cared deeply about private property and religious freedom.



### Captain Myles Standish

Captain Myles Standish was a military man aboard the *Mayflower*. He led expeditions to explore Cape Cod. Upon finding the New World, Standish became the military leader for the Pilgrims. Despite his short temper, he was a great leader.



### Elder William Brewster

Elder William Brewster was a leader of the Puritan Separatist movement that sought religious freedom in the New World. Many Pilgrims looked to him for advice and guidance in Plymouth Colony. He helped the sick during the first winter at Plymouth in a kind and gentle manner.



### Squanto

Tisquantum, known as Squanto, was an interpreter and guide for the Pilgrim settlers in Plymouth Colony. He was a member of the Patuxet tribe, captured as a boy off the coast of Maine in 1605 and brought to England. Squanto taught the settlers how to plant corn using fish as fertilizer, among other traditional techniques.



### Massasoit

Massasoit was the leader of the Wampanoag tribe. He negotiated peace and trade treaties with the Pilgrims.





## Chapter Summaries

### Note from the Author

In the note from the author, Rush Limbaugh explains his reason for writing *Rush Revere and the Brave Pilgrims*. He discusses American Exceptionalism and the history of the United States to introduce the main subject of the book: the Pilgrims. Students should understand that this note is by the author and is separate from the story-based chapters to follow.

### Prologue

Rush Revere and Liberty are dropped onto the deck of the *Mayflower* in 1620 during the Atlantic crossing. The sailor who they encounter onboard is not happy with the Pilgrims and makes it known. Before they can be thrown overboard, Rush Revere and Liberty quickly escape back to modern-day America.

### Chapter 1

The students of Manchester Middle School first meet their substitute history teacher, Rush Revere. Rush Revere introduces the class to Liberty, his extraordinary talking horse. Tommy, a smart football player, and Elizabeth, a sassy cheerleader, speak up as some of the more vocal students in class.

### Chapter 2

Rush Revere and Liberty travel to Holland to meet the Pilgrims while their history class watches over the phone camera. They soon encounter William Bradford, one of the leading members of the Puritans, and his wife, Dorothy. The chapter touches on religious freedom and the Pilgrims' persecution by the King of England.



# Chapter Summaries



## Chapter 3

Freedom is introduced as a Manchester Middle School student who has a special relationship with animals. Liberty shares his background as a time-traveling horse and proves he can turn invisible. Tommy gets the opportunity to time-travel with Rush Revere and Liberty.

## Chapter 4

Tommy, Rush Revere and Liberty time-travel to the *Mayflower* and meet Captain Myles Standish, Captain Christopher Jones and Elder Brewster. The Pilgrims' tight living quarters become obvious as the group explores the *Mayflower* and learns about the ship. As the voyage progresses, a passenger falls overboard.

## Chapter 5

The sacrifice of the Pilgrims as they make their journey to the New World is emphasized as the Pilgrims face illness and the threat of crashing into nearby shoals. The time-travelers witness the debate and signing of the Mayflower Compact. The Billington boys make a mischievous appearance before Tommy, Rush Revere and Liberty travel back to present-day.

## Chapter 6

The fun is almost ruined when Principal Sherman's daughter, Elizabeth, tries to expose the time-travelers. With the crisis avoided, Freedom joins the group to see how the Pilgrims are adapting to the new land. The Crew learns Plymouth Colony was carefully selected after the Pilgrims commissioned a search party to survey Cape Cod. Governor Bradford speaks with the time-travelers about the "Common House" and the system of shared economics that he is starting to doubt.



## *Chapter Summaries*

### *Chapter 7*

The time-traveling crew witnesses the meeting of Samoset and the Pilgrims. Samoset can speak English and wants to forge a relationship with the settlers. He tells them of other Native Americans, Massasoit and Squanto, who hope to meet the Pilgrims soon. The crew travels back to modern-day for dinner.

### *Chapter 8*

The Crew returns to 1621, where William Bradford explains the trouble the Pilgrims are having with the “Commonwealth” economic sharing system dictated by their financial sponsor from England. Squanto meets the Pilgrims, speaking perfect English. He teaches them to plant corn and explains how he was taken from his tribe.

### *Chapter 9*

A letter is delivered, inviting the time-travelers to the first Thanksgiving. They barely have time to celebrate before Elizabeth, once again, causes trouble for the time-traveling crew back in the classroom. Rush Revere’s history class discusses Thanksgiving.

### *Chapter 10*

The Pilgrims, Native Americans and the Crew celebrate the first Thanksgiving together. The Crew meets Wampanoag leader Massasoit. Freedom and Tommy play games, wear historical clothing and eat food from the period.

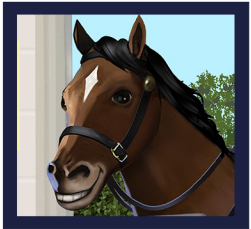


# Meet the Characters



*Rush Revere*

Substitute history teacher Rush Revere met his class and, after befriendng a few remarkable students, formed the Adventurers' Crew. The Crew, under his leadership, time-travels to America's most important historical events.



*Liberty*

Liberty is Rush Revere's joke-cracking horse sidekick who has the ability to travel back in time! Liberty's antics keeps the Crew on their toes and his special abilities make him an instrumental part of the Crew.



*Tommy*

Tommy is a student at Manchester Middle School and the star quarterback on the football team. Tommy learned how to throw a perfect spiral from his grandfather. At first, Tommy seems like a troublemaker, but he later reveals his true colors.



*Freedom*

Born on the 4th of July, Freedom is a very special member of the Crew. Although she seems quiet and shy at times, her intelligence and special abilities are astonishing.



*Elizabeth*

Elizabeth is the head cheerleader and most popular girl at Manchester Middle School. Elizabeth is also the Principal's daughter. Though she is a part of the Crew, she is not necessarily the friendliest member.




# Mayflower Re-enactment Lesson Plan

**Time:** Approx. 45 minutes

**Objective:** Students will understand the sacrifice the Pilgrims made for the sake of religious liberty and freedom.

**Materials Required:**

- Masking Tape
- Bowl
- Fish Sauce
- Audio Device (Phone, speaker or computer)
- Ship Print-Out 




**Warm Up:** (5 minutes) Begin the lesson by having everyone say the following:

***“Rush, Rush, Rushing to history!”***

Spend some time discussing the following questions:

- What happened in the last chapter?
- Did the Pilgrims have trouble finding a ship to go to the New World? What happened to their first ship?
- Have any of you ever shared a room with your brother or sister? Can you imagine sharing a room with lots of people?

**Introduction:** (5 minutes) Show your students the illustration on pages 68-69 of the *Mayflower*. What do they observe?

**Small Group Activity:** (15 minutes) Hand out blank copies of the Name The Sections of the Mayflower worksheet . Help walk the students through the different parts of the ship using the diagram before the Introduction in the book. Have them fill in the different parts of the ship, then answer the following questions on a sheet of paper:

- What is the tween deck? (page 63)
- Where is the Captain’s cabin located? (page 63)
- Were there other living creatures that came with the Pilgrims? (page 63)



# Mayflower Re-enactment Lesson Plan



**Final Activity:** (15 minutes) Lay your masking tape out in three small sections on the floor to map out three different levels of the ship. Some may want to perform this activity while reading from Chapter 4.

## Directions:

1. Adjust your masking tape so that students are close together when sitting down, mimicking the *Mayflower*. Depending on the number of students, the “size” of your *Mayflower* reenactment may vary. However, the goal is to make sure that students understand the close quarters the travelers had to deal with on the long journey! Intentionally make the taped areas a little cramped, as seen on the previous page.
2. Put the students in different sections, and make sure they stay inside the lines.
3. To add to the drama, turn off the lights and play some “storm” music in the background!
4. Have your students try to switch sections to see how hard it would have been to move around the ship.
5. Pass around the fish sauce to the students in a small bowl. Have each one of them smell it. This will give them an idea of what it may have smelled like on the *Mayflower*!
6. Remind the students that the Pilgrims were not just here for a matter of minutes. They ate meals and slept on the *Mayflower* for weeks.

## Review: (5 minutes)

- Ask your students what the word “sacrifice” means.

Define it as “the act of giving something up that you want to keep for the sake of a better cause.”

- What do you think the Pilgrims were sacrificing by going on the *Mayflower*? What things were not so fun?

*Ex: comfort, space, home*

- Ask your students what things are important to them, and would be difficult to sacrifice.
- Explain to your students that the Pilgrims’ ability to practice their religion was so important to the Pilgrims, they decided to give some of these things up for the sake of religious freedom.

End the lesson by having everyone say:

## *“Rush, Rush, Rushing from history!”*



# Mayflower Compact Lesson Plan

**Time:** Approx. 45 minutes

**Objective:** Students will understand the significance of the Mayflower Compact, the impact of the document on the settler's lives and why it was written.

**Materials Required:**

- Printed copies of the Mayflower Compact
- Dry erase board and markers
- Paper
- Writing utensils



**Warm Up:** (5 minutes) Begin the lesson by having everyone say the following:

***“Rush, Rush, Rushing to history!”***

Spend some time discussing the following questions:

- What happened in Chapter 5?
- Describe the scene of the *Mayflower's* arrival. Was it an easy journey? Why or why not?
- What other famous historical document does Rush Revere mention in this chapter?

**Introduction:** (5 minutes) Read the Mayflower Compact out loud to your students. Ask them to define “compact.”

**Sample Answer:** an agreement; a coming together.

**Small Group Activity:** (15 minutes) Break the students up into groups of two or three and distribute a copy of the Mayflower Compact to each group. Have them answer the following questions on a sheet of paper:

- How many people signed the Mayflower Compact?
- Whose name is the Mayflower Compact signed in?
- What were some of the reasons the Pilgrims undertook their voyage?
- What do you think a “civil Body Politick” is?

# Mayflower Compact Lesson Plan



- Why do you think the travelers wanted to create this “civil Body Politick?”
- Why did the passengers agree to sign this document? Why did they think it was necessary?

After finishing, go around to each group and have them read their answer out loud.

**Final Activity:** (15 minutes) Create a “Classroom Compact” of rules for the class, which each student will then sign.

## Directions:

1. Have each group write down a rule of their own on the board
2. After each group is finished, narrow the rules down to 3 by vote
3. Write the rules down on a sheet of paper
4. Have each student come up and sign the document
5. Finally, hang it up in a spot where everyone can see

## Review: (5 minutes)

- How does the “Classroom Compact” compare to the Mayflower Compact?
- What commitment do we make when we sign a compact?

End the lesson by having everyone say:

***“Rush, Rush, Rushing from history!”***





# *A New Partnership Lesson Plan*

**Time:** Approx. 45 minutes

**Objective:** Students will understand the importance of the relationship between the Native Americans and the Pilgrims as they combined their skills and resources.

**Materials Required:**

- Full pieces of construction paper (various colors)
- Construction paper strips
  - Pre-cut 1/2 inch strips for younger children
  - Older children may cut their own 1/4 inch strips
- Scissors
- Glue

**Warm Up:** (5 minutes) Begin the lesson by having everyone say the following:

***“Rush, Rush, Rushing to history!”***

Spend some time discussing the following questions:

- What happened in Chapter 8?
- What challenges were the Pilgrims facing in their new home?
- Who was the first Native American that the Time-Traveling Crew met?
- What news did he bring? Good news? Bad news?

**Introduction:** (5 minutes) Ask students about a time someone else knew a skill they did not know and the person helped them accomplish the task. *Ex: Their parents teaching them to ride a bike.* Ask students about a time they used their talents to help another person. Explain that today you will be talking about how the Native Americans and Pilgrims came together to help each other before the first Thanksgiving.

**Small Group Activity:** (15 minutes) Have students choose one of the following to write a journal entry for:

- Squanto: Think about his feelings coming back from Spain. Consider why he wants to help the Pilgrims.
- William Bradford: Think about his feelings when Samoset first approaches the Pilgrims.
- Freedom: It is her first time time-traveling! How is she feeling? Explain her thoughts when she receives the present from Samoset.

# *A New Partnership Lesson Plan*



**Final Activity:** (15 minutes) Students will create a woven paper placemat to symbolize the relationship between the Pilgrims and the Native Americans. For younger children, distribute strips of construction paper cut into 1/2 inch strips with the glue. For older children, distribute full pieces of construction paper with scissors and glue.

## **Directions:**

1. Have older children cut their own strips of construction paper. Cutting them 1/4 inch will produce more intricate designs.
2. Fold a full piece of construction paper in half and cut slits parallel to the long sides of the paper. Cut slits that are spaced apart the same size as the strips you have cut (1/2 in or 1/4 in). Leave an inch at the top and bottom uncut.
3. Have children weave their strips of paper in and out of the slits in the construction paper to create different intricate designs.
4. Have students glue the end of each strip to the bottom of the construction paper with slits.
5. In the end, your students will have a beautiful placemat you can use for your Thanksgiving celebration!

## **Review:** (5 minutes)

- Explain to your students that just as the different colors in their placemat were woven together to create something useful, the Pilgrims and Native Americans combined their skills to help each other.
- Ask students, in what specific ways do you think the Native Americans and Pilgrims came together to create the first Thanksgiving? (Explain that the Native American's grasp of agriculture was instrumental to having the feast we celebrate today!)

End the lesson by having everyone say:

## ***“Rush, Rush, Rushing from history!”***



# The First Thanksgiving Lesson Plan

**Time:** Approx. 45 minutes

**Prep:** Have each student come to class dressed as a figure of their choosing (Pilgrim, Native American, or Time-Traveling Crew Character). Have each student bring a dish or prepare a feast yourself before the lesson.

**Objective:** Students will understand how Thanksgiving came from hard work and formed relationships.

**Materials Required:**

- Food for the feast
- Liberty Plush

**Warm Up:** Begin the lesson by having everyone say the following:



***“Rush, Rush, Rushing to history!”***

**Activity directions:** (40 minutes)

1. Have every student sit down to eat together as a group.
2. Have each student describe who they chose to dress like and why they chose this person or character.
3. Decorate the space! Make the occasion festive and memorable.
4. When your feast is over, have your students sit in a circle. Pass a Liberty Plush around as a “talking stick” and have each student explain one thing they learned from reading *Rush Revere and the Brave Pilgrims*. Pass Liberty around a second time and have each student name one thing they are thankful for.

End the lesson by having everyone say:

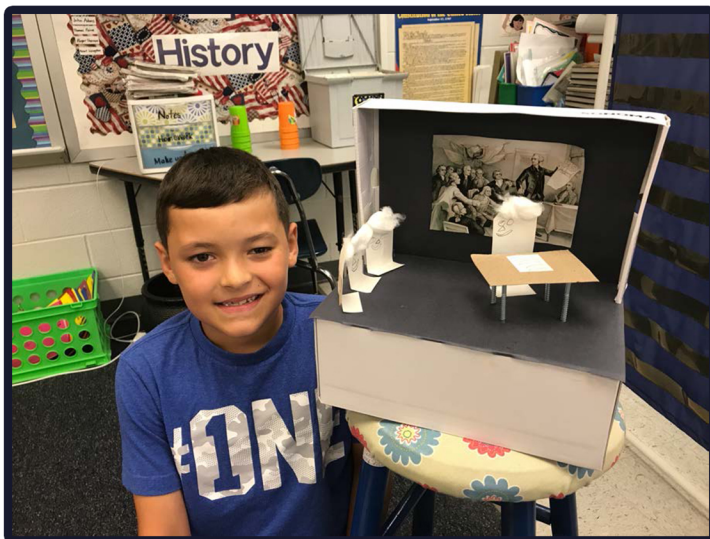
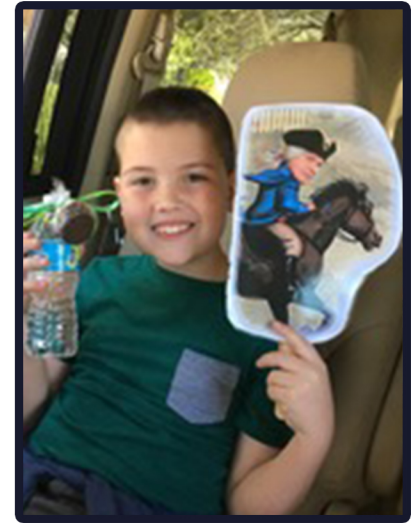
***“Rush, Rush, Rushing from history!”***





## *Rushing Across America*

Here's a fun activity to get your students excited about history! On the 'Free Resources' section of our website you will find a printable cutout of Rush Revere and Liberty. Simply print out the pages, attach them to a popsicle stick and distribute to your students. Laminate the figures for durability if desired. When they go on an adventure, have them take Rush Revere and Liberty along! Make sure to have them take photos and explain where they traveled with Rush Revere and Liberty.



## *Research Project*

After finishing *Rush Revere and the Brave Pilgrims*, have each student choose a character or event to further research. Many classrooms have sent us photos that include dioramas, Lego re-enactments, poems, songs and research papers! Let your students decide what they would like to do!



## Maximizing the Series

### 1. Reach out to Our Team!

Contact our team at [www.RushRevere.com](http://www.RushRevere.com)! We love to support classrooms and homeschool co-ops using the Rush Revere Series.

### 2. Send in Your Photos and Videos!

We regularly receive fantastic pictures and videos from fans all over the country. Who knows? Maybe your class will be featured on Liberty's Facebook page or win a special prize for submitting.

### 3. Join the Read with Liberty Campaign!

Pass around a Liberty Plush as you read with your students. Send in a video or picture to [www.RushRevere.us/ReadWithLiberty](http://www.RushRevere.us/ReadWithLiberty) for the chance to win amazing prizes for your classroom!

### 4. And finally...

## ***ZOOM with the Rush Revere Team!***

### What is a Zoom Conference?

Across the country, the Rush Revere team has been meeting schools and co-ops via video conference to get students excited about American history! Each video conference includes an interactive trivia session, a 'meet the Rush Revere characters' section and a quick review of the Rush Revere Series.

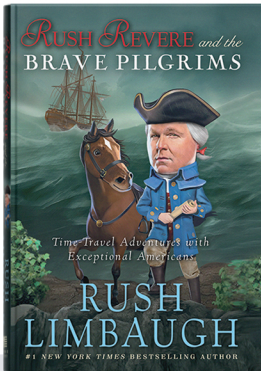
### How Can I Participate?

Reach out to our team by sending a message to [www.RushRevere.us/MailUs](http://www.RushRevere.us/MailUs). A member of our team will be in touch with you shortly thereafter. All you need is a computer with a camera, a large screen, internet connection and a room big enough for all your students to fit; we'll take care of the rest!



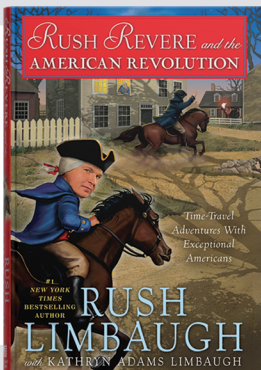


# The Adventure Continues...



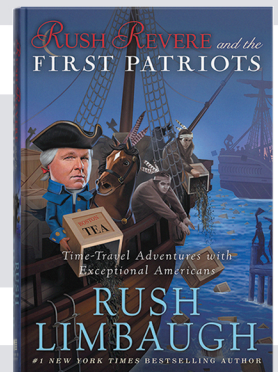
## **Book 1 | The Brave Pilgrims**

Rush Revere and the Crew travel the stormy Atlantic aboard the Mayflower with the Pilgrims in 1620, meet Native Americans, and are invited to the first Thanksgiving in 1621.



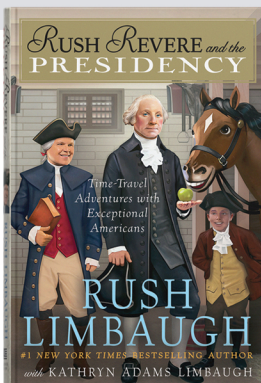
## **Book 2 | The First Patriots**

The Crew learns about patriots Benjamin Franklin, Samuel Adams, and Patrick Henry fighting the Stamp Act in 1765 all the way through to George Washington leading the First Continental Congress in 1774.



## **Book 3 | The American Revolution**

The Crew follows Paul Revere as he escapes the Redcoats on his Midnight Ride. They also witness the Battles of Lexington, Concord, and Bunker Hill and the signing of the Declaration of Independence in 1776.



## **Book 4 | The Star-Spangled Banner**

The Crew travels to learn about post-Revolution America from James Madison and George Mason at the Constitutional Convention of 1787 to Francis Scott Key's anthem in 1814.



## **Book 5 | The Presidency**

Rush Revere, Liberty and the Crew head back to 1789 to witness the inauguration of President George Washington. They learn about leadership, the contested elections of 1796 and 1800, and meet the first three presidents of the United States and first ladies.



# RAVING ABOUT THE SERIES

"A great book for any parents wishing to engage their child's mind with a fun, fictional read that doesn't distort history and helps the reader see the price that the Pilgrims paid for freedom" - Parker (Homeschool Father)

"Rush Limbaugh pens children's book to teach 'what isn't being taught'" - Today

"It's a terrific book for kids. Imaginative, colorful - and most importantly, historically accurate." - The American Spectator



★ #1 *New York Times* Bestselling Series ★

★ Accelerated Reader Approved ★

★ 2014 Children's Choice Author of the Year ★

★ 2017 Homeschool.com Back to Homeschool Award ★

*[www.RushRevere.com](http://www.RushRevere.com)*

