

## Lesson 2: Prepping, Packing & Panhandling

### Instructions for *PHILIPPINE is Packing* and *YOU are Packing*

- **View and discuss** the **Philippine Packing List power point presentation** (see Student Documents and Activities column). Based on her writing and the pictures shown, can students infer what Philippine thought was important for her survival as well as the success of her mission in the New World?
- As a class or in small groups, have students use that information to help Philippine pack her bags. Use the document, *PHILIPPINE is Packing* (see Student Documents and Activities column) to add the known items into suitcases according to four categories: personal, spiritual/emotional, intellectual and survival. *Note: K-2 students may want to draw items.*
- **Discuss:** What tangible items do you think are missing from Philippine's list that she did not write about in her letters? **Brainstorm** those items as a class. Categorize and add the conjectured possible items in a different color pencil or ink than the confirmed items that are already listed. Students may choose to make a color key to denote confirmed versus possible packed articles.
- **Optional for older students:** Do you like to make lists and are you a "list" person? Do you write everything down when you are travelling on a big trip? Philippine was an avid writer. Have groups of 3-4 develop a debate argument that proposes why some essential items to bring along are not mentioned in Philippine's correspondence. Groups share their platform with the class in debate format.
- **Discuss:** Now have students brainstorm what they would bring with them if they were leaving home forever and could only bring four suitcases. What items are vital for their physical and emotional/spiritual survival? Give each student the document *YOU are Packing* (see Student Documents and Activities column). Have students transfer their brainstormed list into the four suitcases by category: personal, spiritual/emotional, intellectual, and survival. *Note: K-2 students may want to draw items.*
- **Journal:** After discussing the differences and similarities between Philippine's belongings and the students' belongings that were chosen to be packed, have students write reflections. Are the differences shaped by the era in which they lived? Personalities? Life dream?

NOTE: Classrooms studying state history and westward expansion may want to expand their comparison of Philippine's packing list to a Conestoga wagon provisions list. Below is a link for one sample westward expansion provision list.

[http://www.mrgigliotti.com/Westward\\_Supply\\_List.pdf](http://www.mrgigliotti.com/Westward_Supply_List.pdf)