

A Long Journey to Freedom

2nd Grade Unit 4



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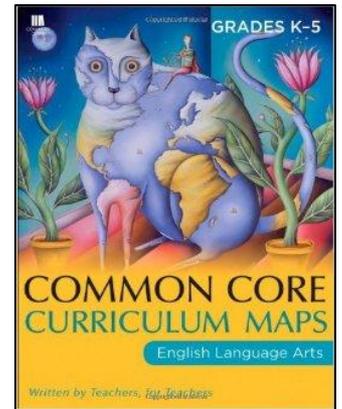


A Long Journey to Freedom

Essential Question

How does reading about the past help us make better decisions?

Why is it important for writers to recount historical events?



Social Studies Standards:

H.13.2.4 Identify the purposes of primary and secondary sources

Primary Source

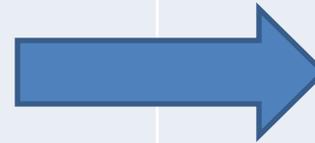
A **primary source** is a document or physical object which was **written or created during the time under study**. These sources were present during an experience or time period and offer an inside view of a particular event.

Unit 4 Resources—
Rosa Parks arrest documents (National Archives)
Martin Luther King Jr.'s speech video
Lincoln, A Photo Biography (original photos only)
Ruby Bridges photograph

Secondary Source

A **secondary source** **interprets and analyzes primary sources**. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Secondary sources are interpretations – often generated by scholars – that are based upon the examination of multiple primary sources.

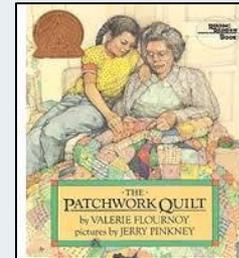
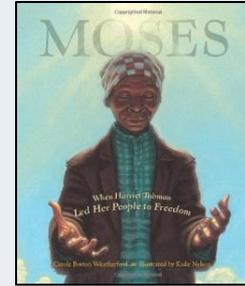
Unit texts
Unit Text/video
Brainpop videos
Ruby Bridges art



How does reading about the past help us make better decisions?

Slavery and Underground Railroad - 1

- Determine the meaning of the new word (prejudice) (L.2.4b)
- Describe how words supply meaning in a poem or song (RL.2.4)
- Ask and answer questions such as why and how (RL.2.1)



[The Patchwork Quilt](#)
Additional Text to get from your library

[The Drinking Gourd](#)
["Harriet Tubman"](#)
["Words Like Freedom"](#)

C.3.2.1 Interpret rules and laws as they relate to students

C.3.2.2 Examine successful and unsuccessful attempts to improve communities

C.3.2.3 Describe ways communities work to accomplish common tasks and establish responsibilities

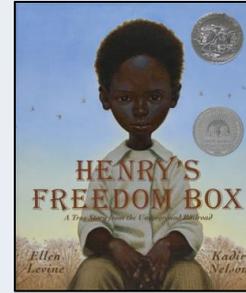
H.13.2.5 Formulate questions that relate to a specific historical event in the community to guide inquiry

(These standards will continue throughout the entire unit.)

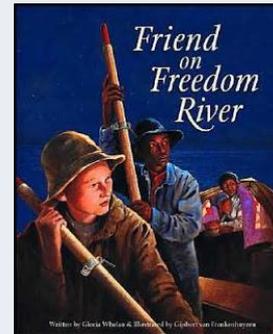
Why is it important for writers to recount historical events?

Underground Railroad -2

- Recount stories and determine the central message (RL.2.2) (SL.2.2)
- Identify the main purpose, including what the author wants to explain (RI.2.6)
- Write narratives (W.2.3)
- Ask for clarification as needed (SL.2.1.c)



[Reader's Theater for Henry's Freedom Box](#)
STEM activity-*Friend on Freedom River*



H.12.2.1 Create historical narratives using chronological sequences of related events in the community or region (e.g., founding of the town, construction of an important building) 
*Students could write historical narratives throughout the unit about slavery, the Underground Railroad, and/or segregation.

How does reading about the past help us make better decisions?

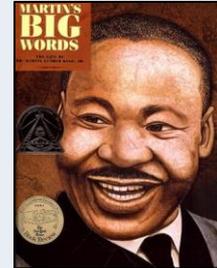
Abraham Lincoln and Martin Luther King, Jr.- 3

- Ask and answer questions such as why and how (RI.2.1)
- Describe the connection between a series of historical events (RI.2.3)
- Determine the meaning of words and phrases in a text (RI.2.4)
- Acknowledge differences in the points of view of characters, including speaking in a different voice (RL.2.6)
- Form and use past tense irregular verbs (L.2.1.d)

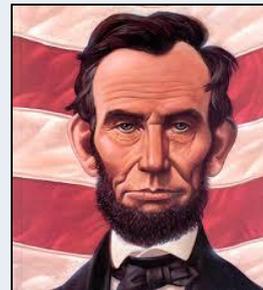
Ongoing Standards

W.2.5

RF standards



[Abe's Honest Words](#)
Additional Text to get from your library



[Brain Pop on Abraham Lincoln](#)
[Video on Abe-Animated Hero Classic](#)

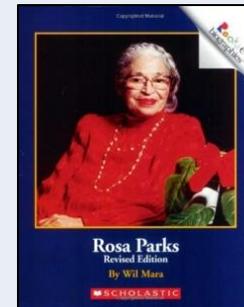
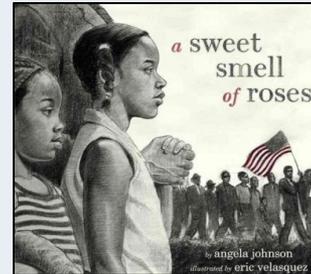
Week 3-4

H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States

Why is it important for writers to recount historical events?

Civil Rights- 4

- Identify main purpose, including what the author wants to explain (RI.2.6)
- Explain how specific images contribute to a text (RI.2.7)
- Write opinion pieces (W.2.1)
- Use reflexive pronouns (L.2.1.c)



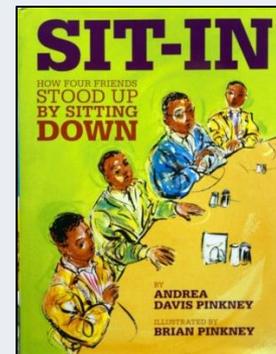
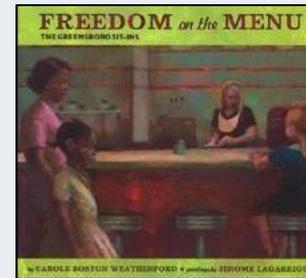
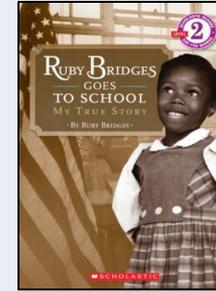
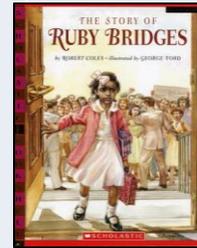
Week 3-4

H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States

How does reading about the past help us make better decisions?

Ruby Bridges and Sit-ins-5

- Compare and contrast the most important point in two texts on the same topic (RI.2.9)
- Recount stories and determine their central message (RL.2.2)
- Describe how characters in a story respond to major challenges (RL.2.3)
- Acknowledge differences in the points of view of characters, including speaking in a different voice (RL.2.6)
- Use information gained from illustrations to demonstrate understanding (RL.2.7)



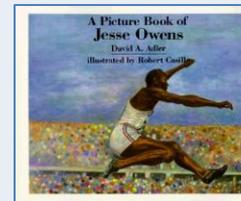
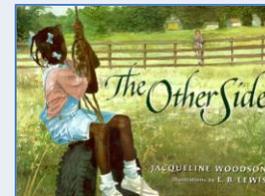
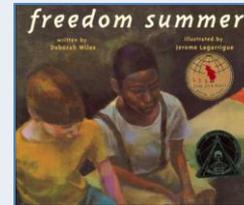
H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States

H.13.2.1 Compare different accounts of the same historical event

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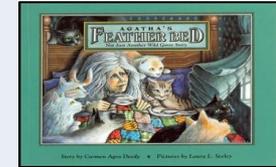
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- Ask and answer questions such as why and how (RL.2.1)
- Recount stories and determine the central message (RL.2.2)
- With support, use digital tools to produce writing (W.2.6)
- Participate in shared research (W.2.7)
- Recall information to gather information (W.2.8)



Research option

H.13.2.3 Gather information from different kinds of sources in response to a compelling question about a significant historical event or person (W.2.7)



E.4.2.1 Discuss the importance of scarcity in relation to choices and opportunity cost

E.4.2.2 Explain a decision in terms of costs and benefits

E.5.2.1 Discuss skills and education that human resources need for jobs (e.g., human capital) 

E.6.2.3 Explain benefits of public goods and services



Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY