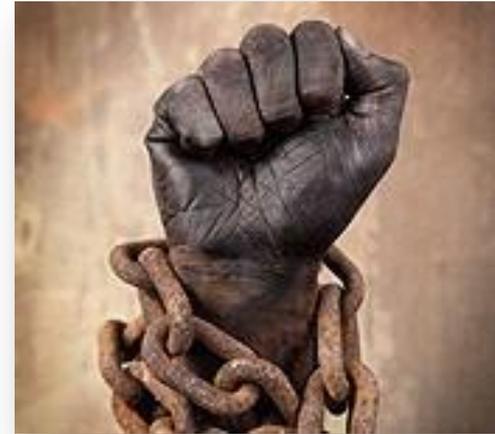


A Long Journey to Freedom

2nd Grade Unit 4



Planning Team

Melissa Phinney, Sukey Dake, Anne Saullo, Juile Finney, and Jessica Suitor

Essential Questions

Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

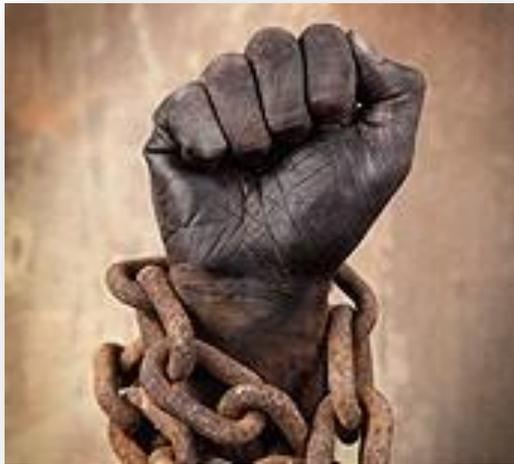
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

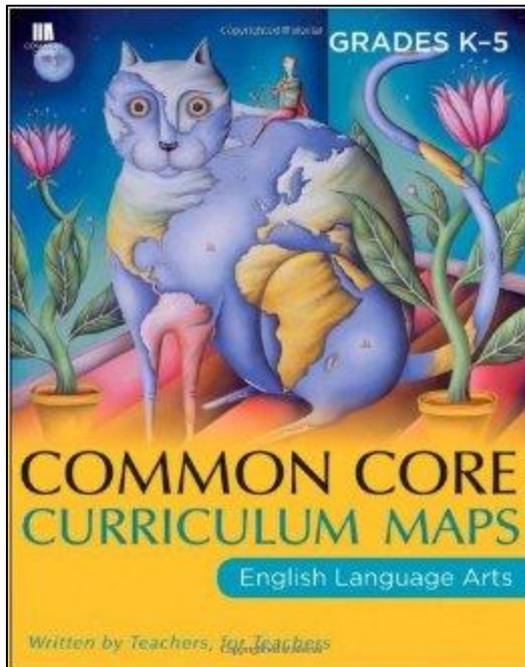
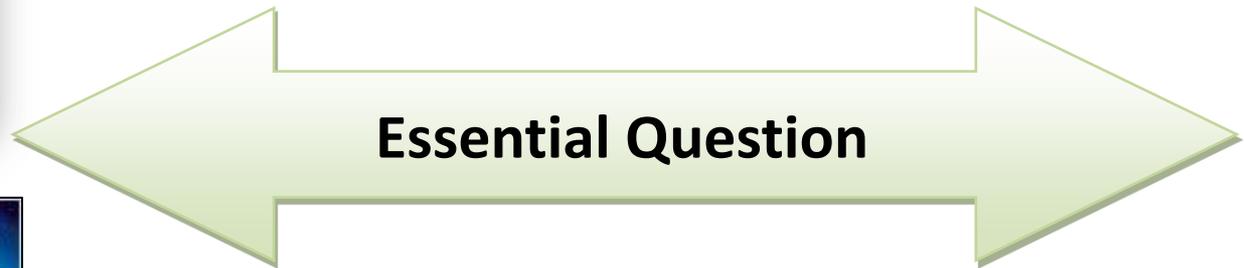
Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

Incorporate
TECHNOLOGY



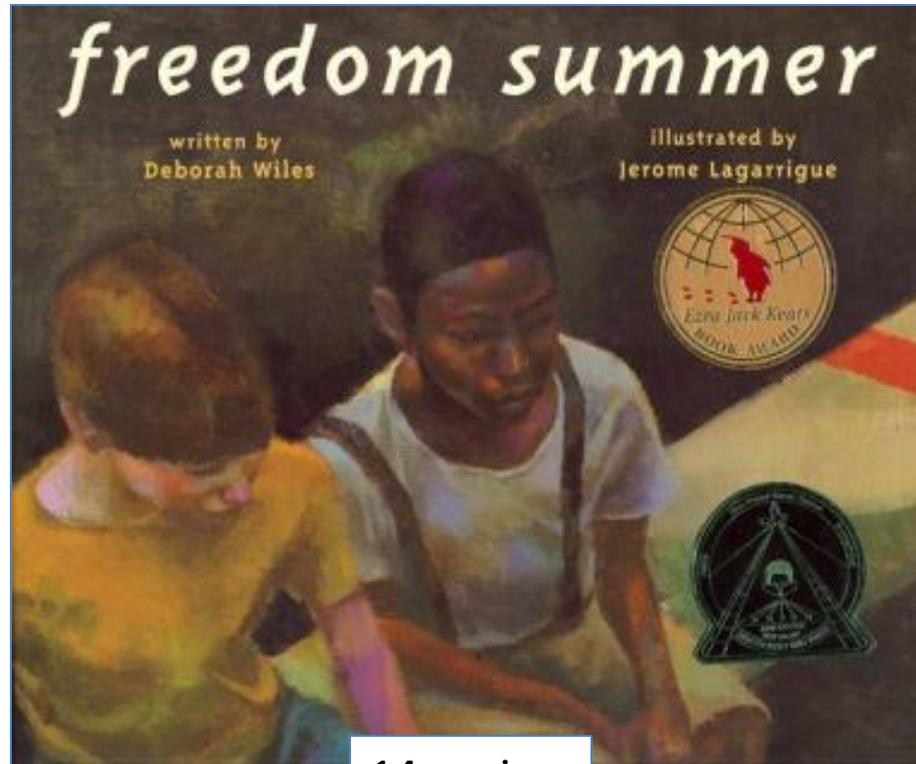
A Long Journey to Freedom



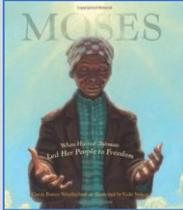
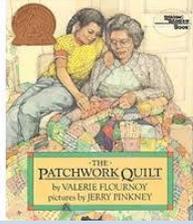
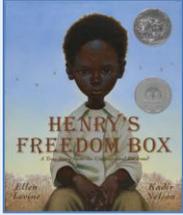
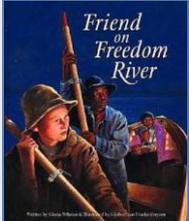
“How does reading about the past help us make better decisions?”

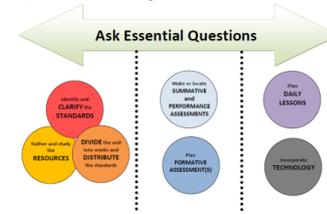
“Why is it important for writers to recount historical events?”

Additional Texts



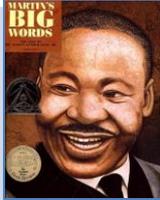
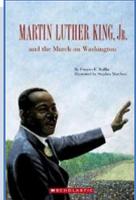
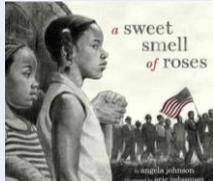
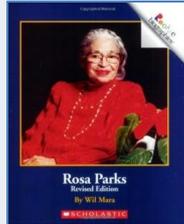
14 copies

Week	Standards	Texts
<p>1</p> <p>Slavery and Underground Railroad</p>	<ul style="list-style-type: none"> 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) 	  <p>The Drinking Gourd "Harriet Tubman" "Words Like Freedom"</p>
<p>2</p> <p>Underground Railroad</p>	<ul style="list-style-type: none"> 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) 	  <p>Reader's Theater for Henry's Freedom Box STEM Lesson will be linked online soon for <i>Friend on Freedom River</i></p>



← The Patchwork Quilt
Additional Text to get from your library

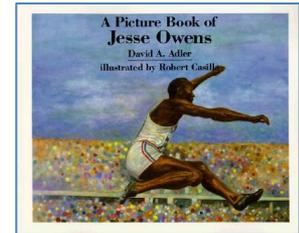
DIVIDE the unit into weeks and **DISTRIBUTE** the standards

Week	Standards	Texts
<p>3</p> <p>Abraham Lincoln and Martin Luther King, Jr.</p>	<ul style="list-style-type: none"> • 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) 	   <p>Brain Pop on Abraham Lincoln</p> <p>Video on Abe-Animated Hero Classic</p>
<p>4</p> <p>Civil Rights</p>	<ul style="list-style-type: none"> • 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) 	 

Abe's Honest Words
Additional Text to get from your library

Ongoing Standards
W.2.5
RF standards

Week	Standards	Texts
<p>5</p> <p>Ruby Bridges and Sit-ins</p>	<ul style="list-style-type: none"> • 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) 	
<p>6</p>	<ul style="list-style-type: none"> • 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 share research (W.2.7) • Recall information to gather information (W.2.8) 	



Research option