

A Long Journey to Freedom

2nd Grade Unit 4



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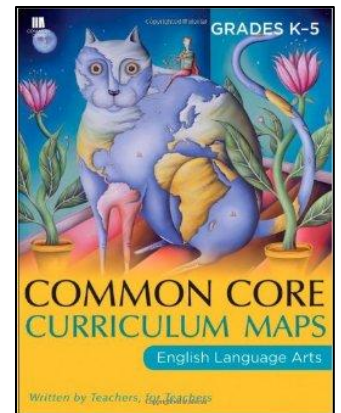


A Long Journey to Freedom

Essential Question

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

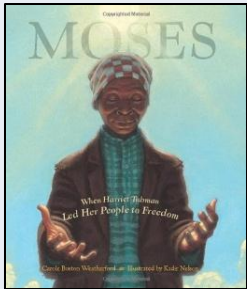
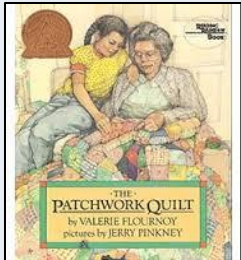
Why is it important for writers to recount historical events?



Social Studies Standards:

H.13.2.4 Identify the purposes of primary and secondary sources

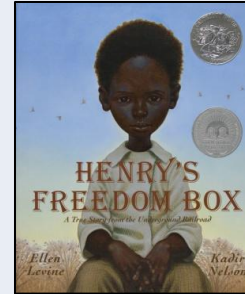
Primary Source	Secondary Source
<p>A primary source is a document or physical object which was <i>written or created during the time under study</i>. These sources were present during an experience or time period and offer an inside view of a particular event.</p>	<p>A secondary source <i>interprets and analyzes primary sources</i>. 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.</p>
<p>Unit 4 Resources— Rosa Parks arrest documents (National Archives) Martin Luther King Jr.'s speech video <i>Lincoln, A Photo Biography</i> (original photos only) Ruby Bridges photograph</p>	<p>Unit texts Unit Text/video Brainpop videos Ruby Bridges art</p>

Week	ELA Standards	Texts	Social Studies Standards
<i>How does reading about the past help us make better decisions?</i>			
Slavery and Underground Railroad - 1	<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) 	<div data-bbox="1137 234 1385 519">  </div> <div data-bbox="1137 552 1379 809">  </div> <p data-bbox="1143 855 1404 953"> <u>The Patchwork Quilt</u> Additional Text to get from your library </p> <p data-bbox="1060 1053 1404 1176"> <u>The Drinking Gourd</u> <u>"Harriet Tubman"</u> <u>"Words Like Freedom"</u> </p>	<p>C.3.2.1 Interpret rules and laws as they relate to students</p> <p>C.3.2.2 Examine successful and unsuccessful attempts to improve communities</p> <p>C.3.2.3 Describe ways communities work to accomplish common tasks and establish responsibilities</p> <p>H.13.2.5 Formulate questions that relate to a specific historical event in the community to guide inquiry</p> <p>(These standards will continue throughout the entire unit.)</p>

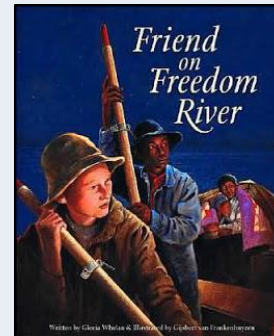
Why is it important for writers to recount historical events?


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)

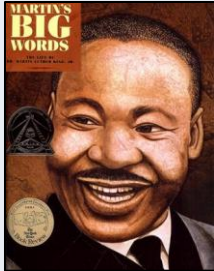
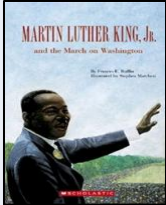
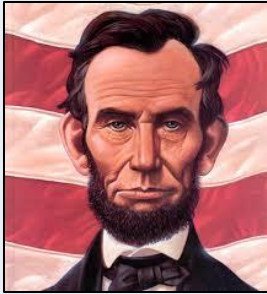



[Reader's Theater for Henry's Freedom Box](#)
STEM activity-Friend on Freedom River



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) 

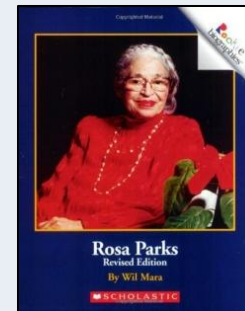
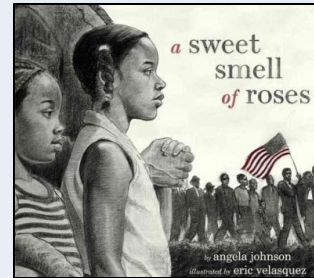
*Students could write historical narratives throughout the unit about slavery, the Underground Railroad, and/or segregation.

Week	Standards	Texts	Social Studies Standards
<i>How does reading about the past help us make better decisions?</i>			
Abraham Lincoln and Martin Luther King, Jr.- 3	<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) <div data-bbox="595 951 935 1088"> <u>Ongoing Standards</u> W.2.5 RF standards </div>	<div data-bbox="1041 251 1255 519">  </div> <div data-bbox="1267 379 1433 582">  </div> <p data-bbox="1078 632 1315 722"> <u>Abe's Honest Words</u> Additional Text to get from your library </p> <div data-bbox="1074 759 1342 1049">  </div> <p data-bbox="1043 1089 1410 1258"> Brain Pop on Abraham Lincoln Video on Abe-Animated Hero Classic </p>	<p>Week 3-4</p> <p>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States</p> 

Why is it important for writers to recount historical events?

Civil Rights- 4

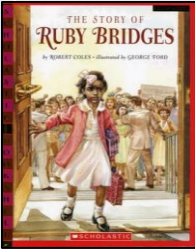
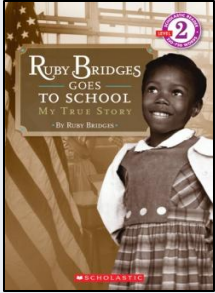
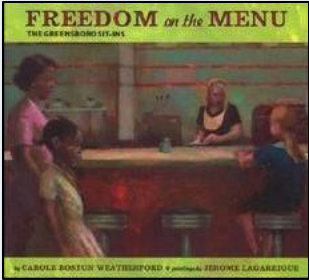
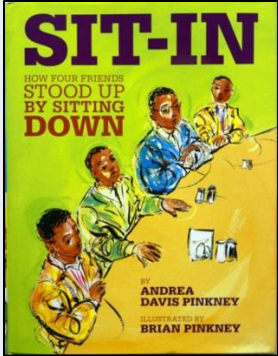
- Identify main purpose, including what the author wants to explain (RI.2.6)
- Explain how specific images contribute to a text (RI.2.7)
- Write opinion pieces (W.2.1)
- Use reflexive pronouns (L.2.1.c)



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

Ruby Bridges and Sit-ins-5

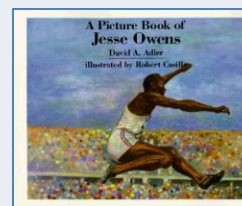
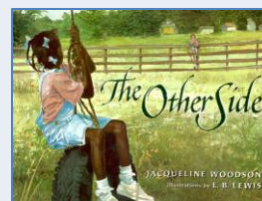
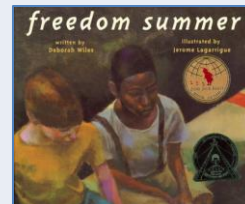
Week	Standards	Texts	Social Studies Standards
How does reading about the past help us make better decisions?			
	<ul style="list-style-type: none"> Compare and contrast the most important point in two texts on the same topic (RI.2.9) Recount stories and determine their central message (RL.2.2) Describe 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>H.12.2.4 Investigate ways individuals, groups, and events have shaped one's community and other communities in the United States</p> <p>H.13.2.1 Compare different accounts of the same historical event</p>

Week	Standards	Texts	Social Studies Standards
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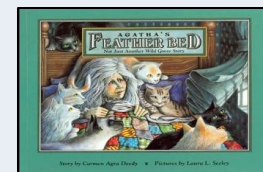
6

- 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)

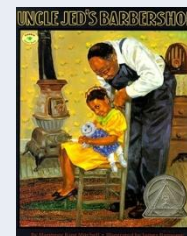


E.4.2.1 Discuss the importance of scarcity in relation to choices and opportunity cost

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