

Topic: Social Studies Second grade, History
Subject(s):

Days: 46
Grade(s):

Common Assessments on what students should know and do in this unit:

Topic: Social Studies Second grade, History

Days: 46

Subject(s):

Grade(s):

Key Learning: People have impacted the lives of others and the course of history through their actions, thoughts, and beliefs.



Unit Essential Question(s):

How have people and events impacted our history?



Concept:

Chronological History

8.1.2.A

Concept:

Understanding history

8.1.2.B 8.1.2.C 8.2.2.A 8.2.2.B 8.3.2.A 8.3.2.B 8.4.2.A 8.4.2.B



Lesson Essential Question(s):

How can we learn about the past, present, and future? (A)

How does a timeline help me understand the past, present, and future? (A)

How do I read and interpret information on a simple timeline? (A)

Lesson Essential Question(s):

How can historical sources and documents help us to better understand the past? (A)

Why do cultures have commemorations and remembrances? (A)

How do landmarks and monuments around the world help us learn about other cultures? (ET)

How do I identify groups and organizations and their contributions to the United States? (ET)

Identify important buildings, statutes, and monuments associated with the state's history. (A)



Vocabulary:

past, present, future, timeline, chronological

Vocabulary:

historical document, monument, culture, landmark, statute

Additional Information:

Artifact: Any object made by human work or skill

Culture: The beliefs, customs, practices, and social behavior of a particular nation or people.

Document: A formal piece of writing that provides information or acts as a record of events or arrangements.

Historical Source: A person, organization, book, map, graph, table, or other text that supplies information or evidence.

Primary Source: First hand historical account that may be written, illustrated, or recorded through other means.

Secondary Source: An historical account recorded after the event has occurred.

Attached Document(s):

Vocab Report for Topic: Social Studies Second grade, History
Subject(s):

Days: 46

Grade(s):

Concept: Chronological History

- past -
- present -
- future -
- timeline -
- chronological -

Concept: Understanding history

- historical document -
- monument -
- culture -
- landmark -
- statute -

Topic: Social Studies Second grade, History

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Subject(s):

Grade(s):

Concept: Chronological History

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

How can we learn about the past, present, and future?

What do students need to learn to be able to answer the Essential Question?

Teaching Strategies:

Time (in days):

1

Topic: Social Studies Second grade, History

Days: 46

Subject(s):

Grade(s):

Concept: Chronological History

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

How does a timeline help me understand the past, present, and future?

What do students need to learn to be able to answer the Essential Question?

Teaching Strategies:

Time (in days):

1

Topic: Social Studies Second grade, History

Days: 46

Subject(s):

Grade(s):

Concept: Chronological History

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

How do I read and interpret information on a simple timeline?

What do students need to learn to be able to answer the Essential Question?

Teaching Strategies:

Time (in days):

1

Topic: Social Studies Second grade, History

Days: 46

Subject(s):

Grade(s):

Concept: Understanding history

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

How can historical sources and documents help us to better understand the past?

What do students need to learn to be able to answer the Essential Question?

Teaching Strategies:

Time (in days):

1

Topic: Social Studies Second grade, History

Days: 46

Subject(s):

Grade(s):

Concept: Understanding history

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

Why do cultures have commemorations and remembrances?

What do students need to learn to be able to answer the Essential Question?

Teaching Strategies:

Time (in days):

1

Topic: Social Studies Second grade, History

Days: 46

Subject(s):

Grade(s):

Concept: Understanding history

5. Acquisition Lesson

Plan for the Concept, Topic, or Skill -- Not for the Day

Lesson Essential Question:

Identify important buildings, statutes, and monuments associated with the state's history.

What do students need to learn to be able to answer the Essential Question?

Teaching Strategies:

Time (in days):

1

Topic: Social Studies Second grade, History

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Subject(s):

Grade(s):

Concept: Understanding history

6. Extending Thinking Lesson

Lesson Essential Question:

How do landmarks and monuments around the world help us learn about other cultures?

Time (in days):

1

Topic: Social Studies Second grade, History

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Subject(s):

Grade(s):

Concept: Understanding history

6. Extending Thinking Lesson

Lesson Essential Question:

How do I identify groups and organizations and their contributions to the United States?

Time (in days):

1

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