

Communities: Past, Present and Future!

2nd Grade

By: Sarah Gerding

November 21, 2013

UbD – Unit Template

(based on *Understanding by Design* by Grant Wiggins and Jay McTighe)

Name: Sarah Gerding

Unit Title: Communities: Past, Present and Future!

Grade Level: 2nd

Unit Duration: 6 weeks (three 60-minute sessions each week)

Interdisciplinary Content: Reading, Writing, Speaking & Listening, Technology

GLCEs:

- 2 – H2.0.1: Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.
- 2 – H2.0.2: Explain why descriptions of the same event in the local community can be different.
- 2 – H2.0.3: Use an example to describe the role of the individual in creating history.
- 2 – H2.0.4: Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2 – H2.0.5: Identify a problem in a community's past and describe how it was resolved.
- 2 – H2.0.6: Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

CCSS:

- **2.RI.3:** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- **2.W.8:** Recall information from experiences or gather information from provided sources to answer a question
- **2.SL.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

Student Technology Standards (Michigan Education Technology Standards K-12):

- PK_2.CI: Creativity and Innovation:
 - 1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts
- PK_2.CC: Communication and Collaboration:
 - 1. Work together when using digital tools (e.g., word processors, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project

STAGE 1 - Desired Results:

	Students will understand that: <i>These are the BIG IDEAS – written in STATEMENT FORM</i>	Essential Questions: <i>These are the OPEN ENDED QUESTIONS that DRIVE INSTRUCTION</i>	
<p><u>Step 1</u></p> <p>BIG IDEAS and ENDURING UNDERSTANDINGS</p> <p>Serves as an organizer for connecting important facts, skills, and actions</p> <p>Transfers to other contexts</p> <p>Requires “uncoverage” because it is abstract</p>	<ul style="list-style-type: none"> Historians use evidence to study the past The actions of one person can have a significant impact on history Communities change over time in many ways Human actions can have a positive or negative impact on the way a community changes Perspectives can influence documentation of history 	<ul style="list-style-type: none"> How do communities change over time? How do historians study the past? How can an individual impact history? How do different perspectives influence descriptions of events? 	<p><u>Step 2</u></p> <p>ESSENTIAL QUESTIONS</p> <p>Have no simple “right” answer</p> <p>Raise other important questions</p> <p>Naturally recur</p> <p>Stimulate vital, ongoing rethinking of big ideas</p>
	...students will know: <i>KNOWLEDGE that is SPECIFIC and MEASURABLE</i>	...students will be able to: <i>SKILLS that are SPECIFIC and MEASURABLE</i>	
<p><u>Step 3</u></p> <p>At the end of the Unit...</p> <p>(Facts, Concepts, Principles)</p> <p>EVIDENCE of LEARNING</p> <p>Statements use NOUNS</p>	<ul style="list-style-type: none"> A timeline can be used to document historical changes Individuals can have different perspectives and descriptions of events Communities change over time in many ways: physically, economically, socially Events from history can relate to today’s events 	<ul style="list-style-type: none"> Explain how communities change over time Create a timeline to visually represent changes over time Collect “evidence” from the past in order to understand that time period Use “evidence” collected to retell history in their own words Give examples of individuals who have impacted history (and how) Trace cause and effect for certain historical events 	<p><u>Step 4</u></p> <p>At the end of the Unit...</p> <p>(Skills/Real World Performances)</p> <p>EVIDENCE of LEARNING</p> <p>Statements use VERBS</p>

STAGE 2 - Assessments

Pre-assessment(s):

- For my pre-assessment, I would execute a KWL to find out what the students know about how communities change over time. I would do this initially on an individual basis to assess the knowledge of each student, and then come back together as a group to do the KWL as a whole group. An example of the KWL is provided.

Formative Assessment(s):

- **Exit pass (for Historical Figures lesson):** name one historical figure we discussed during class and how they changed history. Students must provide at least one piece of evidence describing how this figure influenced history.
- **Small group presentations (for Timeline lesson):** Students will present their personal timelines to small groups and explain the events they included along with why they placed the events in the order they did on the timeline. Then groups will present their section of the “class timeline” to the rest of the class using the same guidelines.
- ***T Chart (used during the first lesson discussing “The Oxcart Man”):** Students will give examples of pictures and words (one on each side of the T-Chart) they found while reading the story that depict evidence of history. An example of the T-Chart answer key is provided.

Summative Assessment:

- **A multiple choice test that includes information from the whole unit (given at the end of the unit). All major concepts will be included in the test.**
- **Students respond to an essay question about how changes in their local community have affected their life (and provide evidence of changes using various projects completed throughout the unit).**
- ***Creating a book about the history of the local community – GRASPS outline on following page (rubric attached at the end of this section).**

Creating a Book About the History of the Local Community

Over a period of 6 weeks, students will collect “evidence” to build a description of the history of their local community that will ultimately result in a class book of the community from the past through the present.

Goal: The goal of this activity is for students to participate in the role of a historian and to practice the art of collecting evidence. Students will need to work with others to collaborate and build a book that will explain the history of their local community.

Role: The students will take on the role of a historian and will work together to build a text that could be used by others to learn about and research the community they live in.

Audience: The audience will cover a wide range, from other second grade classes, to parents, to future classes looking for an example of their project!

Situation: Students will be collecting their “evidence” during multiple lessons throughout the unit. I will have the students organize their information throughout the unit and there will be very specific instructions as to where and when they should use certain information. At the end of the unit, the students will combine their individual pieces to make a classroom collection of information about the community and its past.

Product, Purpose: The product of this activity is a body of work that can provide information on the history of the community the students live in. The ultimate purpose is to help students understand how a community can change over time and what we can learn from a community from the events that took place in the past.

Standards and Criteria for Success: A “final project checklist” (aka rubric) will be provided for the final page that each group will be required to provide for the History of My Community classroom book (rubric is included on the following pages).

KWL

Before beginning the KWL, I would pass out the attached sheet to every student (next page). I would use this to document each student's knowledge in terms of this new topic. I would explain that this information is only to help me be a better teacher during this unit and that it will not be graded. Then we would move on to the actual KWL.

Know: For this section, I would have a whole-class discussion to find out what the students know about how communities change. I would start with a general statement such as “We have been learning about different types of communities so far in second grade. Today I want to start talking about how those communities might change over time. Before I begin asking questions, does anyone have any ideas about how communities might change over time?”

After documenting any responses, I would move on to the sample questions below (possible expected responses are included – these are also the responses I would be looking for on their written worksheet):

- Do communities stay the same throughout history?
 - o *No, lots of things change in a community.*
 - o *Students might also mistakenly think yes, because they are in the same place (geographically).*
- What types of things or events could change a community over time?
 - o *The environment, the way people dress, the way people talk, technology, careers, the land, issues and events, etc.*
- Whose job is it to study the past?
 - o *I would be looking for “historian” but I would also expect to hear things such as archeologists, scientists, history teachers, authors, etc (all of which would technically be correct).*
- How do you study the past?
 - o *Read books about the past, talk to people who were alive during certain past events, watch television shows or movies about the past, research on the internet, visit historical sites, etc.*
- What types of tools could you use to show how a community changes?
 - o *The main answer I would be looking for would be “timeline” but I think more likely answers would be draw a picture, write a book or essay, make a video, etc.*
- Could the way that you retell an experience be different than the way your neighbor retells an event?
 - o *Yes, because everyone has different experiences.*
 - o *Students may also mistakenly think no when it comes to historical events because they have a hard time understanding that some historical “facts” are not necessarily facts, they may be the opinion of a person at that time.*

Want to Know: For this section, I would allow the students to come up with ideas and write those down. After that, I would revisit any topics from the “Know” section that they may have missed and include those as well.

Learn: I would use this section to review for the post-assessment at the end of the unit. I would show the students the first two sections and I then I would have them help me fill in the “Learn” section. I could also base a lot of the post-assessment questions on this section.

Name _____

Date _____

How Do Communities Change?

Answer the questions below. If you don't know the answer, just take your best guess!

1. Do communities stay the same throughout history? Be sure to explain why.

2. What types of things or events could change a community over time?

3. Whose job is it to study the past?

4. How do you study the past?

5. What types of tools could you use to show how a community changes?

6. Could the way that you retell an experience be different than the way your neighbor retells an event? Be sure to explain why.

Sample Formative Assessment: T-Chart for “The Ox-Cart Man”

Directions: Fill in the chart below after listening to and reading “The Ox-Cart Man.” For the “Pictures” column, write evidence you saw from the pictures in the book that helped you know that this book took place in the past. In the “words” column, write words from the book that helped you know that this book took place in the past.

Pictures	Words
The man had an ox cart instead of a car.	The wife used a spinning wheel.
The clothes the people wore.	The family made candles.
The road was not paved.	The brooms were made by hand.
The bridge looked like an old bridge.	He bought an iron kettle.
The town had only one road and old-looking buildings.	They cooked dinner in the kettle.
The sailing ships at the town	
The brick sidewalks	
The water pump	
The horses in the village	
The meat shop that did not have a refrigerator.	
Goods were stored in barrels and wooden boxes.	
People shopped with baskets.	
The things for sale in the store	
There were no power lines anywhere.	
They cooked over a fire.	

“How Communities Change” Final Project Checklist

Item	Yes/No	
I worked with my group to come up with a specific title for our page of the class book	Yes	No
I contributed to the information used to collect evidence for the body of our page in the class book	Yes	No
Our page includes <u>at least 3 facts</u> about the history of Troy, MI	Yes	No
Our page includes <u>at least one</u> example of how Troy, MI is different now than it was in the past	Yes	No
Our page was made using <u>at least one</u> piece of technology (computer, printed pictures, Google Maps, etc.)	Yes	No
I worked with my group to decide what information should be included in our page for the class book	Yes	No
I worked with my group to edit and revise our page	Yes	No
I worked well with my fellow classmates	Yes	No

STAGE 3- Activities/Projects/Products

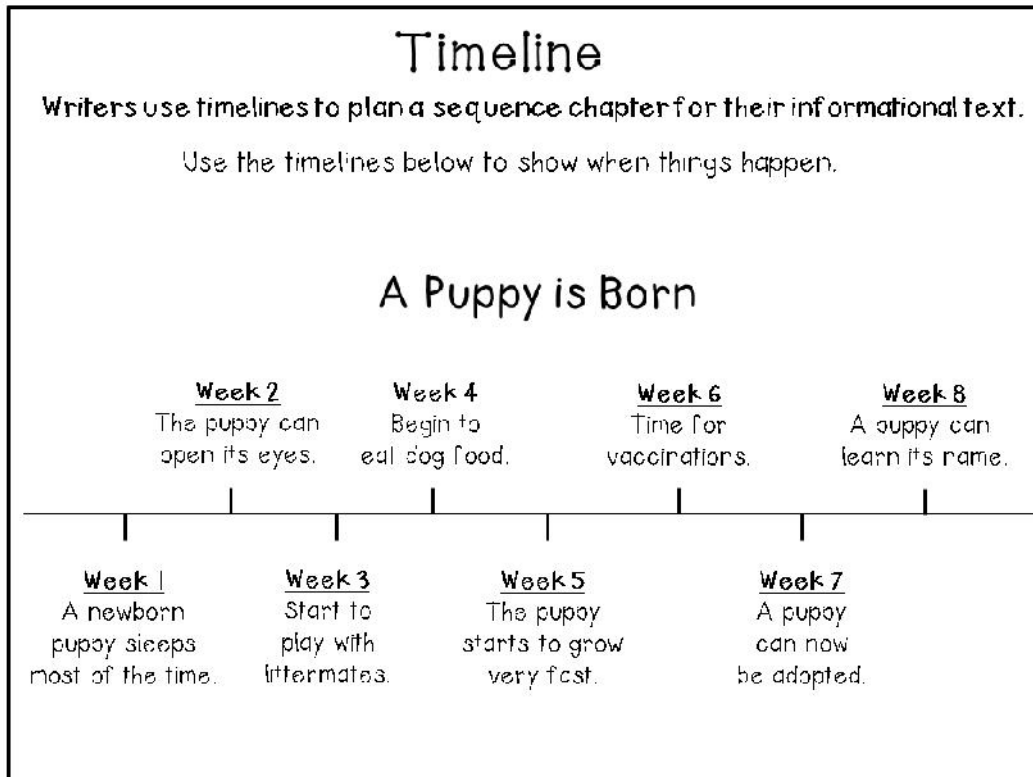
- **What does “history” mean?** Read “The Oxcart Man” and create a chart with “evidence” to describe why the book deals with history and how they know that.
- **How Can We Study History?** Look at a historical photograph, historical text, historical video and discuss the evidence we can collect from the past.
- **How Do Communities Change Over Time?** Read various books and look at photos to find out how communities change over time (also use Google Earth Lesson from class).
- ****What is a Timeline?** Students will create a quick timeline of their life and we will discuss the benefits of looking at a timeline to find information. Then, as a class, we will split into groups and create sections of a timeline for our year in second grade (detailing important events, concepts we learned, etc.). These sections will be put together to create a large timeline that covers the whole year (outline of class demonstration on next page).
- **How Do People Create the History of a Community?** Read “Abe Lincoln’s Hat” and discuss certain historical figures who have influenced history. Students then discover someone from a local community and research how they have influenced their community over time.
- **How Have Communities Solved Problems in the Past?** Read “A River Ran Wild” and discuss what problems were present in the story and how they were created. We would then discuss how the characters made choices to solve the problems they created.
- **History of Our Local Community.** This lesson is worked on throughout the entire unit. Students will gather materials to create a class book about the history of their local community using various project that were created throughout the unit (the Google Earth lesson, timelines, etc.).

Lesson/Activity # 4 - Timeline	Approximate Time: 3, 60 minute sessions
<p>Materials:</p> <ul style="list-style-type: none"> • Chart Paper • Markers • Tape 	
<p>W – Introduce the concept of making a timeline and what the goal of a making a timeline is. Explain the importance of creating timeline and how it can be used. They will eventually be creating a timeline that shows all of the important concepts they learned in second grade.</p> <p>H – Students will be taking a few minutes to create their own timelines about their lives (or their day/week/month) depending on the time available. If these were already created, we will discuss and review the timelines.</p> <p>E – Students will work together through the entire unit to find historical evidence using timelines, so they will be very familiar with them. As students create their own personal timeline, they will gain more experience and we will be able to correct any misconceptions before they start working on the class timeline.</p> <p>R – We will review their individual timelines and address any issues pertaining to those at the beginning of this project. Once the students begin working in groups on the class timeline, I will be reviewing them each day and I will perform any necessary “mini-lessons” along the way if I feel that many groups are struggling with the same area of the project.</p> <p>E – After any meetings with me (or mini-lessons with the whole class), the teams will debrief to decide what they will do differently with the project. We will stress that all idea should be incorporated and everyone should be involved in created the end project. Students will exhibit what they know at the end of the project by presenting their portion of the timeline to the whole class. All students will also be involved in combining their projects to create the large timeline.</p> <p>T – Accommodations will be made to meet the needs of the different groups if necessary (example: if a certain group is having trouble understanding the chronological order of dates on the timeline I would work with them in that aspect). Technology will be used throughout the project to help enhance the final product (i.e., the students can type the text they want included and glue it on to the timeline, along with pictures, etc.).</p> <p>O – Students will work in groups of 4 (with a total of 24 students participating). Each group with be responsible for a certain month in the school year and will be creating their portion of the timeline using information from that month. Since this is second grade, we will come up with all of the dates and text for each month ahead of time as a whole group. Their main focus will be organizing their information in date order and creating their portion of the timeline appropriately.</p>	

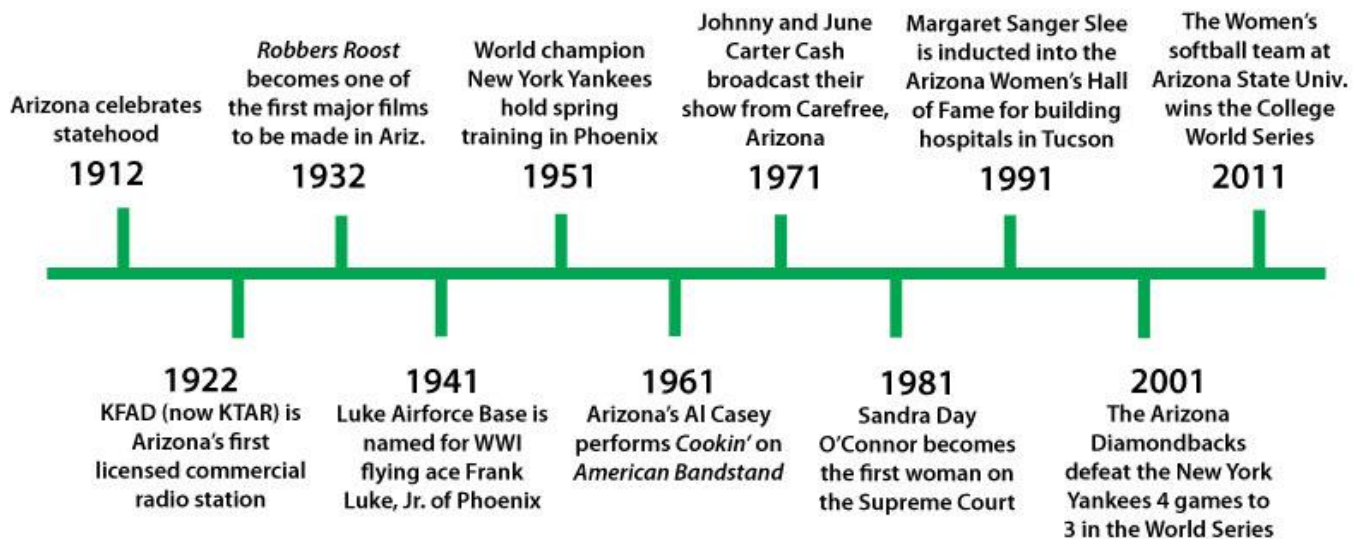
Supporting Documents/Resources:

- List of dates and concepts learned for each month in the school year (made as a whole group activity)
 - September: classroom procedures, addition & subtraction, revising and editing writing
 - October: new tens chart, weather and sound, finalizing writing products
 - Etc...
- Examples of timelines (attached)
- Final checklist for each group’s portion of the timeline (attached)

Examples of timelines



Arizona History Timeline 1912-2012



Class Timeline Final Project Checklist

Item	Yes/No	
Our timeline contains items from only the month we were assigned	Yes	No
Our timeline contains at least 3 events or concepts	Yes	No
The events or concepts on our timeline are listed in chronological order	Yes	No
Our timeline is neat and organized	Yes	No
As a group we edited, revised and finalized our timeline before our presentation	Yes	No