

## Unit 4: Freedom

<b>Unit #:</b>	APSDO-00014619	<b>Duration:</b>	6.0 Week(s)	<b>Date(s):</b>	02-02-2015 to 02-02-2015
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**Team:**  
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**Grades:**  
 2

**Subjects:**  
 English Language Arts

### Unit Focus

In this unit, students will read texts that focus on historical events related to the Underground Railroad, the strength of the human spirit and people working together to effect change during this time. Narrative writing strategies will continue to be a focus. Instruction will focus on sequencing and character study. The use of the book UNSPOKEN will show the importance of illustrations to convey meaning. Students will learn how adverbs and adjectives can be effectively used. Students will explore shades of meaning of various adjectives and verbs. Primary instructional materials include: *Follow the Drinking Gourd*, *Escape North! The Story of Harriet Tubman*, *The Secret to Freedom*, *Night Boat to Freedom*, *Henry's Freedom Box* and the A to Z book *Frederick Douglass*. Whole class read-alouds include: *Freedom Song*, *Sweet Clara and Freedom Quilt*, *Kids Discover Magazine - Underground Railroad*, *If You Traveled on the Underground Railroad*, *A Picture Book of Harriet Tubman*, *Barefoot: Escape on the Underground Railroad*, *Amos and Boris*, *Minty: A Story of Young Harriet Tubman*, *Unspoken*, *Almost to Freedom* and *Aunt Harriet's Underground Railroad in the Sky*.

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
<p><b>Common Core</b>  <i>English Language Arts: 2</i></p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>CCSS.ELA-LITERACY.L.2.1</i></li> <li>• Describe how characters in a story respond to major events and challenges. <i>CCSS.ELA-LITERACY.RL.2.3</i></li> <li>• Describe the connection between a series of historical events, scientific</li> </ul>	<p><b>T1</b> (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p><b>T2</b> (T20) Student Lens: Active readers think critically about what they read.</p> <p><b>T3</b> (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p><b>T4</b> (T21) Student lens: Powerful writers think critically about what they write.</p> <p><b>T5</b></p> <p>Thematic: Students will be able to understand how communities operate, change and grow and will discover their roles as contributing members of a community.</p>
	<b>Meaning</b>

<p>ideas or concepts, or steps in technical procedures in a text. <i>CCSS.ELA-LITERACY.RI.2.3</i></p> <ul style="list-style-type: none"> <li>• Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. <i>CCSS.ELA-LITERACY.W.2.3</i></li> <li>• Read with sufficient accuracy and fluency to support comprehension. <i>CCSS.ELA-LITERACY.RF.2.4</i></li> <li>• Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <i>CCSS.ELA-LITERACY.L.2.5</i></li> <li>• Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. <i>CCSS.ELA-LITERACY.RL.2.5</i></li> <li>• Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <i>CCSS.ELA-LITERACY.RL.2.6</i></li> <li>• Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. <i>CCSS.ELA-LITERACY.RL.2.7</i></li> </ul>	Understandings	Essential Questions
	<p><b>U1</b> (U200) Effective readers use appropriate strategies (as needed) to construct meaning from texts.</p> <p><b>U2</b> (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.</p> <p><b>U3</b> (U203) By comparing texts, readers often gain greater insight into those texts.</p> <p><b>U4</b> (U601) To be effective, writing (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p><b>U5</b> (U902) Authors use deliberate terminology and/or phrasing to communicate specific messages to the audience.</p> <p><b>U6</b> (U702) Each genre of writing follows specific organizational patterns and techniques to elicit an intended response from the reader.</p> <p><b>U7</b> (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p><b>U8</b></p> <p>Thematic: It is through the actions of people that freedom and justice are preserved or restored.</p>	<p><b>Q1</b> (Q104) How does what I read (e.g., genre, text structure, story elements) influence how I should read? (2-12)</p> <p><b>Q2</b> (Q106) What do I need to know to retell/summarize this text? (K-12)</p> <p><b>Q3</b> (Q108) How do people, events, and ideas change/develop within the text? (K-12) Whose voices are heard/not heard? (6-12)</p> <p><b>Q4</b> (Q204) How do authors make specific language, narrative, structure, and/or style choices to communicate their ideas? How does that affect my reading? (K-12)</p> <p><b>Q5</b> (Q302) What does this text mean to me? What connections can I make? (K-12)</p> <p><b>Q6</b> (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)</p> <p><b>Q7</b> (Q701) How do my audience and purpose influence the way I plan/write? (2-3) How do my audience and purpose influence the structure, language, and style of this piece? (4-12)</p> <p><b>Q8</b></p> <p>Thematic: How do all people deserve to be treated?</p> <p><b>Q9</b></p> <p>Thematic: How and when do we protect/defend against discrimination?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skills
		<p><b>S1</b></p> <p>Identify and produce adverbs</p> <p><b>S2</b></p>

		<p>Identify shades of meaning using adjectives and verbs</p> <p><b>S3</b></p> <p>Retell the events of a story in their original sequence</p> <p><b>S4</b></p> <p>Identify character traits and provide evidence to support</p> <p><b>S5</b></p> <p>Describe characters reactions and provide evidence to support</p> <p><b>S6</b></p> <p>Identify the point of view of a character in a story</p> <p><b>S7</b></p> <p>Use illustrations to infer meaning</p> <p><b>S8</b></p> <p>Describe actions, thoughts and feeling through a written response</p> <p><b>S9</b></p> <p>Describe the importance of following steps in order in a how-to text</p> <p><b>S10</b></p> <p>Understand that authors make deliberate style choices to convey meaning (underground railroad slave dialect)</p>
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