

Grade 2
Social Studies
Unit 2: Our Community and Its Past

Time Frame: Approximately 3 weeks



Unit Description

Using historical thinking skills helps students to develop an understanding of continuity and change in the community and in the United States as they examine famous people, events, and symbols from the past.

Student Understandings

Students understand how primary sources help in understanding continuity and change over time and how people and events of the past impact our lives today. Students understand why we celebrate local, state, and national holidays. Students understand how early explorers, settlers, and westward migration influenced the development of the United States.

Guiding Questions:

1. Can students describe how famous Americans changed society?
2. Can students describe how the movement of people in the past affected the present?
3. Can students identify turning points in history that impacted their lives?
4. Can students tell why we celebrate events from the past?
5. Can students use primary sources to compare and contrast the present-day community with that of the past?

Unit 2 Grade-Level Expectations (GLEs)

Grade-Level Expectations	
GLE #	GLE Text and Benchmarks
Government and the American Political System	
2.1.1	Create simple timelines to describe important events in the history of the school or local community
2.1.2	Compare and contrast the present day community to that of the past using primary sources
2.1.3	Describe people and events associated with national symbols, landmarks, and essential documents
2.1.4	Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance

2.1.5	Describe how the achievements of famous Americans, of the past and present, changed society
2.1.6	Identify historical turning points and describe their impact on students' lives using maps, documents, visuals, and technology
2.1.7	Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States
2.2.5	Describe how location, weather, and physical features affect where people live and work
2.2.6	Describe changes in the characteristics of the local community over time
ELA CCSS	
CCSS #	CCSS Text
Reading Standards for Informational Text	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
Writing Standards	
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Language Standards	
L.2.4a, e	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.
Speaking and Listening Standards	
SL.2.1a,b	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.

	<ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1b	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: Build on others' talk in conversations by linking their comments to the remarks of others.

Sample Activities

Activity 1: Timeline (GLE: 2.1.1; CCSS: RI.2.3, RI.2.7)

Materials List: large piece of chart paper, markers

Grasping the concept of time is difficult for young students. Students can learn more about the past by constructing a timeline of important events and people. Make a group timeline and place it on the classroom wall. The timeline might consist of activities that take place during the school day, important dates the class will celebrate throughout the year, or students' birthdays. When students have an understanding of how a timeline is constructed, have them create their own timeline. Provide students with or help students gather information about important events in the history of the school or local community. Ask students to compile this information on a timeline to share with their classmates.

Internet Resources:

Internet 4 Classrooms – A variety of different timelines created to use as examples

<http://www.internet4classrooms.com/timelines.htm>

Read/Write/Think Interactive Timeline maker

<http://www.readwritethink.org/materials/timeline/index.html>

Teach-nology Timeline Maker

http://www.teach-nology.com/web_tools/materials/timelines/

Activity 2: Look How I've Changed (GLEs: 2.1.2, 2.2.6; CCSS: RI.2.1, RI.2.9)

Materials List: *The Little House* by Virginia Lee Burton, pictures of the local community from the past, large piece of chart paper

Read to students the book *The Little House* by Virginia Lee Burton. Discuss changes that have occurred during the house's lifetime, and the reasons why these changes happened. Help students understand that things change over time.

Tell students they will be shown pictures of the local community that have been taken long ago. Have students think about what the local community was like long ago. Before showing the pictures, have students generate questions they have about the topic based on the following *SQPL (Student Questions for Purposeful Learning)* ([view literacy strategy descriptions](#)) statement: *Our community has changed over time.*

Write the *SQPL* statement “Our community has changed over time.” on the board or a piece of chart paper, and read it aloud. Next, ask students to turn to a partner and think of one good question they have about the pictures based on the statement. As students respond, write their questions on the chart paper or board. Questions that are asked more than once should be marked with a smiley face to signify that it is an important question. When students finish asking questions, contribute questions to the list that students need to know.

Show students pictures of the local community over time. Tell students to listen carefully for the answers to their questions as the class discusses the similarities and differences in the pictures. Have students compare the pictures and list changes that have occurred. Discuss with students reasons why they think things have changed. Help students recognize that if a community is to grow and thrive, it must be able to provide for the needs of its people. Go back to the list of questions to check which ones may still need to be answered. Use the pictures and teacher knowledge to supply answers.

Have students compare and contrast their daily life to that of their parents and grandparents. Ask students what they think it would have been like to grow up when their parents did. What do students think their parents did for fun both at school and at home? What about their grandparents and other relatives—what was life like when they were growing up? Write their ideas on the board.

Have students interview their parents or grandparents to gain their perspectives on how the community has changed over time and to recognize how it is different growing up today compared to when their relatives grew up.

Help students develop questions to ask their parents, grandparents, or other adult relatives about what it was like when they grew up. Some sample questions might include the following:

- Where and when did you grow up?
- What did the place where you grew up look like?
- How has that place changed since you grew up?
- What were your favorite activities when you were growing up?
- What were the best and worst things about the place where you grew up?

Have students bring the results of their interviews to share with the class. Discuss with students things that have changed and reasons why they think these things have changed. Focus on both the physical and human characteristics. Have students compare things like transportation, roads, buildings, etc. Have students draw pictures comparing what it was like when their grandparents were young to what it is like for young people today.

Internet Resources:

National Geographic Interviewing Guide K-2

<http://www.nationalgeographic.com/xpeditions/lessons/09/gk2/interviewingguidestudent.pdf>

Activity 3: Learning About Our Past (GLE: 2.1.2, 2.2.6; CCSS: RI.2.1, RI.2.3, SL.2.1b, W.2.8)

Materials List: chart paper, picture of George Washington,

Write the word *history* on the board and discuss its meaning with the students. Then show students a picture of George Washington. Discuss who this person is and ask students how they know him.

Ask students, “Where can you find information about history?” Use Think-Pair-Square-Share a form of *discussion* ([view literacy strategy descriptions](#)) which allows students the opportunity to discuss ideas together. First give students a brief time to think about this question on their own. Then put students with a partner and have them list where information can be found. After a few minutes have students get with other pairs to compare their lists. Then have students share their list. Compile the list as students share them. The compiled list should include things like personal interviews, library, magazines, Internet resources, historians, parents, grandparents, or other older citizens in the community. Discuss with students the reliability of these sources. Discuss which ones would be the most reliable if they are looking for information about a famous person like George Washington or Abraham Lincoln, and which ones would be most reliable when looking for information about their local community.

Talk with students about the relationship between history and personal experience. Ask, for example, how many students can tell the history of what happened in class two weeks ago. How many can tell what happened in the classroom ten years ago? Help students recognize that knowledge of the past is limited by personal experiences, but that knowledge can be expanded by drawing on the personal experience of others. Explain that this is how historians work by gathering evidence that can help them find out what happened in the past and what people who lived back then thought about it.

- Have students name ways a historian can find out what happened in the classroom ten years ago. Examples include interviewing former students and their parents, gathering papers, notebooks, and pictures people have saved, looking up information about the school from that era. Use this exercise to help students understand the kinds of evidence historians collect to reconstruct the past.

Invite a local historian or archivist into the classroom to discuss local history.

Plan field trips to visit local museums to learn about local history. A visit to Louisiana history museums and historic sites will provide information on how early Louisianians lived.

Internet Resources:

- Historical Museum Guide for Louisiana - A directory of Historical Museums in Louisiana, categorized by parish - <http://www.censusfinder.com/louisiana-historical-museums.htm>
- Library Of Congress Teacher Resource – www.loc.gov

Activity 4: Our Changing Community (GLEs: 2.1.2, 2.2.6; CCSS: RI.2.1, W.2.1)

Materials List: shoeboxes and/or milk cartons, green construction paper, art supplies

This activity involves creating a town that will undergo many changes. If the community the students live in has undergone many changes throughout history, this activity might be introduced by talking about the changes. Perhaps the old Main Street is no longer the center of the community as it once was. Perhaps the community has spread out and has developed into multiple neighborhoods, each of which is almost a community in itself.

For this activity, set aside an area that will not be disturbed for two or three weeks. A special table covered with green construction paper could be set up. Discuss with students what will need to be added to the table to create a setting for a town. Students might suggest roads, bodies of water, and other features. After the physical features are completed, have students build homes using shoeboxes or milk cartons. Then place them throughout the community. Discuss with students why homes were placed in specific locations around their community. Tell students that long ago many people grew their own food and houses were far apart, which allowed for farming of the land.

Discuss with students how the community changes as it grows. Discuss the need for an increase in housing as the community grows and how the changes impact the community. How has the original setup of the town changed? Do residents have less land surrounding their homes? Using their *learning log* ([view literacy strategy descriptions](#)) have students keep track of the changes that have occurred since the start of the community. Take pictures as the town goes through various transformations to document the changes.

As more homes are built, discuss the impact on the people who live in those homes. Soon the community will grow so much it will need a variety of services. Discuss with students things they might need to add to their community (e.g., stores, a church, a library, a post office, a restaurant, etc.) Where will those businesses/services be located? How will adding those businesses impact the community? Have students create some businesses, and discuss where those businesses will be placed. Will trees need to be ripped up? Is the park going to have to go? Does another street need to be constructed?

As the community grows and changes, discuss how those changes have impacted the original community. How might the community continue to change in the years ahead? Finally, bring the discussion back to the students' own community. Which of the changes to the model community are reflected in their own community? How has the community responded to the changes made to it? Discuss with students how their own community has

changed in the past and how it might need to change in the future. Discuss how this will affect their lives and the lives of the people in the community. Discuss why and how residents have to modify the physical environment over time.

Activity 5: Local Community (GLEs: 2.1.2, 2.2.6; CCSS: W.2.2, W.2.7, W.2.8)

Materials List: newsprint or chart paper, library books, biographies, autobiographies

Discuss with students where historical information about the local community can be found. Tell students they will be examining what the local community was like long ago. Lead the class through an examination of their local community over time using historical resources. Help students understand there are many ways to explore the history of the local community.

- Start with the library. Look for local history books and stories.
- Contact a historical society. Ask about community history.
- Find local historians. Find people who are authorities on local history, who study it, and write about it.
- Look for memorials and historical markers. Find dates, names, and events on them.
- Talk with older citizens. Invite older members of the community to the class to talk about what their life and the town were like when they were seven. Have them discuss with students the following topics: food, clothing, shelter, music, games, and transportation.
- Check for simple biographies and autobiographies on or by members of the local community in the past or present.

Compile information collected about how the local community has changed from a variety of sources i.e., read alouds, material read silently by students, visuals shown to the class, and information learned from classroom visits made by the historian and older citizens)

Using the information compiled, have students write a short paragraph entitled “*Our Community Has Changed.*” Allow students time to share their paragraphs.

Activity 6: The First Louisianans (GLEs: 2.1.7, 2.2.5; CCSS: RI.2.9, SL.2.1a, SL.2.1b, W.2.2, W.2.7)

Materials List: United States Maps BLM, Native Americans in Louisiana BLM, Word Grid: Comparing Native American Tribes of Louisiana BLM, Internet access

Show students the United States Maps BLM. Ask students, “*What do you think the United States was like hundreds of years ago?*” Use Think-Pair-Square-Share, a form of *discussion* ([view literacy strategy descriptions](#)) which allows students the opportunity to discuss ideas together. First give students a brief time to think about this question on their own. Then put students with a partner and have them write down their ideas. After a few minutes, have students get with other pairs and compare their ideas. Discuss student ideas and write them on the board.

Tell students that Native Americans were the first people to live in what is now the United States. Discuss with students how Native Americans lived in different areas. Discuss how they used the land and what community life was like. Have students focus on and compare the lives of Native Americans across Louisiana. Give students the Native Americans in Louisiana BLM outline map of Louisiana, and have them locate different Native American tribes on it. Help students use the Internet or the school media center to locate information about the location, clothing, shelter, transportation, and food of each group. Invite members of local Native American tribes in the area to visit the class and discuss the lives of their ancestors. Lead students in a discussion about how life was different among each tribal group across the United States.

Help students organize learned information by creating a class *word grid*. ([view literacy strategy descriptions](#)) The word grid will be used to compare and contrast the community life of Native Americans living in Louisiana. On a chart or board, place a word grid in which the names of different Native American tribes are listed on the horizontal axis, and characteristics like location, clothing, shelter, transportation, and food are listed on the vertical axis, similar to the one below. Together with the students, discuss different Native American groups and have students place an (x) in each box that tells about the group. (Native American tribes and characteristics may vary). (See the Word Grid: Comparing Native American Tribes of Louisiana BLM.)

Sample Word Grid: Comparing Native American Tribes of Louisiana				
First Louisianians	Tunica-Biloxi	Chitimacha	Choctaw	Houma
Location				
south-central	x		x	
south		x		x

After completing the word grid, have students use it to compare and contrast two Native American groups by writing a paragraph explaining how the groups are alike and different. Have students describe what the community was like long ago and how the Native Americans contributed to the growth of our country.

Internet Resources:

Information on the genealogy, history, and culture of Native Americans in Louisiana

<http://www.thecajuns.com/tribes.htm>

Information on Louisiana Native American tribes, their location, population and history

<http://www.accessgenealogy.com/native/louisiana/>

<http://www.chitimacha.com/>

<http://www.coushattatribela.org/>

<http://www.tunica.org/>

Activity 7: The Growth of Our Country (GLEs: 2.1.7, 2.2.5; CCSS: L.2.4a, L.2.4e)

Materials List: Vocabulary Self-Awareness Chart BLM, Internet access, textbook or other literature (See literature list below)

Begin this activity by providing students with this list of words: *settlers, colony, colonists, Pilgrims, pioneers, and explorers*. Have students complete a self-assessment of their knowledge of the words using the *Vocabulary Self-Awareness* ([view literacy strategy descriptions](#)) chart (See BLM and sample below). Do not give students definitions or examples at this stage. Ask students to rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “—” (don’t know). Teachers and students should use the vocabulary chart as an indicator of students’ knowledge of critical content vocabulary. If gaps in understanding still exist after the words are initially taught, provide extra instruction or other vocabulary learning activities for those students. Over the course of the activity students will return to the chart and add new information to it. The goal is to replace all the check marks and minus signs with a plus sign. When students’ charts are completed at the end of the activity, be sure to check for accuracy.

Word	+	√	-	Example	Definition
settlers					
colony					

Remind students that in Activity 6 they learned that Native Americans were the first people to live in the United States and they influenced the growth of our country. Write the word *settler* on the board. Discuss with the students that settlers are people who came to live in a new country or colony. Discuss the terms *colony* and *colonist*. Begin by having students read information about the colonists and the Pilgrims from their textbook, Internet resources, or other literature. Have students explain who they were and why they came to America. Discuss how Jamestown and Plymouth became the first colonies in America and how this impacted America. Revisit the *Vocabulary Self Awareness Chart* to check information.

Resources:

<http://www.socialstudiesforkids.com/articles/ushistory/jamestown.htm>
<http://www.historyisfun.org/jamestown-settlement.htm>
http://en.wikipedia.org/wiki/Jamestown_Colony
<http://www.kidspast.com/world-history/0326-jamestown.php>
http://en.wikipedia.org/wiki/Plymouth,_Massachusetts
<http://teacher.scholastic.com/researchtools/researchstarters/plymouth/>
http://academickids.com/encyclopedia/index.php/Plymouth_colony

Literature:

Jamestown by James E. Knight
Pocahontas: Peacemaker and Friend to the Colonists by Pamela Hill Nettleton
Explore Colonial Jamestown by Elaine Landau
The Jamestown Colony / by Gayle Worland.

The Coming of the Pilgrims by E. Brooks Smith
Don't Know Much About the Pilgrims by Ken Davis
How the Pilgrims Came to Plymouth by Olga W. Hall-Quest

Activity 8: Moving Westward (GLEs: 2.1.7, 2.2.5; CCSS: RI.2.1, W.2.7)

Materials List: Internet access, textbooks, Explorers Chart BLM

Introduce and discuss the term *explorers*. Put students into small groups and have them use textbooks, the Internet, or other sources to research and discuss different explorers (eg. Christopher Columbus, Captain John Smith, Lewis and Clark). Have students answer questions such as these: Who explored America? When did they explore America? Where did they come from? What did they find? Have students use a *graphic organizer* ([view literacy strategy descriptions](#)) like the one below to organize information found. (See Explorers Chart BLM)

Who	When	Where	What
Christopher Columbus			
Captain John Smith			

Have students describe how these explorers have influenced the development of the United States. Make sure they understand that an explorer investigates unknown land. Have students write in their *learning log* ([view literacy strategy descriptions](#)) what an explorer is and how explorers helped our country grow.

Discuss how westward migration influenced the development of the United States. Introduce and discuss the term *pioneer*. Have students use textbooks, Internet, or other sources to describe how the pioneers influenced the growth of our nation. Revisit the Vocabulary Self Awareness BLM from Activity 7 and add new information.

Internet Resources:

http://www.mce.k12tn.net/explorers/explorers_start.htm
<http://americanhistory.mrdonn.org/explorers.html>
<http://www.kidsconnect.com/subject-index/16-history/265-explorers.html>
<http://www.enchantedlearning.com/explorers/namerica.shtml>
<http://www.mce.k12tn.net/explorers/explorers.htm>
<http://www.archives.gov/education/lessons/lewis-clark/>
<http://www.pbs.org/lewisandclark/>
<http://library.thinkquest.org/6400/>
<http://www.nationalgeographic.com/features/97/west/>
<http://kids.nationalgeographic.com/kids/games/interactiveadventures/john-smith/>
<http://www.history.org/foundation/journal/smith.cfm>

Literature:

Exploring North America by Jacqueline Morley

The early French explorers of North America by Daniel E. Harmon

Explorers of North America by Brendan January

Famous American explorers. Line drawings by Lorence Bjorklund.

The French explorers in America written and illustrated by Walter Buehr.

The Story of the Lewis and Clark Expedition by R. Conrad Stein

Christopher Columbus by Stephen Krensky

A Picture Book of Christopher Columbus by David A. Adler

Activity 9: Historical Landmarks: (GLEs: 2.1.3, 2.1.5; CCSS: W.2.7, SL.2.1a)

Materials List: Internet access, Brochure Rubric BLM

Discuss with students the term *historical*. Help students understand that certain places have become part of history. Show students pictures of national landmarks. Include monuments and memorials in Washington DC, New York and South Dakota (Mount Rushmore).

Discuss with students their significance and why they are an important part of our history.

Put students into groups and have them use various sources to find information about these historical landmarks. Have students create a brochure for their landmark. The brochure should include people associated with the landmark, other facts, and pictures. Give students an opportunity to share their brochures when they are complete.

Internet Resources:

<http://www.factmonster.com/ipka/A0772993.html>

http://www.washington.world-guides.com/washington_landmarks.html

<http://www.nps.gov/nr/travel/wash/dc72.htm>

<http://www.nps.gov/nr/travel/wash/dc71.htm>

<http://www.nps.gov/nr/travel/wash/dc73.htm>

<http://www.nps.gov/nr/travel/wash/dc68.htm>

<http://bensguide.gpo.gov/3-5/symbols/mountrushmore.html>

Activity 10: National Holidays (GLEs: 2.1.1, 2.1.4; CCSS: RI.2.3, RI.2.7, W.2.1)

Materials List: National Holidays BLM, Internet access (optional)

Introduce the term *holiday*. Have students name some holidays they celebrate in the local community. (e.g., Veterans' Day, the Fourth of July, Mother's Day, etc.) Make a list on the board of the different holidays celebrated. Then introduce the term *national holiday*. Tell students that a national holiday is celebrated throughout the country.

Have students think about the times in their lives they celebrated special holidays or events with their families. Ask students to bring photographs or draw pictures of four or five of

these events. Then have students create a personal timeline with their pictures. Students should write a brief description of the event under each picture and include their age at the time of the event.

Help students create a timeline showing the twelve months. (See the National Holidays BLM) Have students write national holidays on the timeline in the correct month in which they are celebrated. Include on the timeline New Year's Day, Martin Luther King's Day, Presidents' Day, Memorial Day, Flag Day, Constitution Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, Christmas, and any other holiday celebrated in their local community. Help students identify people associated with each holiday and their achievements. Discuss the significance of each holiday to the country. Have students write a paragraph about their favorite national holiday and why they enjoy it.

Federal Holidays

http://www.opm.gov/Operating_Status_Schedules/fedhol/index.asp

Activity 11: Major Turning Points in History: (GLEs: 2.1.3, 2.1.6; CCSS: SL.2.1a, SL.2.1b, W.2.8)

Materials List: Internet access, Thomas Jefferson and the Declaration of Independence video, copy of the Declaration of Independence

Show students the video *Thomas Jefferson and the Declaration of Independence* from the LPB Cyber Channel. <http://beta.lpb.org/index.php/education/cyberchannel/>. After the video, show students a picture of the Declaration of Independence and ask them, “*Why was the Declaration of Independence written?*” Then use Think-Pair-Square-Share, a form of discussion ([view literacy strategy descriptions](#)), to have students discuss their answers to this question. Ask students to think alone for a short period of time, and then pair up with someone to share their thoughts. Have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses afterwards. Encourage student pairs not to automatically adopt the ideas and solutions of their partners. Then discuss students' ideas. Tell students that this is one of many events in history that has made an impact on our lives. Discuss with students other important events that have impacted our lives, like the discovery of America, the writing of the U.S. Constitution, and inventions like automobiles, computers, and cell phones. Ask students if they know of any other important events that impacted our lives. Have students share their ideas.

Activity 12: Famous Americans and their Contributions (GLEs: 2.1.3, 2.15; CCSS: W.2.7, W.2.8)

Materials List: books about famous Americans, poster paper, Internet access (optional), Poster Rubric BLM

Introduce the term *famous*. Have students name someone they think is famous and have them discuss why that person is famous. Tell students that there are achievements of famous Americans that have changed society. Engage students in a brainstorming activity naming individuals who would be considered famous Americans. As students name people, make a list on the board. Then add names of people students did not mention. Tell students they will be researching and finding information about these people.

Read nonfiction biographies of significant individuals identified by students and those added by teacher (e.g., Thomas Jefferson, Alexander Graham Bell, and Martin Luther King, Jr., President Barack Obama). Tell students they will be researching to find how the achievements of these famous Americans, of the past and present, have changed society. Put students in groups or with a partner, and assign them a famous person to research. Have students find when they lived and what important achievement they did to change society.

Construct a large comparative chart or timeline similar to the one below which illustrates their findings:

FAMOUS AMERICANS	WHEN DID THEY LIVE?	WHAT WAS THEIR ACHIEVEMENT?
Thomas Jefferson	1743-1826	Wrote the Declaration of Independence Served as U.S. President
Alexander Graham Bell	1847-1922	Scientist Inventor of the telephone
Martin Luther King, Jr.	1929-1968	Led the Southern Christian Leadership Conference Gave the “I Have A Dream” speech in 1963 Won a Nobel Peace Prize Civil Rights Leader

Other famous Americans should be added to the list above, including George Washington Carver, Bill Gates, Harriet Tubman, Helen Keller, Benjamin Franklin, Amelia Earhart, and the Wright Brothers.

Talk about national holidays associated with any of the people listed and why the country honors some of them with holidays. Discuss with students why this holiday is significant to the country.

Have students create posters about their famous person and his/her achievements that have helped change our society.

General Guidelines

- Documentation of student understanding is recommended to be in the form of portfolio assessment.
- Teacher observations and records as well as student-generated products may be included in the portfolio.

- All items should be dated and clearly labeled to effectively show student growth over time.

Activity-Specific Assessments

- Activity 1: Create a simple timeline. Have students gather information about activities that have happened in the present school year. Have students compile this information on a timeline. Assess students' timelines for accuracy, content, organization, and neatness.
- Activity 3: After visiting a local museum, have students write paragraphs describing what they saw and learned. Have students construct a project illustrating some aspect of the visit, or create journal entries expressing feelings about information learned. Students should be allowed to share what they have created with the class.
- Activity 9: Have students design a brochure that gives information about a national landmark. (See Brochure Rubric BLM)
- Activity 10: Have students create a poster with pictures and information about famous people. (See Poster Rubric BLM)