

Social Studies: Grade Two

Unit Title: Communities: How do you make change in a community?

Standards:

Give examples of people and events, and developments that brought important changes to the community. (DOK 1-2)

Describe ways in which you can take an active part in improving your school or community. (DOK 1-2)

Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority. (DOK 1-3)

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RL.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., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1)

Reading Materials to accompany lessons:

Alavosus, L., Buckley, S. & Frey, W. (2010). *Social Studies Alive! My Community*. Palo Alto, CA. Teachers' Curriculum Institute.

Bledsoe, S. (2002). *Colorado*. Minneapolis, MN. Lerner Publications Company.

Obregon, J. (2005). *Colorado*. New York. The Rosen Publishing Group: The Bilingual Library of the United States of America.

Essential Questions:

Overarching:

Why are past events important to how we understand the place we live?

What can we learn from the past?

How does the past reflect the present?

Topical:

How do you describe the place you live?

How does the place you live reflect who you are?

What is the culture of your community?

<p>How can you change your community?</p>	<p>What is a power struggle?</p> <p>How can you prevent bullying in your community?</p>
<p>Big Understandings:</p> <p>People have influenced the history of neighborhoods and communities.</p> <p>Responsible community members advocate for their ideas.</p> <p>People use multiple ways to resolve conflicts or differences.</p>	<p>Knowledge and Skills:</p> <p>Students will know:</p> <p>How to identify a political office.</p> <p>How to identify different cultures within their communities.</p> <p>How to ask for a change needed that affects a group of people and not just one person.</p> <p>How to identify different communities within different geographical locations (school v. public park, etc).</p> <p>Students will be able to:</p> <p>Demonstrate reading strategies to ask probing questions using WH words.</p> <p>Recall content specific vocabulary.</p> <p>Write a correspondence to a professional person using appropriate language.</p> <p>Relate better to their surroundings.</p>

Performance Task:

A 2nd grade class is learning about making changes in a community. Students will take on roles as activists and will write a letter to a government official about a change they want to see or make in their community. Students may choose to write the president, our governor, their mayor, or any government official that they know about and can connect to their community, problem, and change they would like to see. The letter **must** address a change the student would like to see or make in a community.

Teacher will use Google Earth and locate the school the students attend. After students view our school and discuss how a school is a community, students will name other types of communities and we will navigate to those communities on Google Earth to explore!

Day One, Brainstorming Task:

Students will begin to recall that communities are school, parks, stores, playgrounds, libraries, community centers, neighborhoods, camping grounds, and even shopping malls. After students recall different communities, they will begin brainstorming about problems that occur in these communities and what change they would like to see within ONE community they are familiar with. The change must be a “good” change that affects the whole community and must not be something that the student just “wants.” **Students will use “WHAT” AND “WHY” question strategies.** Students will fill out a brainstorming graphic organizer titled, “Ideas for Changes.”

The graphic organizer has four columns: **Community, Problem, Change, and Reason.** Students will use this to brainstorm ideas and the teacher will assess these ideas to ensure students are taking the task seriously and applying it to the real world. Students will follow a teacher example.

Students will be reminded that they are the type of scholars that don’t just talk or complain about problems—they are scholars that want to help and change things to turn a problem into a solution for the betterment of a community. Students will go into a turn and talk to discuss ideas with one another, and then work independently on other ideas. Students will share their other ideas after independent time and teacher will assess the best idea for each student to address. Teacher may also form groups if students’ ideas are similar—groups must be feasible.

Differentiation: Any student who is struggling with ideas will meet at the teacher’s kidney table to discuss some ideas. Teacher should allot time for a 6-minute additional discussion about change. After the discussion, if students are still struggling, advanced students will help so teacher can float around the room to check the work of the whole class.

Day Two, Introduction to who and how to contact an important person:

Students will decide on one idea for a change in a community. Students will now brainstorm on “Who” and “How” to contact an important person to tell about the problem and the change they would like to see in a community. Students will use “WHO” and “WHY” question strategies. This will require a lot of teacher interaction so students can decide on the appropriate government official to address. Once decided, student will complete a new graphic organizer: **Inspiring Change.** This will have five boxes for **Community, Problem, Change, Reason, Who to Contact, and How to Contact.** **Community, Problem, Change, and Reason** can be transferred from the brainstorming sheet. Who to Contact will be filled out in class. Students will take the graphic organizer home and share it with their family. Their family will be responsible for filling in the How box by writing the address in. **Students will bring their graphic organizers back to school along with an addressed envelope with one stamp on it.** (This will be communicated with parents in a take home letter AND email, the letter will be attached to the graphic organizer. Family is responsible for informing their child that this is how you address an envelope and what a return address is—homework as extended learning).

Differentiation: Struggling students will meet with the teacher for a 6-minute work session. Then students will receive additional help at home from family members. Teacher will write a note to each student's family to ask for the extra support at home.

Day Three, Introduction to The Persuasive Letter:

Students will be introduced to an exemplar of a Persuasive Letter written by the teacher. The teacher will model this introduction using a Letter Planner graphic organizer with four boxes: **Topic** (What problem are you writing about?), **Description** (Tell about the problem.), **Reasons** (Why does this problem need to be solved?), and **Solution** (How should the problem be solved?). After the teacher model, students will independently work on their graphic organizer.

Differentiation: Students that need help will meet with the teacher for a 6-minute work session. Teacher will float around the classroom, as advanced students become teaching assistants while teacher checks in occasionally. Teacher assistants must have completed their work and have it checked by teacher.

Day Four, Writing a Persuasive Letter:

Teacher will model turning the Letter Planner into a letter by writing the letter using a projector. This will show students how to transfer information. Students will learn what a Greeting and Closing is. Students will learn the format of a professional letter: Date, Greeting, Introducing themselves and why they are writing the letter, Description of the problem, Reason and explain why the problem needs to be solved, Conclusion and suggestions how to solve the problem—reminding the reader of what they would like them to do, and a closing. Students will be given sentence stems to help them through the task on their own. Students will understand that the letter must be in complete sentences, proper punctuation and grammar, and organized in paragraphs. The sentence stem graphic organizer will guide them to do this.

Differentiation: Now that students have the information they want to include in their letter finished, small groups will be formed for students to work together. Since this writing day is primarily transferring information into a sentence stem graphic organizer, the teacher will form a group of students who may be behind in the activity so every one is at the same point in the project. Teacher will work with the group who is behind while other students work within small groups. Teacher will take a break from the small group and observe other groups who are writing independently.

Day Five, Preparing and Editing a Persuasive Letter:

This will be a catch-up day along with preparation and editing techniques. Students will share their sentence stem graphic organizer with a partner. Students will give feedback for editing. Students will make edits and begin to prepare their letters for “send-off.” Teacher will float around the room checking for all required elements of the letter. Teacher will then call students to their desks and project a checklist. This checklist will have students raise hands if they cannot locate a section of their letter. Further assessment as needed.

Differentiation: Students will share their letters with a partner and give compliments and feedback to improve their letters. If there are students who still need individual teacher-student time, this will be the day for the teacher to work longer with those students. Those students will also share with other students to get feedback. At the end feedback time, students will volunteer to share their letters on the projector so other students will see actual examples they can relate to.

Day Six, Final Letter Paper and “Send-Off”:

Students will prepare a final copy of their letter on professional paper. Best handwriting is a must. Students will fold the letter into thirds and learn to stuff an envelope.

They will practice writing the address, however, teacher will have pre-printed envelopes written by parents/family due to “iffy” handwriting skills.

Differentiation: Teacher will float around the room to help any students that may need help. If any students appear to be struggling with the task, teacher will form a small group to work with at the kidney table.

Day Seven, A guest postal service worker:

Teacher will have a guest postal service worker visit in uniform and talk about their job with the federal government. The postal service worker will collect the student letters after a question and answer session.

Differentiation: There shouldn't be any extra help needed on this day. Teacher will help students create one question for the postal service worker, if needed.

Criteria	Unsatisfactory	Developing	Proficient	Advanced
Writing has an introduction.	No introduction.	Writing has an introduction but no opinion.	Writing has an introduction with an opinion.	Writing has an introduction with an opinion with adjectives.
Letter states a problem, change, solution, and addresses a community of people.	No problem, change, or solution clearly stated.	Problem, change, and solution stated without organization.	Problem, change, and solution stated clearly, in order.	Problem, change, and solution stated clearly, in order, and using transition words and/or adjectives.
Writing has an opinion with reasons.	No opinion is stated.	Opinion and reason stated without transition words or organization.	Opinion and at least two reasons stated with transition words and proper organization.	Opinion and two or more reasons stated with transition words and adjectives with proper organization.
Writing has a conclusion.	No conclusion.	Conclusion is written without stating the writer's opinion again.	Conclusion is written and it gives the writer's opinion again.	Conclusion is written and it gives the writer's opinion, a sincere thank you, and uses adjectives.

				and uses adjectives.
Proper punctuation.	More than 4 errors.	2-3 errors.	1 error.	No errors.
Proper capitalization.	More than 4 errors.	2-3 errors.	1 error.	No errors.
All words are spelled correctly. *Phonetically correct for differentiated students.	More than 4 errors.	2-3 errors.	1 error.	No errors.
All elements of a letter are included.	Greeting, date, body, and closing have more than 3 errors.	Greeting, date, body, and closing have more than 2 errors.	Greeting, date, body, and closing have less than 1 error.	No errors. All elements of a letter exist perfectly.

#	Unit Lessons: Objective, Rationale, and Active Engagement Strategy (differentiation)	Assessment
1	<p>Objective: SWBAT define, in writing, school as a community using content-specific vocabulary with the help of a graphic organizer.</p> <p>Rationale: How do you see your school—the place you learn, eat, and play? What do you think of your school, the playground, and do you feel safe here?</p> <p>How will you use this in the real world?: Relate the content to your own life by thinking and talking about your school. It is important to be aware of your surroundings and feel connected to the places you spend time. How is bullying handled at your school from your point of view?</p> <p>Active Engagement Strategy: Walk around your school filling out a graphic organizer about the characteristics of your school. The graphic organizer will have two columns: first column is the location within the school and the second column will be for characteristics. It is very important to safely explore every community you take a part in.</p> <p>Differentiation: This lesson will contain an “I Do” and “You Do,” however, the “We Do” will be a teacher guided trip through the school pointing out things students should consider writing down in their graphic organizer. This will help differentiate the lesson because it is highly guided by the teacher and more success will come out of the “You Do” portion where students will write a journal entry in their Social Studies notebooks about what they learned walking around the school with their teacher while transferring elements from their graphic organizer.</p>	<p>Assessment: Graphic Organizer, spot-check their Social Studies notebooks for effort in writing and transferring information from graphic organizer into notebook.</p> <p>Connection to Performance Task (PT): Students will be asked what they would like to see changed in their school.</p>
2	<p>Objective: SWBAT identify, orally, different places in communities and community problems using sentence stems with the help of a turn and talk.</p> <p>Rationale: How do you see your community—the places you learn, play, and live? What do you think of your neighborhood and public areas?</p>	<p>Assessment: Observation of the turn and talk. Teacher will have clipboard to jot down ideas that students are speaking about. Students will share out information after their turn and talk. Students will have time to reflect on one idea from their turn and talk in their Social Studies notebook using two complete sentences with the help of a sentence stem: I understand that my community, _____, is the type of place that</p>

	<p>Where do people go to solve problems in the community?</p> <p>How will you use this in the real world?: You should challenge yourself to think critically of the places you spend time. Make connections to what the police, fire station, and courthouse do for your community.</p> <p>Active Engagement Strategy: Turn and talk and sharing with partners, orally. Making connections with other students who live in the same area and making connections with other students who live in different areas.</p> <p>Differentiation: Students are encouraged to make personal connections to other students using their own knowledge about the place they live, play, and sleep. Students are able to be reflective in this lesson.</p>	<p>_____. This community, _____, is a safe place to _____.</p> <p>Connection to PT: Beginning to understand how problems may be brought up and solved in a community by the police and courthouse.</p>
3	<p>Objective: SWBAT explain, in writing, facts about the state of Colorado as a community using complete sentences with the help of a time line and map.</p> <p>Rationale: How do you view your state as a community? Did you know you lived in your state’s capital? Do you know your state capital and flag? What makes Colorado a unique state? What is the difference between a governor and a mayor?</p> <p>How will you use this in the real world?: Think about the state of Colorado and how you wear t-shirts and shorts with the flag logo on them. This is showing pride for your state and good citizens show pride for the place they live.</p> <p>Active Engagement Strategy: Students will walk around the room looking at different maps of Colorado and Denver. Students will find the place they live on the map of Denver with small group and teacher guidance.</p> <p>Differentiation: Students will work in small groups. Teacher ensures that small groups have an ambassador to help any student through the active engagement, while the teacher floats around asking students if they need assistance while writing in their notebooks. Sentence stems will be available for students who have trouble writing complete sentences.</p>	<p>Assessment: Students will write three facts about Colorado, Denver, and their neighborhood using three complete sentences in their Social Studies notebook. Teacher will read for completion, effort, grammar, and proper punctuation/capitalization. Sentence Stems will be used: The first fact about Colorado that I know is _____. Another fact I know about Denver, Colorado is _____. The final fact I know about Colorado and Denver is _____. Students will color a flag of Colorado; these will be hung in the hall.</p> <p>Connection to PT: The governor or mayor may be a person that a student wants to write a letter to for change.</p>

<p>4</p>	<p>Objective: SWBAT compare and contrast, in writing, problems rural, suburban, and urban communities have using content specific vocabulary with the help of a carousel exercise.</p> <p>Rationale: How do you know if the place you live a(n) rural, suburban, or urban community? Why is it important to understand that each geographical location may have different problems?</p> <p>How will you use this in the real world?: It is important for you to recognize the different types of larger communities because eventually you will work in one. This will help you understand what types of jobs, houses, and transportation options there are in each community.</p> <p>Active Engagement Strategy: Students will engage in a carousel flip chart activity. There are three charts (rural, suburban, and urban). Students will write characteristics that apply to the correct geographic location.</p> <p>Differentiation: Students will be grouped by ability. Each group will get a different colored pen. I will have the advanced and average group begin one of the two charts. Teacher is with below average group to assist in filling out the first chart and other information on all charts. Average group size is 6-8 students.</p>	<p>Assessment: Observing and reviewing the flip charts. Students will be given a Venn Diagram to transfer the information that is different and the same. The Venn Diagram will have three overlapping circles for rural, urban, and suburban.</p> <p>Connection to Performance Task (PT): Students begin to see that different problems occur in communities based on population.</p>
<p>5</p>	<p>Objective: SWBAT identify, in writing, how communities change using complete sentences with the help of sentence stems.</p> <p>Rationale: What happens when your school becomes overcrowded? Why do stores and restaurants close? Why are new buildings built? What happens when a factory closes?</p> <p>How will you use this in the real world?: Have you heard your family talk about all the new apartment buildings in Denver? Ask your parents why rent prices have increased in Denver.</p> <p>Active Engagement Strategy: Students will pair up for a turn and talk using a musical chairs exercise. When students stop, they will discuss the question projected on the Promethean board. There will be a share out after each question.</p>	<p>Assessment: Students will write a statement about how communities change in their Social Studies journal using a sentence stem: New buildings are built because _____. A business may close because _____. New jobs are formed when _____.</p> <p>Connection to Performance Task (PT): When a school becomes overcrowded, a student may write a letter to the principal asking for more teachers and additional building space. When a business closes, a student may write a letter to the mayor asking if there will be more jobs created and when?</p>

	<p>Differentiation: With this type of activity, students will be able to feed off of other students’ ideas and listen to what other students are saying. Teacher will work with students after the musical chair activity and help them write their sentence stems, using examples given during the share out.</p>	
6	<p>Objective: SWBAT identify, in writing, how leaders help communities using complete sentences with the help of a turn and talk.</p> <p>Rationale: How do we elect our leaders? How do leaders gain the trust of community members? What are different leaders’ jobs for the community?</p> <p>How will you use this in the real world?: Do you understand what democracy is? Why do adults vote? Why is it important to vote? What are school elections?</p> <p>Active Engagement Strategy: Students will participate in a turn and talk relating voting to having a voice in their community. Students will think of an example on when they voted at school (it can relate to a teacher asking for a hand vote on what they want to do); students will discuss if they think this is a fair way to make a decision.</p> <p>Differentiation: Small groups will be formed to complete the graphic organizer. Small groups will be formed based on ability to identify information. Teacher will float from group to group to give suggestions.</p>	<p>Assessment: Graphic organizer with a column for President, Governor, and Mayor. Students will match “Federal,” “State,” and “City” from a word bank. Students will match another column with “Donald Trump,” John Hickenlooper,” and “Michael Hancock.”</p> <p>Connection to Performance Task (PT): Students will identify other people to contact about a change they want to see in their community. Students will begin to see the big picture on the many levels of government officials.</p>
7	<p>Objective: SWBAT describe, orally, what a good citizen does using content vocabulary with the help of classroom flip chart.</p> <p>Rationale: Do you understand that it may take more than one person to make a good change in a community? How does teamwork help spread good around a community? What is charity and volunteerism?</p> <p>How will you use this in the real world?: How do special clubs and groups spread good things to the community? What does the girl scouts and boy scouts do for their community?</p> <p>Active Engagement Strategy: Students will split up into small groups.</p>	<p>Assessment: Teacher will assess the flip charts and give advice on other ideas to put onto flip chart. Students will then “elect” a speaker for their group to introduce their flip charts to the entire class.</p> <p>Connection to Performance Task (PT): Students will become aware that change for communities can begin in special clubs through giving to charities and/or volunteering time.</p>

	<p>Teacher will create groups based on students' involvement in activities. Students will create a flip chart on the club or group they are given: Boy Scouts, Girl Scouts, Sports Teams, Drama Club, and any other clubs students in the class are a part of. Students will brainstorm different ways these clubs have worked with charities and volunteering. (Teacher should be aware of the different activities students are involved with.)</p> <p>Differentiation: Small groups will be formed based on involvement and knowledge.</p>	
8	<p>Objective: SWBAT distinguish, in writing, how a citizen can make a difference in a community using complete sentences with the help of a graphic organizer.</p> <p>Rationale: How do you identify a problem in your community? What role does a citizen play to cause a change in a community?</p> <p>How will you use this in the real world?: If you want to change something in a community, you begin by identifying a problem in your community. How do you contact a person to express a change you want to see?</p> <p>Active Engagement Strategy: Students will be given four different scenarios of students who have helped their communities. This will be relatable because they are about students helping other students in the school community through buddy bench ambassadors, tutoring, leadership, and promoting involvement in school activities. Students will be placed into groups to work on the same scenario together and will then be given numbers to exchange information with other groups. A graphic organizer with the scenario and two questions will be completed to encourage explanation.</p> <p>Differentiation: Small group activity will help with students who need support. Teacher will float about the room and work with each group to ensure that every student is completing their graphic organizer. Students will use their graphic organizer to present to other groups.</p>	<p>Assessment: Teacher observes while groups are sharing information. Graphic organizers are collected for assessment.</p> <p>Connection to Performance Task (PT): Students may use the scenario example to express how a change is needed in a community. This activity will trigger ideas for students. Teacher will explain to students to begin thinking about a big change they would like to see one day.</p>

9	Performance Task will be a two and half-week project-base learning task. See above.	PT: See above.
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