Using Primary Sources with an Inquiry-Based Curriculum to Enhance Engagement in Social Studies in a Second Grade Classroom

A graduate project submitted in partial fulfillment of the requirements For the degree of Master of Arts in Education, Elementary Education

By

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May 2016
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Abstract

Using Primary Sources with an Inquiry-Based Curriculum to Enhance Social Studies Engagement in a Second Grade Classroom

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This graduate project discusses the importance of teaching social studies in an elementary curriculum and emphasizes the need for an inquiry-based approach, rather than a traditional one. The project highlights collaborative learning within an inquiry-based teaching approach. Additionally, the project represents the cohesive relationship between primary sources and an inquiry-based learning approach. The project displays ten lessons as part of a series that fulfills the second grade standard on community. Each lesson demonstrates ways in which educators can adopt new ways of inquiry and primary sources into their own classrooms. This project displays different ways to incorporate primary sources into an inquiry-based curriculum. The primary sources utilized include photographs, actual artifacts, books, and digital sources. The lesson series project aims to educate teachers about the importance and ease of incorporating inquiry-based learning with primary sources in the classroom.

Keywords: social studies, primary sources, inquiry-based learning, collaborative learning, artifacts, lesson series
CHAPTER 1

Introduction

In 2001, the No Child Left Behind Act was passed by Congress under the Bush administration. Included in this act was countrywide standardized testing to ensure all students were performing at similar levels. Under this act, math and language arts took precedence over other subjects simply because they were being tested. This left many educators with the difficult decision to not teach science or social studies in an effort to allow more time for teaching subjects that will be tested. As a result, science and social studies are becoming lost subject areas that are often not being taught at all (Burstein, Hutton, & Curtis, 2004).

Social studies not only teaches our students content knowledge, but also prepares our students with the intellectual skills, civic values, and leadership abilities for fulfilling the duties of being a functional citizen participating in democracy (NCSS, 2015). Social studies provides our students with the awareness of the world around them and prepares students to make decisions as they enter the real world. The National Council for the Social Studies (NCSS) (2015) defines social studies as, “the integrated study of the social sciences and humanities to promote civic competence” (p. 1). An earlier description, still widely recognized today, comes from Barth and Shermis (1970) who described the traditions in social studies to include: citizenship transmission, social science, and reflective inquiry. Each tradition better prepares students for life outside of the classroom. With social studies instruction, students are prepared for the challenges of life. In addition to math and literacy instruction, social studies should be taught as a priority subject to ensure students are well equipped for life’s endeavors.
In the field of education, there are an abundance of theoretical perspectives on learning. Since the early 1900’s with theories from Dewey (1910) and Piaget (1932) that changed the education world, theorists and researchers have continued with exploring various theoretical perspectives on students’ learning that could also change the field of education. In the area of social studies, one theoretical perspective is to utilize an inquiry-based curriculum to ensure students are encouraged to make their own discoveries and interpretations about a concept. Simsek and Kabapinar (2010) agree that inquiry-based learning helps students acquire skills for learning rather than just gaining specific knowledge on a topic. Mark Bennett (2015) also agrees that with a student-centered approach, inquiry-based learning allows students to carry out their own investigations to test their ideas. He furthers this by explaining how inquiry-based learning encourages students to use a “deeper level of reflection: metacognition. Through metacognition, we are taking students into the real world, where they begin understanding their impact with peers” (p. 388). Teaching social studies with an inquiry-based curriculum allows students to engage in deeper thought and meaning. It is important for educators to experience a gradual release of responsibility as students independently utilize inquiry skills and strategies to obtain new knowledge (Bennett, 2015).

With an inquiry-based curriculum, there are several tools used to encourage further discoveries. Primary sources are great tools to use that correlate with inquiry-based learning. Primary sources can be used with an inquiry-based learning curriculum to engage students and allow self-made discoveries. In this project, I create a second grade inquiry-based curriculum and demonstrate how primary sources can positively influence a student’s natural wonder. The purpose of this project is to bring the life back into social
studies education and educate teachers on the importance of an inquiry-based lesson when incorporating primary sources. The implications for this project are to educate future and current educators about the need to teach social studies with primary sources to encourage natural inquiry.
CHAPTER 2

Literature Review

To help promote a student’s inquiry in social studies, primary sources can be a great introductory tool to introduce a topic. Primary sources allow students to create their own meaning and interpretations of various historical events. Specifically with second grade, students are developmentally prepared to be analytical with primary sources.

Inquiry-Based Learning

An inquiry-based curriculum can promote higher order thinking skills in second grade students (Madhuri, Kantamreddi, & Goteti, 2011). The term “inquiry-based learning” refers to student-centered ways of teaching where students raise questions, make explorations, and develop their own solutions to a problem (Maab & Artigue, 2013). Inquiry-based learning also supports students with learning disabilities in academic performance, motivation, and group work (Filippatou & Kaldi, 2010). Incorporating inquiry learning in the classroom allows students to make sense of the world in their own way (Maab & Artigue, 2013).

Key elements of learning in a classroom remain largely invisible. We can see a student reading, but we cannot fathom their thinking process. Mark Bennett (2015) states that inquiry-based learning makes the process of learning self-evident to teachers. Inquiry-based learning, “engages students’ prior knowledge and their ability to extend personal understanding to topics of interest” (p. 388). In inquiry-based learning, students do not think in isolation from other students (Bennett, 2015). Inquiry-based learning is a practical method for establishing the connections between prior knowledge and new
knowledge (Panasan & Nuangchalerm, 2010). Making connections in learning is a second-grade Common Core standard.

An investigation of second graders and the effectiveness of inquiry-based learning displayed multiple positive advancements toward cooperative learning, learning with artifacts, and inquiry-based learning (Nuangchalerm & Thammasena, 2009). An inquiry-based curriculum is deemed developmentally appropriate for second-grade students. Furthermore, the utilization of primary sources can positively support second-grade students’ retention of information. After a field trip observing primary sources with second-grade students, researchers Farmer, Knapp, and Benton (2007) found major themes with their students’ recollection of content information. Each second-grade student could recall the primary sources with great detail (Farmer, Knapp, & Benton, 2007). Second grade students’ developmental and cognitive abilities thrive with primary sources in an inquiry-based curriculum.

The visual, and sometimes auditory, features with primary sources are what help students succeed in social studies. Visual features include artifacts, primary sources, and manipulatives. The National Council for Social Studies (NCSS) supports visual and auditory learning with utilizing primary sources. NCSS offers educators supportive workshops and documents with incorporating primary sources into a social studies curriculum. Additionally, visual learning with primary sources motivates learners to attain a higher degree of achievement (Dhanapal, Kanapathy, & Maston, 2014). Visual learning can greatly benefit second-grade students’ level of achievement with social studies.
With the inclusion of primary sources, thematic unit planning can greatly improve a student’s comprehension of a specific theme. Thematic unit planning is creating a unit centered on one specific theme or idea (Holt & Krall, 1976). Using thematic units can help a student’s classroom behavior improve through creating interesting and relatable themes (Griffith & Horton, 2001). Teaching thematically helps students focus on a central theme and inquire more about the theme. Here, students are presented with an inquiry-based curriculum, including primary sources, to promote further inquiry. According to Griffith and Horton (2001), a student’s minor behavior issues should ultimately dissipate with an attention-grabbing thematic unit plan.

**Collaborative Learning**

In the thematic unit plan I have created, the second grade class will often be working collaboratively. “Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product” (Laal & Laal, 2011, p. 32). Collaborative learning allows students to think together and learn together. Laal and Ghodsi (2011) agree that collaborative learning promotes critical thinking skills while also actively involving students in the learning process. Mark Bennett (2015) states, in conjunction with inquiry-based learning, “Such cooperative learning must become an absolute necessity within each classroom” (p. 388). Specifically with second grade, students are cognitive and developmentally prepared to work collaboratively and develop learning communities (Eggen & Kauchak, 2007).

Moreover, working collaboratively with social studies instruction allows students to think critically about a theme and develop individualized meanings. Laal and Laal
argue that collaborative learning creates conditions in which students can construct meaning and interpretations from the material. They further this by stating that thinking collaboratively allows students to actively construct their own knowledge and meaning (Laal & Laal, 2011). Learning is conceived as something a learner does, not something that is told to the learner. Specifically with social studies, students who work collaboratively are able to construct their own interpretations of the past. This prevents students from taking history at face value, which many educators fear will happen with a traditional social studies curriculum.

**Primary Sources in Social Studies**

In addition to a collaborative learning approach, primary sources provide students with evidence to create logical interpretations as well. Burstein and Knotts (2011) dedicated a portion of their book to explaining what primary sources are and how they are best used in social studies instruction. The authors agree with Moffitt (2011) and explain primary sources as being an artifact that belongs to “you” – a *real person*. The primary source must have some affiliation with “you”; otherwise you are using artifacts (Moffitt, 2011). Burstein and Knotts (2011) go on to say that primary sources provide students with a chance to develop their own interpretations of a historical event. They illuminate the way primary sources can open students’ minds to different interpretations of a specific event. Therefore, primary sources are a great tool for an inquiry-based lesson, specifically with social studies.

According to NCSS, the main purpose of teaching social studies is to “help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society” (NCSS, 2004, p. 1). Here
teachers are faced with the responsibility to prepare the students to be “good” citizens as they continue to grow and face the real world. Additionally, teaching social studies creatively boosts a student’s participation in the classroom (Sewell, Fuller, Murphy, & Funnell, 2002). Teaching social studies creatively includes using artifacts, art forms, and primary sources. Sewell et al. (2002) agree that utilizing sources while teaching social studies encourages students to take on a sense of responsibility and assume leadership roles in their learning. Educators can best reach the NCSS and Common Core standards for social studies with the creatively including primary sources into the curriculum (CITE).

Yilmaz, Filiz, & Yilmaz (2013) conducted a study to determine the effectiveness of incorporating primary sources. They examine the student’s overall engagement in social studies with and without the use of primary sources. The results of the study proved that students expressed more enjoyment and increased interest with an object-based social studies lesson. Waring and Scheiner-Fisher (2014) also claim, “when teachers incorporate the use of primary sources in the learning of historical content…students are given the opportunity to meet these goals in a productive and interactive manner” (p. 2). Both argue for the benefits primary sources can add to the kind of inquiry-based lesson series in the project submitted here (Waring & Scheiner-Fisher, 2014; Yilmaz, Filiz, & Yilmaz, 2013).

Fresch (2004) is a fourth-grade educator who found a passion for incorporating primary sources into her social studies curriculum and “throwing out the textbook” (p. 4). She expresses the need to inform our future teachers of the best practices for social studies. Fresch (2004) has created somewhat of a professional development program for
student teachers. In addition, Fresch (2004) also includes the benefits of using historical fiction books for children. Rider (2013) conducts a qualitative study finding historical fiction books to both challenge and engage students in social studies content. The use of children’s literature can also be an effective tool for teaching social studies (Fresch, 2004; Rider, 2013).

Moffitt (2011) adds to the idea of replacing textbooks with primary sources in her dissertation. Moffitt’s (2011) project focuses on the positive effects of using primary sources versus a textbook. She created a month-long professional development series for educators regarding the benefits of using primary sources in social studies instruction. Specifically, Lamb and Johnson (2013) add, “Newspaper and magazine articles are an effective way to help students understand the context of historical events and movements” (p. 62). Primary sources give students a glimpse into the context of an historical event. Moffitt (2011) expresses a need for primary sources to promote engagement in social studies. She furthers this with expressing the need for students to understand various interpretations regarding a historical event (Moffitt, 2011). In my lesson series, I encourage students to create their own interpretations of the community, based on their observations of the primary sources.

Furthering the idea of throwing out the textbook, Porter and Nell (2012) agree that inquiry-based learning (with primary sources) allows the learner to first look at the “big picture” (p. 96) and then narrow their thinking. The authors used primary sources in social studies as their tool to enhance students’ inquiry. They introduce the primary source vaguely to the students and then allowed time for the students to make interpretations based on their observations. Here, the primary sources were used as a tool
to represent the “big picture” of a more detailed concept (Porter & Nell, 2012, p. 96).

Similar to Burstein & Knotts (2011), Porter and Nell (2012) argue that using primary sources can help guide students toward developing skills in research, evidence, and points of view. With this inquiry-based social studies lesson, the learner is able to float freely within developmental stages and make inferences based on the “big picture.” In my lesson series, I incorporated the theories of Porter and Nell with presenting the primary source (“big picture”), and then allowing the students to narrow their own thinking based on the source.

Ormond (2011) agrees that primary sources support students’ development with research skills. Similar to Porter and Nell (2012), Ormond (2011) writes about a “three-level guide” (p. 181) that provides assistance for students when developing an understanding of historical images. With this three-level guide, first developed in 1978 by Harold Herber, students are expected to reach specific criteria in order to move up levels (Ormond, 2011). Once at level three, the highest level, students will have developed skills in considering ideas outside of the text (Ormond, 2011). Ormond (2011) further states that while students are using primary sources they are naturally strengthening their research skills, which builds on their individual “three-step guide” (p. 181). I have adopted many of Ormond’s ideas into my lesson series by allowing students to work with primary sources with little direct instruction. According to Ormond (2011), this will naturally strengthen the students’ research skills while also adding steps to their “three-step research guide” (p. 181).

Unlike many of the articles mentioned, Lamb and Johnson (2013) write about the importance of adding primary sources into curriculum in order to meet today’s Common
Core standards. Lamb and Johnson (2013) argue that digital primary sources are beneficial to students because it incorporates technology with social studies, a topic that few educators see a relation between. Waring and Scheiner-Fisher (2014) add, “new technologies seem tailor-made for history, as they allow users opportunities to touch the past, present, and future in ways not previously possible” (p. 3). The digital natives that make up our students today are more comfortable with technology than most educators. Therefore, the importance and relevance to include digital sources in social studies is more than ever. Technology is a great resource to use when doing research, especially with discovering historical data. In this project, I included one lesson with a digital source to observe how students would respond using technology compared to physical sources.

Conclusion

Although social studies has been placed on the back burner due to standardized testing, educators must realize the disadvantages students will be affected with when faced with the real world. NCSS puts emphasis on social studies as “promoting knowledge of and involvement in civic affairs” (p. 1). Social studies provides students with the skills and knowledge to be functioning and productive citizens in this democratic society.

When paired with an inquiry-based curriculum, social studies becomes relatable and engaging for students. Future and current educators must understand the positive effects of teaching inquiry-based social studies with the use of primary sources. Educators today are busier and time constricted than ever before. Therefore, this project is intended to demonstrate how educators can easily adopt the key practices within this unit and transcribe them to fit the needs of their individual students when teaching social
studies. In this project I strive to educate and demonstrate to teachers how easily it can be done with little extra work.
CHAPTER 3

Project Design

Unfortunately, so many educators, due to standardized testing and time restrictions, have placed social studies on the back burner. When social studies is being taught, it is often read out of a textbook with little or no discussions. Teachers often rely on traditional methods of teaching social studies because there is a lack of awareness among many elementary schools regarding creative ways of teaching social studies. In this chapter, I will discuss the social studies unit I have created for students and teachers to bring discussions and inquiry back into social studies. The project includes the use of inquiry-based learning, primary sources, and collaboration. This unit is created for a second grade classroom learning about community. The project is intended to bring awareness among elementary teachers about the creativity and fun that can be incorporated into social studies instruction.

Specifically with second grade, students are well prepared to begin making self-discoveries and creating meaningful discussions within a group setting (Nuanchalerms & Thammasena, 2009). Having experience working with second grade students, I created the social studies unit to fulfill the second grade standard about community. In my own experiences, second grade students have shown an interest in working collaboratively and using artifacts. Specifically with social studies, students have reflected negative views toward the subject. Often students claim that social studies is boring and a lot of reading. This may be true for many students in almost every school district. Due to this negativity toward social studies education, I became determined to create a unit that will not only
excite students but also inform educators about the possibilities with teaching social studies.

The theoretical frameworks of this unit include inquiry and collaboration. Both will be achieved with the use of primary sources. Burstein and Knotts (2011) argue that primary sources provide students with a chance to develop their own interpretations of a historical event. Therefore, inquiry must be incorporated with primary sources to ensure students are making self-discoveries with the artifacts. I incorporated collaborative learning as well to further students’ thinking about the primary sources. Laal and Ghodsi (2011) agree that collaborative learning promotes critical thinking skills while also actively involving students in the learning process. All three theoretical contexts work together to create an interactive, creative, and memorable way of learning social studies.

The unit is comprised of ten lessons, each including primary sources, inquiry-based learning, and collaboration. All ten lessons are based on different topics related to the overall subject of community. Each section meets specific state standards and includes an assessment to ensure the standards and objectives were met. The unit starts broad with the topic of community and then breaks down subsections of what make up a community (i.e. jobs, town hall, schools, roads, etc.). The first two lessons introduce the topic of community and inquire what students may already know. The unit then dives into different types of communities: urban, suburban, and rural. The students determine which type of community they live in. The unit then uses several lessons to teach specific subjects that make up a community, such as: town hall, types of homes, schools, roads, and jobs. Community changes are also included in the unit to clarify how the community has changed over time. Lastly, the unit ends with students creating their own ideal
community, utilizing everything they have learned about a community throughout the unit.

The unit should be integrated into a social studies curriculum where the educator may teach it every day or whenever scheduled. The unit design is also flexible and can be taught in a different sequence if need be. Some lessons may take several days, where others may only take one day. I wanted to create a unit that could be dropped into any school’s social studies curriculum nationwide.

Students will continuously build conceptual knowledge as they continue through each lesson. There is an assessment with each lesson to check for student learning. Each lesson allows students to discover topics with little direct instruction. Students will be placed into groups and instructed to use the primary source in their group to interpret a meaning. With this, some groups may create different interpretations than others. Educators must allow for opposing interpretations. Often educators believe conceptual knowledge is only achieved through direct instruction. However, in this unit students are instructed to make their own interpretations using the primary sources. Ormond (2011) states that while students are using primary sources they are naturally strengthening their research skills. Students participating in this unit will not only build conceptual knowledge, but also build research skills that will be utilized in future work.

Students will be working collaboratively using the primary sources to investigate what makes a community successful. The unit is structured around student explorations. Each lesson allows students to have discussions with group members regarding the primary source they are given. Students will be encouraged to think critically and use prior knowledge to find meaning in the objects. Porter and Nell (2012) agree that inquiry-
based learning, with primary sources, is best taught by looking at the “big picture” (p. 96) first, then narrowing their thinking. Each lesson opens with short introduction of the topic and then allows students to work collaboratively to narrow their thinking. As students being to narrow their thinking, the class will meet as a whole to discuss their findings. This will ensure that students understand the similarities and differences they share with the whole class.

In today’s typical classroom, you will find a very diverse group of students. Students are diverse culturally, the way they process information, their reading level, their language, etc. Due to this diverse classroom, educators must accommodate all learners in each lesson. To accommodate the English Language Learners (ELLs), this unit incorporates collaborative instruction. Here, ELLs are paired with both English speaking students and other ELLs to create a low-pressure environment to speak in.

“Writing and group activities have both been identified as effective tools for engaging students of all paradigms in the material being taught and reducing the occurrences of language anxiety or foreign language anxiety amongst ELL students” (Goodwin, 2014, p. 79). Student collaboration helps ease the anxiety of speaking in public and allows ELLs a comfortable way of practicing the English language.

Additionally, ELLs often become lost in the language with a direct instructional teaching method. In this unit ELLs are not experiencing direct instruction and instead are able to create their own meaning and ideas about the topic. This can be done in their native language or in English. Inquiry can provide ELLs the opportunity to use more high-level thinking since the inquiry does not rely only on text or print for students to make meaning (Gomez-Zwiep, Straits, & Topps, 2015). This unit incorporates inquiry-
based learning to steer educators away from teaching social studies out of a textbook. With an inquiry-based unit, multiple learning styles, languages, and capabilities are fostered by the student-exploratory approach.

With the inclusion of primary sources, students are given an actual thing and are encouraged to make their own interpretations based on their previous knowledge. Primary sources engage students in the learning by allowing students to use their senses and own their learning. With little text and writing, ELLs thrive with using primary sources because they are a universal language. Similarly with different learning styles, primary sources engage verbal, visual, aural, and physical ways of learning. By incorporating inquiry-based learning, collaborative learning, and primary sources, this social studies unit will be able to fit into any second grade classroom nationwide.

This second grade social studies unit on community will educator teachers on the importance of teaching social studies interactively. Social studies is often taught traditionally or not taught at all in many schools today. Due to this lack of social studies education, it is more important than ever to begin educating our teachers about the many engaging ways of teaching social studies. I hope many educators adopt this unit to bring life back to social studies. Incorporating inquiry, collaboration, and/or primary sources into a social studies unit is an easy way to spark a student’s interest, while ensuring the diverse needs of every learner are met.
CHAPTER 4

Social Studies Unit: Community

This chapter presents a social studies unit designed for a second grade classroom on the topic of community. This unit incorporates a vast amount of research regarding the best practices for effectively teaching social studies. The unit incorporates the use of primary sources into an inquiry-based learning curriculum. Included with the inquiry-based lesson is collaborative learning. Primary sources allow students to explore their natural inquiry about past events. This unit consists of ten lessons; each promoting student inquiry about community through primary sources. The lessons are to be taught everyday or every other day, depending on specific schedules, for a span of ten (or more) days. Each lesson provides educators with the tools to promote a successful social studies unit about community.
Lesson Objective(s): After examining photos of the local community, the students will create community maps including at least three photos according to a rubric.

Lesson Goal(s):
Students will be asked to think about their own community when making discoveries with the following essential questions:
Essential question: What do you think makes a community? What do you think needs to be included in a community to make it successful?

Lesson’s Language Objective: The learners will improve verbal production of English by working collaboratively with other students and improve ability to comprehend verbal English by listening to other classmates and using photos to investigate what a community is.

Common Core or Content Standard(s):
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
CCSS 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   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.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

California English Language Development Standard(s):
Collaborative
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

Materials: See Appendix A
- Picture of a mailman at work (25 copies)
- Picture of children at a playground (25 copies)
- Picture of different suburb type housing (25 copies)
- Blank community map template
- Glue sticks (enough for each student to have one)
- Vocabulary picture cards for: community, work, play, and live.

Classroom Management:
Students will be grouped in groups of 4 to ensure each student in the group will have an opportunity to speak and feel comfortable with a smaller group size. To accommodate my ELLs I will group those specific students with both fluent English speaking students as well as bilingual students. For students with behavior issues, I will group those specific students with students who pose as leaders and can help the group stay on task. Students will be grouped with appropriate spacing to ensure students will not become distracted by other group discussions.

Differentiation:
ELLs: I have created picture cards corresponding to the new vocabulary they are learning: community, work, play, and live. Each picture card has a picture representing the word. These will be available to ELLs during the entire lesson. The lesson also includes strong visual, collaborative, and tactile features to further assist ELL students.

Attention/hyperactive/impulsive disorders: Create individualized plans for these specific students based on their individual triggers. The lesson features collaborative learning and tactile learning where the students are able to manipulate pictures and paste them to a map. If needed, specific students can complete their activity in a quieter space and/or individually.

Advanced students: Students who finish early can help others in their group with their maps and/or encouraged to think about their own design of a community and what it would look like (this is a precursor for the next lesson).

Academic Language and/or Vocabulary to be introduced:
- Community
- Work (ELLs)
- Play (ELLs)
- Live (ELLs)
Assessment Plan:
Informal assessment: Observe students as they work in groups discussing what makes up a community. Ensure students are including the 3 key items: work, play, and live.

Formal assessment: Collect the community maps each student made to ensure students have included at least 3 photos (1 for work, 1 for play, and 1 for live).

Opening

Motivation: To spark students’ interest about their community I will display 3 photos: one of a person working as a mailman in a suburban neighborhood, one of a suburban neighborhood with a few houses, and one of a playground with children playing. As students are viewing the photos I will ask what they think the pictures could demonstrate when compiled together. I will introduce the new vocabulary word: “community” and ask students what this word means to them.

Explanation of Objective: Explain the learning objectives to the students. Explain that students will be learning about what makes a community successful and how the terms work, play, and living are all involved with creating a community. Also explain that students will be given the chance to use the photos to create their own community map.

Body of the Lesson

Learning Activities:
• Begin with students on the rug in their meeting spots.
• Students will be asked to think about the 3 pictures being displayed.
  o I will ask a few students to share their thoughts on the pictures.
• State: “Now what if I told you all 3 of these pictures represents, or makes up, one common theme. What would your thoughts be?”
  o Collect a few thoughts from students.
• Ask to silent hand if anyone has heard of the term: community.
• On a large sheet on poster paper, jot down some ideas students have about what a community is.
• Going back to original 3 pictures, explain each one.
  • “Now how can these 3 pictures, make up a community?”
• Explain how people are what make a community. People work to make a community stronger and provide tax money to help fix problems around town (such as fixing roads, building new structures, and supporting schools).
• With people in a community, there must be places for people to live. Therefore houses also make up a community.
• Lastly, people must have a place where they can have fun after work and on the weekends to ensure the community is happy.
Therefore a community must have…while pointing to each picture, have the students repeat the words aloud: work, live, play.

Before sending students into their groups, I will explain that students will be working together looking at the pictures and thinking about where jobs, places to live, and play places should be located in a community.

“Do you think everything should be jumbled in the middle of the community? Do you think they should be spread out? Should they be all in one space?”

“You will discuss in groups for 5 minutes on what you think is best for your community.”

Students will be sent into predetermined groups.

As students discuss different ideas with their group, I will stop the groups at 5 minutes.

I will demonstrate the blank map to the class, while visually demonstrating taking a glue stick, putting glue on the back, and pasting it where you think it fits best on the map.

After, I will hand each student a blank map template with a glue stick.

The students will have about 10 minutes to decide where they want their photos located and brainstorm where they play, live, and work in their community.

Students will be instructed to write at the bottom of their page: In my community I play__________. In my community I live __________________. In my community I work ______________.

Students will be asked to write how, when, and where they work, play, and live. This will also be discussed in the group.

After about 10 minutes, students will come back together as a class on the rug.

I will ask a few students to share their map and explain their organization and writing.

Demonstrations/Modeling/Examples: I will demonstrate how to glue photos to the map visually for ELLs. I will also have the class repeat the new vocabulary words as I point to the pictures. This provides ELLs a visual with the term.

Checking for Understanding: I will monitor learning throughout the lesson with recording students’ responses on a notepad and recording part of group discussions. I will also collect the student-made maps to check for understanding.

Guided Practice: Students will rehearse their new knowledge as we close the lesson with students presenting their maps to the class. Students are presenting what they have learned while also re-teaching others peers key vocabulary and community features.
Closing

- Students will close the lesson with presenting their maps and discoveries to the class.
- Students can comment on each other’s map and what they believe works for their community.
- I will close with an essential question: “What elements make up a community?” “How do you think your community would be different if you had to create one community as a team? Do you think you could all agree on one type of organization? We will find out more on this in our next lesson.”

Assessment: Students will be informally and formally assessed based on their writing and maps. I am assessing their maps to ensure they include all 3 pictures of work, play, and live. I am assessing their writing to ensure they have included appropriately filled in the 3 blanks for play, live, and work. If students successfully completed their maps and writing, they will receive full credit with a sticker and 4+. If students did not successfully complete their map and/or writing, I will meet with them to ensure they understand the concept on a community and the 3 components that we discussed makes up a community.

Anticipated Lesson Notes
I anticipate that the lesson will be successful and students will enjoy making their own maps. I also anticipate that my ELLs may struggle with the new vocabulary but will ultimately be successful with the picture cards and visual instructions. I also anticipate that some of the groups may disagree with each other. I would actually be pleased with this because our next lesson is exactly about how to work as a team to build a community and how to assign jobs.
Community Unit: Lesson 2, Community of Learners

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<thead>
<tr>
<th>Candidate</th>
<th>Date</th>
<th>Grade level</th>
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<tr>
<td>Amy Dolman</td>
<td>TBD</td>
<td>2nd Grade</td>
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<tr>
<th>Subject Area &amp; Topic</th>
<th>Grade level</th>
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<tbody>
<tr>
<td>Social Studies, Community</td>
<td>Whole-class lesson</td>
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<tr>
<th>Single-day lesson</th>
<th>Multi-day lesson</th>
<th>Whole-class lesson</th>
<th>Multi-day lesson</th>
<th>Whole-class lesson</th>
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<tr>
<th>English Language Development levels of students in the class or group:</th>
<th>Name of instructional model</th>
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<tbody>
<tr>
<td>□ Emerging (Beginning)</td>
<td>□ Direct instruction</td>
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<tr>
<td>□ Expanding (Intermediate)</td>
<td>□ Inquiry or problem-based lesson</td>
</tr>
<tr>
<td>□ Bridging (Intermediate)</td>
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| □ English Only (Advanced)                                             | Formal lesson evaluation?   |
| □ IFEP (Initially Fluent English Proficient)                         | (rubric, criterion list)    |
| □ RFEP (Redesignated Fluent English Proficient)                      | □ Yes                       |
| □ ELD 1                                                              | □ No                        |
| □ ELD 2 (Early Intermediate)                                         |                              |
| □ ELD 3                                                             |                              |
| □ ELD 4 (Early Intermediate)                                         |                              |
| □ ELD 5                                                             |                              |

Lesson Objective(s): Students will create posters including at least 3 examples of ‘work’, ‘play’, and ‘life’ in the classroom and complete a teacher-created job worksheet.

Lesson Goal(s):
Students will be asked to think about working with others in the classroom to solve problems. Students will be asked to think of our classroom as a community of learners with the following essential questions:
Essential questions: How do you think a community works together to reach a common goal? How do you think our classroom resembles a community? What do you think makes up a classroom community?

Lesson’s Language Objective: The learners will improve verbal production of English by working collaboratively with other students and improve ability to comprehend verbal and written English by listening to other classmates and using picture cards to help read new words.

Common Core or Content Standard(s):
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

CCSS 2. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

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.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
California English Language Development Standard(s):

Collaborative

2. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

Materials: See Appendix B

- Classroom community photos (1 for each group: 6 copies of each) (Primary source)
  - A picture of our reading center
  - A picture of the playground
  - A picture of our science center
  - A picture of the class store
  - A picture of the desks
  - A picture of the computers
  - A picture of the iPads
  - A picture of our writing center
  - A picture of the meeting rug
- Blank poster paper
- Jobs sheet with descriptions
- Glue sticks (one per group)
- Markers, crayons, and pencils
- Vocabulary picture cards for: reading center, playground, science center, class store, desks, computers, iPads, writing center

Classroom Management Strategies:

Students will be grouped in groups of 4 to ensure each student in the group will have an opportunity to speak and feel comfortable with a smaller group size. To accommodate my ELLs, I will group those specific students with both fluent English speaking students as well as bilingual students.

For students with behavior issues, I will group those specific students with students who pose as leaders and can help the group stay on task. Students will be grouped with appropriate spacing to ensure students will not become distracted by other group discussions.

Differentiation:

ELLS: I have created picture cards corresponding to the possibly challenging vocabulary they will be working with. Each picture card has a picture representing the word. These will be available to ELLs during the entire lesson. The lesson also includes strong visual, collaborative, and tactile features to further assist ELLs.

Attention/hyperactive/impulsive disorders: Create individualized plans for these specific students based on their individual triggers. The lesson features collaborative learning and tactile learning where the students are able to draw and write on a poster. If needed, specific students can complete their activity in a quieter space and/or individually.
Advanced students: All students should finish along with their group members since this lesson heavily relies on group work. However, if a student does finish early, he/she can help his/her group members with writing the presentation script.

List Academic Language to emphasize:
- Community
- Leaders

Assessment Plan:
Informal assessment: Observe students working together and how they complete their assigned job. Also observe how they agree and disagree with each other. Point out effective strategies to the class as I observe them.

Formal assessment: Assess each group’s poster looking to ensure they include at least 3 examples of places to work, play, and live (relax) in the classroom. Collect each student’s job worksheet to analyze his/her participation and opinion about working with jobs.

Opening

Motivation: To begin the lesson, I will ask students how they believe our classroom is a community. How do we work together to create a community of learners? Introduce that today we will be exploring how our classroom community works together to create a successful community.

Explanation of Objective: Explain the learning objectives to the students. Explain that students will be learning about how our classroom community works together. Students will be assigned jobs to ensure everyone has a part in creating the poster. Explain the job worksheet, where each student will write their job, place a check in the box when completed, and write their opinion on having a job and if they believe it helped their group.

Body of the Lesson

Learning Activities:
- Start lesson on the rug with students in their meeting spots.
- Discuss the findings of the last lesson briefly:
  - Building a community with work, play, and living.
  - Might also say a community has shops, sports, restaurants, voting…
- State, “Thinking about what we already know about a community. How do we are a community of learners?”
  - Collect a few ideas from students.
- “Do you think we have what it takes to be a community in this classroom?”
Collect a few ideas from students.

- Explain that today we will be working in different groups than last time and we will be designing a poster that reflects our classroom community.
  - Highlighting the key aspects we discussed last lesson: work, play, live (relax).
- Explain that each community poster will include at least 3 examples from each category: work, play, and live.
- Demonstrate the pictures taken around the classroom. Students can work with these photos to determine ideas about what makes their classroom a community.
  - Students are instructed they are not to paste these photos on the poster. They must draw their own pictures.
- Demonstrate and explain the job worksheet.
  - Students must write the job they were assigned and check the box when completed. Then the students must write at least 4 sentences explaining their opinion of having a job.
- Each group member will check the box once they’ve completed their job and write their opinion of the job and if the job was helpful to his/her group.
- If no one has any further questions, students will be assigned to groups.
- Before allowing students to form into their groups, I will assign jobs to each group member by picking names out of a hat.
- Once students have been assigned jobs, the next task is to begin planning their classroom community poster.
- Each student will have a specific job at this point and therefore they should be working towards completing that specific job. Allow 10 minutes to complete their community poster and job worksheet.
- After about 10 minutes I will assess where groups are with their progress. Allow a few more minutes if several groups are not finished yet.
- After a few minutes, groups will be instructed to the rug and the team member who was assigned the presenter job will present their poster to the class.
  - The presenter will be asked 2 questions by other classmates, and 1 question by me.
- Once all the groups have presented, the presenter will be instructed to hand in his/her group’s poster and job opinion.

**Demonstrations/Modeling/Examples:** I will demonstrate specific jobs visually for ELLs. I will also have the class repeat the new vocabulary words as I point to the pictures. This provides ELLs a visual with the term.

**Checking for Understanding:** I will monitor learning throughout the lesson with recording students’ responses on a notepad and recording part of group discussions. I will also collect the job worksheet to ensure each student had a job and had an opinion about it.
Guided Practice: The presenter from each group will present the poster to the class and answer 3 questions about his/her group’s experience. Students are presenting what they have learned while also re-teaching others peers key vocabulary and community features.

Closing

- Students will close the lesson with presenting their group’s work to the class and answering questions based on their experiences.
- I will ask questions based on what I have observed from the group work.
  - For example, “I noticed your group had a disagreement about where to play in the classroom. How did you all come to an agreement? Did the jobs help with this?”
- Close with asking students what they believe a town hall is and how they think that might help them solve problems in their community.
  - We will learn more about this in our next lesson.

Assessment: Students will be formally and informally assessed based on their work as a group and their job completion. I will be informally assessing the group discussions as I walk around and observe the conversations and job work. I will formally assess the poster to ensure 3 examples are clearly labeled under each work, play, and live (relax) category. The job worksheet will be collected and assessed to ensure each student completed his/her job and wrote at least 4 sentences about their experience. If students successfully complete this they will receive a sticker and a 4+. If students did not meet the requirements, I will meet with the group to ensure the learning objectives were met.

Anticipated Lesson Notes

I anticipate that the students will enjoy working in groups and making the posters because it is a collaborative activity with tactile features. I do anticipate that some groups may struggle with agreeing on what is included on the poster. Because I anticipate this, I will be walking around to assist with any groups that may struggle with agreeing. I also believe that students will adhere to their job and really perform it. When students are given a specific job they often thrive at it. The next lesson will branch from this with learning about the functions of a town hall.
Community Unit: Lesson 3, Solving Problems in a Community

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Date</th>
<th>Grade level</th>
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<tbody>
<tr>
<td>Amy Dolman</td>
<td>TBD</td>
<td>2nd Grade</td>
</tr>
</tbody>
</table>

- Subject Area & Topic: Social Studies, Community
- Single-day lesson
- Multi-day lesson
- Whole-class lesson
- Small-group lesson

- English Language Development levels of students in the class or group:
  - Emerging (Beginning)
  - Expanding (Intermediate)
  - Bridging (Intermediate)
  - ELD 1
  - ELD 2 (Early Intermediate)
  - ELD 3
  - ELD 4 (Early Advanced)
  - ELD 5

- Name of instructional model:
  - Direct instruction
  - Inquiry or problem-based lesson

- Formal lesson evaluation?:
  - Yes
  - No

Lesson Objective(s): Given the local town hall website on iPads, the learners will investigate the functions of a town hall and write a response of at least 5 sentences following a rubric.

Lesson Goal(s): Students will be asked to think about what a town hall is and how it can help our community solve problems with the following essential questions:

- Essential questions: Why do you think every community has a town/city hall? What do you think its function is? How do you think our town hall helps the community?

Lesson’s Language Objective: The learners will improve written production of English by working with a partner and improve ability to comprehend written and verbal English by listening and analyzing their partner’s ideas and written work.

Common Core or Content Standard(s):

2.3 Students explain governmental institutions and practices in the United States and other countries.

CCSS 2. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

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.

c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS 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.
California English Language Development Standard(s):

Collaborative
2. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

Materials: See Appendix C
- iPads (1 per pair of students, 12 total)
- Town hall website
- Letter I sent to town hall (Primary source)
- Blank writing template with picture (1 for each students, 24 total)
- Picture card for town hall
- Pencils, colored pencils, crayons

Classroom Management Strategies:
Students will work in pairs to ensure each student is allowed time to explore the website on the iPad. To accommodate the ELLs, I will pair them with English speaking students.

For students with behavior difficulties, I will pair those specific students with a student who resembles leadership characteristics to help stay on task. Students will be paired with appropriate spacing to ensure students are not distracted by other discussions.

Differentiation:
ELLs: Students will be working together while exploring the website. If language becomes confusing for an ELL, he/she may use his/her partner as a resource to decode unfamiliar text. There will also be a picture card created for new or confusing vocabulary. This will be available to the students during the entire lesson. The lesson also includes strong visual, collaborative, and tactile features to further assist ELLs.

Attention/hyperactive/impulsive disorders: Create individualized plans for these specific students based on their individual triggers. The lesson features collaborative learning and tactile learning where students are able to conduct research using iPads. If needed, specific students can complete their activity in a quieter space and/or individually.

Advanced Students: All students should finish along with their partner. However, if a student does finish early, he/she can help his/her partner with the writing portion of this lesson.

List Academic Language to emphasize:
- Town Hall

Assessment Plan:
Informal assessment: Observe students working together and exploring the town hall website on the iPads. Also observe the discussions the students are having with each other about the website. Point out interesting findings as students make them.

Formal assessment: Assess each student’s writing response to ensure they have included at least 5 sentences that answer the question: Do you think a community needs a town
hall? Why or why not? What are some of the functions of a town hall? Give an example. The writing response should also include a picture summarizing what the students writing response.

Opening

Motivation: To begin the lesson, I will ask the students what they think a town hall is. Collect ideas about what might happen at a town hall. Has anyone seen or been to the town hall in our community? Show students the letter I wrote to my local town hall as a high school student. Read the letter and explain why I wrote it. Introduce that today we will be exploring the town hall’s website using iPads to learn more about it.

Explanation of Objective: Explain the learning objectives to the students. Students will be learning about a town hall and why it helps a community. Students will be using iPads in pairs to research the town hall’s website. After researching and discussing with a partner, each student will follow a writing prompt that summarizes what they think the functions of a town hall are.

Body of the Lesson

Learning Activities:

• Start lesson on the rug with students in their meeting spots.
• Briefly discuss the previous lesson:
  o Classroom community of learners
  o Discuss the posters
• “Thinking about what we already know about a community, how do you think community problems get solved?” “Who do you think solves the problems?”
  o Collect a few ideas from students
• Introduce the term “town hall” and ask if any students have heard of this before.
• “Has anyone been to our community’s town hall before? Has anyone driven by it?”
• Using a picture card, demonstrate the picture of a town hall and have the class do a repeat after me: “town hall”
• Present the letter I wrote as a high school student to the town hall.
  o Explain the letter and then read the letter aloud to the class.
  o Explain what the town hall did after they had received my letter.
  o Describe the meeting I went to after sending the letter.
• Explain that students will be researching the local town hall’s website using iPads to research more information about what a town hall can do for a community.
• Present the writing prompt. Explain to students that this will be completed after 5-10 minutes of research and will be completed independently.
• Review the rubric and expectations of the writing prompt.
• Students will be paired together and send to their desks, where an iPad (with the website already displayed) and the writing prompt is waiting.
• Once students have begun exploring the iPads with a partner, I will walk around the room to observe student’s findings.
  o Share aloud any interesting findings.
• Allow students 5-10 minutes to explore and have discussions with their partner about the research.
• Students will be instructed to begin the writing prompt.
• Students may use the iPads a quick reference for their writing.
• After about 5-10 minutes I will assess where the students are with completing their writing prompt.
• A few more minutes, students will be instructed to meet on the rug with their writing prompts.
• I will ask a few volunteers to share their ideas about a town hall and show their picture to the class.

Demonstrations/Modeling/Examples: I will use picture cards to represent new vocabulary, as well as have the class repeat the new vocabulary words as I point to the picture card. This provides ELLs a visual with the term.

Checking for Understanding: I will monitor learning throughout the lesson with recording student’s responses on a notepad. I will also collect the writing prompt to ensure each student has developed an understanding of the functions of a town hall in a community.

Guided Practice: Each pair of students will have discussions regarding their individual findings. Here students are encouraged to teach one another and share new information with each other.

Closing
• Students will close the lesson by meeting on the rug and listening to a few students share their work with the class.
• Other classmates will be able to agree or disagree with the response, as well as ask questions.
• I will ask guiding questions, “What was the most interesting think you learned about the town hall today?” “Do you think a community needs a town hall to function?”
• Close with asking students if they know about any other types of communities?
  o We will discuss more about this in our next lesson.

Assessment: Students will be formally and informally assessed based on their discussions and writing prompt. I will informally assessing each pair’s discussions as I walk around and write down conversation notes. I will formally assess the writing prompt to ensure there are at least 5 sentences that answer the question: Do you think a community needs a town hall? Why or why not? What
are some of the functions of a town hall? Give an example. I will also formally assess the writing prompt for a picture that relates to the student’s writing. The writing prompt will be collected and assessed to check for learning. If students successfully complete the writing prompt, they will receive a sticker and a 4+. If students did not meet the requirements, I will meet with the group to ensure the learning objectives were met.

<table>
<thead>
<tr>
<th>Anticipated Lesson Notes</th>
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<tr>
<td>I anticipate that the students will enjoy working with the iPads, because they love working with technology. I also think the students will be really engaged when I am explaining my story with the town hall in high school. Students always seemed to be really engaged when they are learning information about me and my life outside of school. I also anticipate that some student pairs may get off task with the iPad and attempt to use it for another purpose. Because I anticipate this happening, I will be sure to continuously walk around to ensure students are staying on task. I also believe the writing prompt may be difficult for ELLs or students who struggling with writing. I will be sure to assist these students and allow for more time or assistance with the writing prompt. The next lesson will incorporate today’s research with learning about urban, suburban, and rural communities.</td>
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</table>
Lesson Objective(s): After reviewing photos of urban, suburban, and rural communities, the learners will develop a short interview sequence with a partner following a rubric.

Lesson Goal(s): Students will be asked to think about different types of communities with the following essential questions:
Why do you think some communities look different from others? How are communities different from each other?

Lesson’s Language Objective: The learners will improve written production of English by working with a partner and improve ability to comprehend verbal and written English by listening and reading to their partner’s ideas and writing.

Common Core or Content Standard(s):
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.
CCSS 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
California English Language Development Standard(s): 

Collaborative

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

Materials: See Appendix D

• Photo of rural community (Primary source)
• Photo of suburban community (Primary source)
• Photo of urban community (Primary source)
• Chart paper
• Interview worksheet
• Pencils

Classroom Management Strategies:

Students will work in pairs in order to complete the interview process. I will predetermine the pairing. To accommodate ELLs, I will pair them with English speaking students to help ELLs gain exposure to the language.

For students with behavior difficulties, I will pair those specific students with a student who resembles leadership characteristics to help stay on task. Students will be paired with appropriate spacing to ensure students are not distracted by other discussions.

Differentiation:

ELLs: Students will be working in pairs while looking at and discussing the photos. If the language becomes confusing for the ELL, he/she may use his/her partner as a resource to clarify the language. The vocabulary word representing the photo will be written at the bottom of each photo as a reference. This will be available to the students during the entire lesson. The lesson also includes many visual and collaborative features to further assist ELLs.

Attention/hyperactive/impulsive disorders: Create individualized plans for these specific students based on their individual triggers. The lesson features collaborative learning and lots of discussions where students are allowed to talk and express their feelings about the topic. If needed, specific students can complete their activity in a quieter space and/or individually.

Advanced Students: All students should finish along with their partner. However, if a student does finish early, he/she can help his/her partner with the writing portion of this lesson.

List Academic Language to emphasize:

• Rural
• Urban
• Suburban
• Interviewer
• Interviewee
**Assessment Plan:**

*Informal assessment:* Observe students working together in pairs and evaluate the discussions they are having about the photos. Point out interesting findings as I hear them.

*Formal assessment:* Assess each student’s writing with the interview. Within each pair of students, one student will create the interview questions (interviewer) while other answers as the interviewee. The interviewer will be instructed to include at least 3-5 interview questions that cannot be answered with a *yes* or a *no*. The interviewee will be instructed to answer the 3-5 interview questions as if they are from the type of community that was given to them (either rural, suburban, or urban). Once completed, the students will switch places and the interviewee becomes the interviewer with a new photo.

**Opening**

**Motivation:** To begin the lesson, I will ask the students to think of any different types of communities they’ve heard of. Collect a few ideas and then present the three photos of an urban, rural, and suburban community. Ask the students: which community do you think we live in? Write a few characteristics about each community under its picture. Ask students: has anyone ever been to or visited one of these communities before? Introduce that today we will be learning more about these three communities through creating mock interviews with people presented in the photos.

**Explanation of Objective:** Explain the learning objectives to the students. Students will be learning about three different types of communities through the exploration of photos and creating interviews. Students will be working in pairs and assigned to either an interviewer or interviewee. The interviewer will create and ask the questions, while the interviewee will answer the questions as if they are a person in the photo.

**Body of the Lesson**

**Learning Activities:**
- Start lesson on the rug with students in their meeting spots.
- Briefly discuss the previous lesson:
  - Town hall exploration
  - “Today we are going to learn about three different types of communities. Has anyone seen or heard about a different type of community?”
    - Collect a few ideas
- Introduce the three terms with the picture cards: urban, suburban, and rural.
- “By a show of hands, who has heard of these terms before?”
• Using each picture card, have students participate in a repeat-after-me: urban, suburban, and rural.
• Looking at each photo individually ask students what they observe in the photo.
  o Write down responses under the photo on poster paper
  o Be sure each response is categorized under one of the three headings: urban, suburban, or rural.
• Collect a few responses for each photo.
• Flip the poster paper over to a blank page and draw three circles:
  • Place the urban photo in the middle, suburban in the next circle, and rural in the outer-most circle.
• Explain that urban (cities) fall in the middle of our circle and as you move away from the center, the houses and businesses become less and less.
• Explain each photo in detail and mention where I was when I took each photo.
• Introduce the interview assignment:
  o Students will be paired together and assigned a photo (but only the interviewee knows which photo they received).
  o One student will be the interviewer and the other will be the interviewee.
  o The interviewer will create 3-5 questions that cannot be answered with a yes or no.
  o The interviewer’s job is to try and guess which type of community their partner is from.
  o The interviewee will use the photo and pretend he/she is a civilian of that community.
  o The interviewer will use the questions to try and guess what type of community their partner is from.
  o Once the interviewer has guessed correctly, the students swap places and choose a new photo.
• Demonstrate the interview with a volunteer student.
  o Give them a photo and ask a few questions.
  o Guess the community.
• Pair the students and send them to their designated areas with an interview template for each student.
• Walk around and hand each interviewee a photo face down.
  o The interviewee is instructed to briefly look at the photo and then place it face down on the table.
• As the interviewee is waiting for their photo and/or thinking of themselves in that type of community, the interviewer will be writing 3-5 questions on the interview template.
• Students are instructed to begin as soon as they have their questions.
• Allow students 5-10 minutes to complete the interview and guess the community correctly.
• Then instruct students to switch places and pass out new photos to the new interviewees.
• Allow students another 5-10 minutes to complete their interview and guess the community correctly.
• Once students have completed both rounds of the interview process, I will ask a few volunteers to share their experience.
• “Was it fun? Did you guess your partner’s community quickly, or did it take time?”
  o Collect a few responses.

Demonstrations/Modeling/Examples: I will use picture cards for all the new vocabulary words, including pictures representing the interviewer and interviewee’s job. I will also briefly demonstrate the interview process to the whole class. The whole class will also participate in a repeat-after-me of the new vocabulary terms.

Checking for Understanding: I will continuously monitor learning throughout the lesson and assist any groups that are struggling with the interview process. I will also record student’s responses on a notepad as I observe students. Lastly, I will collect the interview worksheet to ensure that students understood the directions and answered appropriately.

Guided Practice: Each student will have a turn being both the interviewer and the interviewee. Students are encouraged to help their partner if he/she is struggling with the writing.

Closing
• Students will close the lesson by sharing their experiences with the interview process.
• Other classmates can ask questions as well.
• I will ask guiding questions: “What were some phrases that your partner would say to let you know they were in an urban community…a suburban community…a rural community?”
• Close with asking the students what types of homes they think are in each community?
  o We will learn more about this in our next lesson.

Assessment: Students will be formally and informally assessed based on their discussions and interview worksheet. I will informally assessing each pair’s discussions as I walk around and write down conversation notes. I will formally assess each students interview worksheet to ensure there are at least 3 open-ended questions that relate to the overall topic. I will also check to make sure they students wrote down the answers and filled in what community they guessed. If students successfully complete the interview worksheet, they will receive a sticker and a 4+. If students did not meet the requirements, I will meet with the group to ensure the learning objectives were met.
<table>
<thead>
<tr>
<th>Anticipated Lesson Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I anticipate that my students will enjoy this lesson because it includes a guessing game. Anytime I can incorporate a game into the lesson, it always seems to be successful. I believe the students will already have some prior knowledge about the different types of communities. I also anticipate that some students may struggle with coming up with questions to ask. Therefore, I will include a few “starter questions” on the board where students are allowed to choose 1 example to use. This may help students begin to think of questions. I will also be walking around assisting students who experience any confusion. Overall, I think this lesson will be really successful and I believe students will be fully engaged in the interview guessing game. The next lesson will incorporate this lesson with including different types of houses: apartment, condo, and houses.</td>
</tr>
</tbody>
</table>
Lesson Objective(s): The learners will create a 4-part storyboard including a specific type of house and community, according to a rubric.

Lesson Goal(s): Students will be asked to think about different types of houses they see on their way to school.

Essential questions: Why do you think there are different types of living spaces? Using our knowledge from the last lesson, how do you think the community impacts the types of living spaces that are built there?

Lesson’s Language Objective: The learners will improve written production of English by partner sharing and improve ability to comprehend verbal and written English by listening to their partner and creating a story.

Common Core or Content Standard(s):
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

CCSS 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
California English Language Development Standard(s):

**Collaborative**

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

**Materials:** See Appendix E
- Photo of apartments (primary source)
- Map of apartment buildings/floor plans (primary source)
- Photo of houses (primary source)
- Photo of condominiums
- Chart paper
- Storyboard template
- Markers, crayons, pencils

**Classroom Management Strategies:**
Students will work independently to complete their storyboard and then share with their seat partner. To accommodate ELLs, I will pair them with English speaking students to help ELLs gain exposure to the language.

For students with behavior difficulties, I will pair those specific students with a student who resembles leadership characteristics to help stay on task. Students will be seated with appropriate spacing to ensure students are not distracted by other discussions.

**Differentiation:**

**ELLS:** Students will be working independently to complete the storyboard. However, students are instructed to ask their seat partner any questions. If the language becomes confusing for the ELL, he/she may use his/her partner as a resource to clarify the language. The vocabulary word representing the photo will be written at the bottom of each photo as a reference. This will be available to the students during the entire lesson. The lesson also includes many visual and collaborative features to further assist ELLs.

**Attention/hyperactive/impulsive disorders:** Create individualized plans for these specific students based on their individual triggers. The lesson features art and creativity where students can freely create a story and pictures. Therefore, students should be engaged for the most part. However, specific students can complete their activity in a quieter space and/or individually if needed.

**Advanced Students:** Students who finish their story early are encouraged to first help their seat partner if he/she needs it. The advanced students are also encouraged to help students who may be struggling to think of a story or struggling with the writing.

**List Academic Language to emphasize:**
- Apartments
- Condominiums
Assessment Plan:
Informal assessment: Observe students working independently on their stories. Point out interesting parts of stories and share with the class. Also observe students during partner sharing time.

Formal assessment: Assess each student’s storyboard. The storyboard must include 4 parts to the story, with writing for each box. The story must include at least 1 type of living space (house, apartment, or condo) and the setting must match the type of housing (urban, suburban, or rural). Each story must include characters, setting, plot, and conclusion. The story must be colorful and written neatly.

Opening

Motivation: To begin the lesson, I will ask the students to think about the different types of communities we discussed during the last lesson. What types of homes do you see in a rural community…a suburban community….an urban community? Collect a few ideas. Present the map of my apartment complex and the different floor plans. Also present the picture of the house I grew up in. Introduce that we will be exploring these different types of homes and why we have different types of homes.

Explanation of Objective: Explain the learning objectives to the students. Students will be learning about three different types of homes: apartments, condos, and houses. They will also learn which type of home is most likely to be in an urban, suburban, and rural community. Students will be working independently to complete a story that includes at least 1 type of home and 1 type of community with a setting, plot, conclusion, and characters.

Body of the Lesson

Learning Activities:
• Start lesson on the rug with students in their meeting spots.
• Briefly discuss the previous lesson:
  o Rural, urban, and suburban communities
• “Today we are going to incorporate what we learned last lesson and learn about three different styles of homes. Does anyone know a type of home they’ve seen on their way to school?”
  o Collect a few ideas
• Introduce the three terms with picture cards: house, apartment, and condominium.
• Have students do a repeat-after-me with each picture card.
• Present the map of the apartment complex I live at. Show and explain the pamphlet.
• Using the circle chart from last lesson, ask students were they think each home type should be placed.
Note that there can be houses, apartments, and condos, in more than one community.

- Call a few students to come up to the board and place the home type where they believe it best fits in with the community type.
- Review the circle chart again with the homes on it.
- Explain that students will be using this information to create a story.
  - Present the storyboard template.
  - Explain that the story must use all 4 spaces and include at least 1 home type in an appropriate community.
  - The story must also include characters, a setting (the community), a plot, and a conclusion.
  - Remind students its only 4 boards, so the story should be short.
- If there are no further questions, students will be sent to their desks where there is a storyboard waiting for them.
- Allow 10-15 minutes for students to complete their storyboard.
  - If many students are still not finished, allow a few more minutes.
- Once students have completed their stories, they are instructed to share their story with their seat partner.
- Each student will have a turn sharing his/her story.
  - The partner is encouraged to ask questions such as: why did you decide to have an apartment in an urban setting?
- I will continue to walk around and listen to student’s stories.
- Students will be instructed to meet back on the rug with their stories.
- I will ask, “By a show of hands, how many students chose to include apartments in their story? How many chose condos? Houses?”
- Ask a few students what community they chose for their setting and why…
- Collect the storyboards.

**Demonstrations/Modeling/Examples:** I will create picture cards to represent new vocabulary. I will also model the storyboard to the class as a whole while explaining how to use it. The whole class will also participate in a repeat-after-me of the new vocabulary terms.

**Checking for Understanding:** I will continuously monitor learning throughout the lesson and assist any students who may be struggling with the storyboard. I will also record student’s responses on a notepad as I observe discussions. I will collect student’s storyboards to later assess.

**Guided Practice:** Each student will have the opportunity to share his/her story with a partner. Students are encouraged to help their partner if he/she is struggling with the writing.
Closing

- Students will close the lesson by sharing their stories with a partner and meeting on the rug to further discuss their stories.
- I will ask a few classmates to share why they chose the setting with the home in their story.
- Close with asking the students, “How do you think a community changes over time?”
  - We will learn more about this in our next lesson.

**Assessment:** Students will be formally and informally assessed based on their discussions and storyboard. I will informally assessing each pair’s discussions as I walk around and write down conversation notes. I will formally assess each student’s storyboard to ensure they have included at least 1 home type, 1 community (setting), plot, characters, and a conclusion. If students successfully complete the storyboard, they will receive a sticker and a 4+. If students did not meet the requirements, I will meet with the group to ensure the learning objectives were met.

### Anticipated Lesson Notes

I anticipate that the students will really enjoy creating the storyboard. I do think that some students may struggle with the writing or drawing aspect of it. However, I will encourage seat partners to be helpful to their partner and help each other, as a community would. I believe the students will have some prior knowledge about the different types of homes. With this, I will collect their ideas about it in the beginning of the lesson and alter how much time I spend on explaining each depending on their prior knowledge. I also anticipate that the ELLs will thrive with the drawing but may struggle with the writing portion. I will continue to monitor those students and assist when needed. In all, I think this lesson will be very successful and students will really become invested in their stories.
Lesson Objective(s): The learners will create a movement sequence and write about its relation to the book, “The Little House.”

Lesson Goal(s): Students will be able to identify changes in our community over time. Essential questions: How do you think our community has changed over time? Do you think it will just keep changing, why or why not?

Lesson’s Language Objective: The learners will improve verbal and written production of English by summarizing a movement sequence and improve ability to comprehend verbal and written English by listening to classmates and creating movement.

Common Core or Content Standard(s):
2.1 Students differentiate between things that happened long ago and things that happened yesterday.
   2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
CCSS 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
   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.
   c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

California English Language Development Standard(s):
Collaborative
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

Materials: See Appendix F
- *The Little House* book (primary source)
- Chart paper
- Youtube video: Colors of the Wind on Piano [https://www.youtube.com/watch?v=UT6Y6Ra734o](https://www.youtube.com/watch?v=UT6Y6Ra734o)
- iPad for filming and music
- Writing template
- Pencils

Classroom Management Strategies:
Students will work as a group to create a short movement sequence correlating to *The Little House* story. ELLs will be accommodated because there is little writing involved with the movement piece and they can freely express themselves.

For students with behavior difficulties, I will group them with students who will lead the group to help stay on task. Student will be moving around most of the lesson; therefore, behavior issues should be at a minimum.

Differentiation:
ELLs: Students will be working as a group to create a movement sequence. If verbal language becomes difficult or confusing for the ELL, he/she may use group members, or me, as a resource to clarify language. The vocabulary word representing the photo will be written at the bottom of each photo as a reference. This will be available to the students during the entire lesson. The lesson also includes mainly movement aspects to allow ELLs a stress-free way of expressing themselves through the universal language of dance.

Attention/hyperactive/impulsive disorders: Create individualized plans for these specific students based on their individual triggers. This lesson features creativity and movement where students are free to express their learning through dance. Therefore, students should be engaged for the most part. However, specific students can complete their activity in a quieter space and/or individually if needed.

Advanced Students: Since this is a group activity, students will not finish early. However, if a group finishes early, I will encourage them to begin with their writing prompt.

List Academic Language to emphasize:
- Progressive (in the book)

Assessment Plan:
Informal assessment: Observe students as they work in groups to create a movement piece. Write down on a notepad interesting comments made in the group.
Formal assessment: I will film each movement piece to later assess with the writing. The writing “reflection” is to reflect the 8 movement patterns demonstrated and explain how they relate to the story’s theme. Each reflection should include at least 5 sentences, explaining at least 1 movement as an example. I will watch the student’s movement sequence and then read the reflection response to ensure they correlate.

Opening

Motivation: To being the lesson, I will ask students how they think our community has changed over time. Collect a few ideas. Present the book, The Little House. Ask if any one has ever heard of this story before. Begin the lesson with reading the story aloud, telling students to keep the idea of a community changing in their mind as I read the story.

Explanation of Objective: Explain the learning objectives to the students. Students will be learning about the changes a community experiences over time with the book, The Little House. Students will use this story to create a short movement piece as a group. Students will also be instructed to each write about their movement and provide 1 movement example from their piece.

Body of the Lesson

Learning Activities:
• Begin the lesson on the rug with students in their meeting spots.
• Briefly discuss the previous lesson:
  o Houses, apartments, and condos
• Introduce that today the students are going to explore the changes a community experiences over time.
• “Has anyone seen any changes in our community over time? Any new buildings, homes, stores?”
  o Collect a few ideas
• Today we are going to read a story about a little house that is experiencing some changes in her community over time.
• Present the book, The Little House. Ask if any students have read this story before.
• Begin reading the story.
  o Stop to explain progressive: something that is developing or chancing slowly over time.
• After reading the book collect ideas about how the little house’s community changed?
  o Record student responses on the poster paper.
• Ask students what has changed and what has stayed the same?
• Clarify that change is good for communities; it allows us to grow and develop.
However, for the little house it was not as beneficial because she did not belong in the city.

- Transition into the next activity by demonstrating a short movement sequence that I made up in correlation to the story.
- Explain that students will be working in groups to develop a movement piece that will reflect the story.
- Play the music on the iPad and explain I will play this music in the background, but explain that the movements should not match the music exactly.
  - The music is just for background noise while performing
- Students will be placed into groups of 5 to create a movement piece.
  - Explain that the movement piece must include at least 8 movements.
  - The one I demonstrated included 8 as well.
- Allow students 10 minutes to create movement.
- As students begin to finish, I will have students sit on one side of the rug with the other side being the stage.
- Each group will perform their movement piece to the class and I will film each one.
- Students will respectfully clap after each performance.
- Once all groups have performed I will instruct students to return to their seats and write about their movement sequence.
  - This must include at least 5 sentences noting 1 movement in the writing.
- Students will hand in their writing as they complete it.

**Demonstrations/Modeling/Examples:** I will demonstrate a movement piece I created about the story as an example for the class. I will also verbally model the writing, using my own movement piece as an example.

**Checking for Understanding:** I will continuously monitor learning throughout the lesson and assist any students who may be struggling with the movement aspect or writing. I will also record student’s responses on a notepad as I observe students. I will collect student’s writing to later assess them.

**Guided Practice:** Students are creatively demonstrating what they’ve learned through movements. Students are encouraged to express the story through a series of movements determined by all the group members.

**Closing**

- Each group will perform their movements to the class.
- Students will end the lesson with writing about their movement experience and how it relates to the story’s theme of community changes.
- Close with asking students, “How do you think schools have changed over time?”
We will learn more about this in our next lesson.

**Assessment:** Students will be formally and informally assessed based on their group movement pieces and individual writing. I will informally assess group’s movements through observations and video analysis. I will formally assess students writing to ensure they have included at least 5 sentences in relation to their dance and explain how it related to the story using at least 1 example from their movement sequence. If students successfully complete their movement writing, they will receive a sticker and a 4+. If students did not meet the requirements, I will meet with the group to ensure the learning objectives were met.

**Anticipated Lesson Notes**
I anticipate that the students will be excited about this lesson because second graders love to move. This lesson is a fun way of demonstrating understanding through dance. Students are working collaboratively to create a movement piece that correlates with the read aloud. I believe the students will really enjoy this lesson and will become very creative when making the dances. I anticipate that not all group members may agree on certain moves. Therefore, I will continue to walk around and assist any groups who may be in a disagreement. I also anticipate that some students may struggle with the writing, possibly the ELLs. I will also help students who may be struggling with their writing. Overall, I think this lesson will be very enjoyable by both the students and the teacher.
Community Unit: Lesson 7, Changes in Schools Over Time

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Date</th>
<th>Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Dolman</td>
<td>TBD</td>
<td>2nd Grade</td>
</tr>
</tbody>
</table>

**Subject Area & Topic**
Social Studies, Community

**Multi-day lesson**

**Lesson Objective(s):** After looking at class pictures from schools in the past and present, the learners will complete a double bubble chart and a narrative of at least 5 sentences.

**Lesson Goal(s):** This lesson is part of a 6-day lesson series that explores the community, past and present. Students will learn about the differences time makes with new inventions and changing ways of living. The learner will be able to make connections with their own school experiences. Additionally, students will be able to relate to this lesson because it will directly reflect the community they live in and demonstrate with artifacts how we became the community we are today.

**Lesson’s Language Objective:** The learners will improve written production of English by writing a narrative and improve the ability to comprehend verbal and written English by having group discussions and creating a narrative.

**Common Core or Content Standard(s):**

2.1 *Students differentiate between things that happened long ago and things that happened yesterday.*

2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

**CCSS 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

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.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**California English Language Development Standard(s):**

*Collaborative*

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

**Materials:** See Appendix G

- Double bubble chart
- Past class portraits
- My class portrait (primary source)
- Writing worksheet
- Pencils

**Classroom Management Strategies:**

Students will work in groups of 4 to discuss the differences in the class portraits. ELLs will have support from working in a group and having multiple resources.

For students with behavior difficulties, I will group them with students who will lead the group to help stay on task. Students will be seated with appropriate spacing to ensure students are not distracted by other discussions.

**Differentiation:**

**ELLs:** Students will be grouped with English speaking and another ELL student. Students will be working in a group and will be able to have academic conversations in a low-pressure environment. If the language becomes confusing for the ELL, he/she may use a group member as a resource to clarify the language. The lesson also includes many visual and collaborative features to further assist ELLs.

**Attention/hyperactive/impulsive disorders:** Create individualized plans for these specific students based on their individual triggers. This lesson features collaboration so students are able to discuss their findings with each other. If needed, specific students can complete their activity in a quieter space and/or individually.

**Advanced Students:** Students will be working together as a group for most of the lesson. However, if a student finishes their narrative early, that student will be encouraged to help students who may be struggling to think of a narrative or struggling with the writing.

**List Academic Language to emphasize:**

- Portrait
- Narrative
Assessment Plan:
Informal assessment: Observe students working as a group to fill in their double bubble chart. Point out interesting similarities and differences the students have made. Also, observe students as they write their narrative and share interesting ideas.

Formal assessment: Assess each student’s double bubble chart to ensure there are at least 4 statements in each category. Also assess each student’s narrative to ensure students used at least 3 statements from the “past section” of the double bubble chart. The narrative should be at least 5 sentences. Students are also instructed to underline the 3 statements used from the double bubble chart in the narrative.

Opening

Motivation: Begin in our meeting space with asking students to think about what schools (in our community) were like in the early 1900s. Activate prior knowledge while introducing the class pictures of students in the early 1900s. Present my class photo from 2013. Explain that students will be using a double bubble chart to map out the similarities and differences in the photos.

Explanation of Objective: Explain the learning objectives to the students. Students will be comparing school photos from the past and present. Students will learn about the changes in schools over time through self-exploration. Students will also create a narrative of a student from their past photo.

Body of the Lesson

Learning Activities:
• Beginning in our meeting space, I will introduce the past and present class photos.
• Ask students to think about what schools (in our community) were like in the early 1900s.
  o Collect a few responses.
• Present the class photo from the past and my class photo from today’s society.
• Briefly ask students major differences they notice.
  o Collect ideas on a large double bubble chart written on the poster paper.
• Discuss as a class for a few minutes and continue to collect similarities and differences on the poster.
• Demonstrate the double bubble chart to the class and explain that there must be at least 4 items in each bubble.
• After completing the double bubble chart as a group, each student will begin to work on their narrative.
• Explain the narrative assignment:
  o Each student will find 1 student in the class photo from the past and write a mini narrative about their life.
Students are encouraged to use clues from the picture to think about how that person lived in that day.

How do you think that student got to school that morning? What do you think his/her parents do for work?

The narrative must have at least 5 sentences.

• Break the class up into groups and assign each group to a table.
• Each table will have 1 picture from a past classroom and 1 photo of my classroom.
• Students will be instructed to closely examine the pictures and begin filling in the double bubble chart.
• I will continue to walk around and provide guiding questions:
  o “Why do you think there are students of all ages in one class picture?”
  o “Why do you think all the girls were on one side and the boys on the other?”
• Students will be working as a group and thinking collaboratively.
• Allow about 5 minutes for this and then encourage students to begin their narrative.
• As students begin to finish their narrative, I will ask 3 volunteers to share their narrative with the class.

**Demonstrations/Modeling/Examples:** I will model the double bubble chart to the whole class. I will also clarify new vocabulary to the class.

**Checking for Understanding:** I will continuously monitor learning throughout the lesson and assist any students who may be struggling with the double bubble chart or narrative. I will also record student’s responses on a notepad as I observe students. I will collect student’s bubble chart and narrative to later assess.

**Guided Practice:** Students will be working in groups and are encouraged to help each other to clarify language or writing.

**Closing**

• We will come together at our meeting spot and have 3 volunteers read their narrative to the class.
• I will also quickly summarize the most distinct similarities and differences the students made.
• End with a guiding question, “How might you think these students got to school?”
  o Collect a few ideas. “We will discover more about this tomorrow.”

**Assessment:** Students, in groups, will compare pictures from classrooms of the past and present with the completion of a double bubble chart. Each student will then create a narrative of a student from the 1900s using the statements made in the double bubble chart. Students will receive full credit and a sticker if their
double bubble chart includes 4 statements in each bubble and their narrative includes at least 5 sentences with 3 statements from the double bubble chart, that are underlined.

**Anticipated Lesson Notes**
I anticipate that the students will enjoy looking at the class photos from the 1900s and today. I believe the students will be very engaged with the photos and completing the double bubble chart. Because they are familiar with using the chart, I don’t anticipate there will be any problems with it. There may be some confusion with the narrative simply because I don’t think they’ve really done a narrative before and then may seem confused because they don’t really know anything about this student in the picture. They can’t quite relate with the students because the world today is a much different place. However, I will encourage students to use the photos as clues and just guess what life might be like in that time period. I think once the students begin to write they will have no problem with the narrative. Overall, I think this lesson will be mostly successful and the students will really enjoy using the primary source and artifacts.
Lesson Objective(s): After analyzing old pictures of the community roads, the learners will draw a picture, similar to the 1900s picture they observed, from the school to their house.

Lesson Goal(s): Students will learn about the differences time makes with new inventions and changing ways of living. The learner will be able to make connections with their own school experiences. Specifically with this lesson, students will discover the differences in transportation and how that affected the community.

Lesson’s Language Objective: The learners will improve verbal production of English by retelling their map to a partner and improve ability to comprehend verbal English by listening to their partner.

Common Core or Content Standard(s):
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.

4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

CCSS 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
California English Language Development Standard(s):

Collaborative
1. Exchanging information and ideas with others through oral collaborative
   conversations on a range of social and academic topics.

Materials: See Appendix H
- Historical map of the community
- Present day map of the community (primary source)
- Large paper
- Markers, crayons, pencils

Classroom Management Strategies:
Students will work in groups to investigate how roads have changed over time. Students
will work in groups of 4. To accommodate ELLs, I will pair students with English
speaking students to help ELLs gain exposure to the language.

For students with behavior difficulties, I will pair those specific students with a student
who resembles leadership characteristics to help stay on task. Students will be paired with
appropriate spacing to ensure students are not distracted by other discussions.

Differentiation:
ELLs: Students will be working in groups while looking at old and new maps. If the
language becomes confusing for the ELL, he/she may use a group member as a resource
to clarify the language. The lesson also includes many visual and collaborative features to
further assist ELLs.

Attention/hyperactive/impulsive disorders: Create individualized plans for these specific
students based on their individual triggers. The lesson features collaborative learning and
lots of discussions where students are allowed to talk and express their feelings about the
topic. If needed, specific students can complete their activity in a quieter space and/or
individually.

Advanced Students: Students will be working in groups and should finish around the
same time. However, if a student finishes their map early, he/she is encouraged to help a
group member that may be struggling with his/her map.

List Academic Language to emphasize:
- Transportation
- Historical

Assessment Plan:
Informal assessment: Observe students working in groups and evaluate the discussion
they are having regarding the maps. Point out interesting findings to the class.

Formal assessment: I will collect student’s maps to assess. I will assess that each map
clearly shows the students journey to school, set in the past. Students must also indicate
with an arrow how they are traveling to school. If students include a car or futuristic vehicle, I will further discuss the time period with the student.

Opening

Motivation: To begin the lesson, I want students to be thinking as a student of the past, using last lesson as a building block for this lesson. We will meet on the rug and I will pose the question: “How do you think the students in the pictures you saw yesterday got to school that morning?” “Do you think they drove to school like some of you?” Introduce that today we will be learning about how transportation has changed over time.

Explanation of Objective: Explain the learning objectives to the students. Students will be observing old and new maps as a group. Students will have a discussion about the maps before creating their own map to school in the morning, as a student from the past.

Body of the Lesson

Learning Activities:

• We will meet together on the rug and I will pose the question:
  o “How do you think the students in the pictures you saw yesterday got to school that morning?”
  o “Do you think they drove to school like some of you?”
• We will all look at a few pictures together and students will begin to generate ideas of how students might have arrived at school in the early 1900s.
• Discuss for a minute or two before breaking off into groups (assigned by me) to look further into the pictures.
• Each group has 1 old picture and 1 present day map of the community around the school.
• I will facilitate a conversation about the pictures while allowing students to make their own discoveries in groups about the transportation of people in the past based on these pictures.
• Students will begin discussing in their groups the differences between the 2 pictures of roads.
• I will walk around and guide students with how people of this time may have traveled around.
  o “Do you think a car would fit down these little dirt roads?”
• Allow 5 minutes for students to discuss in groups.
• Then transition the students into thinking about themselves and how they would get to school every morning from their homes.
• Students will be instructed to draw a map or picture independently, similar to the old pictures they were analyzing, and include a way of transportation from their house to school.
Note: the maps/pictures do not need to be accurate but they do need to show the students getting to school and display an arrow pointing to the transportation.

- Make it clear that the maps must include an arrow pointing to the transportation and must be colorful.
- Provide examples:
  - This could be you riding a horse, walking, riding a bike, etc.
  - “Place yourself in the shoes of the students we looked at yesterday.”
- As students begin drawing their maps or pictures, I will walk around the room to ensure students understand the assignment.
- Allow 10 minutes for students to complete their maps.
- Once students have finished with their maps, they will be instructed to meet back on the rug.

Demonstrations/Modeling/Examples: I will give guiding questions to provide students with ideas and examples when starting their maps.

Checking for Understanding: I will continuously monitor learning throughout the lesson and assist any groups that are struggling with their maps. I will also record student’s responses on a notepad as I observe students. Lastly, I will collect the maps to ensure that students understood the directions and responded appropriately.

Guided Practice: I will guide the students with questions to help steer their learning. Students are also encouraged to help group members if they are struggling with their map.

Closing

- We will come together at our meeting area and discuss our findings.
- “By a show of hands, how many thought students got to school by car…by horse…walking…”
- I will have two volunteers present their pictures to the class and discuss their transportation to school.
- Close with a guiding question:
  - “How do you think people got to work?”
  - “What do you think people did for work during this time?”
- “We will discover more about this tomorrow.”

Assessment: Students will work in groups to discuss the differences in past maps versus present maps. Students will then work independently to complete a map of their voyage from home to school during this time period. Students must clearly show with an arrow how they are transporting to school in their map/picture. Students will receive full credit and a sticker if they complete their map clearly indicating with an arrow how they are traveling to school.
**Anticipated Lesson Notes**

I anticipate that the students will overall enjoy this lesson. I think the students will enjoy working in groups comparing the two maps. I do anticipate that the students may struggle with beginning their map. Thinking about how they are going to travel to and from school in this time period. I will continue to ask questions to help guide their thinking. I think this will help the students start thinking about ways of transportation in the past. I also anticipate that the ELLs will really like this lesson because it does not include any writing component. Overall, I think the students will really enjoy creating their maps and pretending to be a student of the past.
Community Unit: Lesson 9, Community Jobs Changing Over Time

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<thead>
<tr>
<th>Candidate</th>
<th>Date</th>
<th>Grade level</th>
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<tbody>
<tr>
<td>Amy Dolman</td>
<td>TBD</td>
<td>2nd Grade</td>
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- **Subject Area & Topic**: Social Studies, Community
- **Single-day lesson**
- **Multi-day lesson**
- **Whole-class lesson**
- **Small-group lesson**

| English Language Development levels of students in the class or group: |
|---------------------|-----------------|
| Emerging (Beginning) | ELD 1           |
| Expanding (Intermediate) | ELD 2 (Early Intermediate) |
| Bridging (Intermediate) | ELD 3           |
| ELD 4 (Early Advanced) | ELD 5           |

- **Name of instructional model**: Direct instruction
- **Name of instructional model**: Inquiry or problem-based lesson

- **Formal lesson evaluation ?**: Yes

**Lesson Objective(s):** After observing antique tools from my grandfather, the learners will make predictions about what they believe the tools were used for with accompanying illustrations.

**Lesson Goal(s):** Students will learn about the differences time makes with new inventions and changing ways of living. Specifically with this lesson, students will incorporate their discoveries about their past community to figure out the types of jobs people had in this time period. The old tools will be used to show the students the type of materials people used to work.

**Lesson’s Language Objective:** The learners will improve written production of English by writing a persuasive response and improve ability to comprehend verbal and written English by listening to their group and writing a response.

**Common Core or Content Standard(s):**

2.1  *Students differentiate between things that happened long ago and things that happened yesterday.*
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

*CCSS 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.*

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.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
California English Language Development Standard(s):

**Collaborative**
1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

**Materials:** See Appendix I
- 1900s tools (primary source)
- Writing worksheet
- Pencils

**Classroom Management Strategies:**
Students will be working in groups to determine the use of the old tools. Groups will have discussions as to what each group member thinks the tool would be used for. To accommodate ELLs, I will put English speakers and an ELL in their group.

For students with behavior difficulties, I will pair those specific students with a student who resembles leadership characteristics to help stay on task. Students will be seated with appropriate spacing to ensure students are not distracted by other discussions.

**Differentiation:**
**ELLs:** Students will be working with others while observing old tools. If verbal language becomes confusing for an ELL, he/she may use a group member as a resource to clarify the language. The lesson also includes many visual and collaborative features to further assist ELLs.

**Attention/hyperactive/impulsive disorders:** Create individualized plans for these specific students based on their individual triggers. The lesson features collaborative learning and lots of discussions where students are allowed to talk and express their feelings about the tools. If needed, specific students can complete their activity in a quieter space and/or individually.

**Advanced Students:** If students finish their writing prompt early, they are encouraged to help their group members with their writing.

**List Academic Language to emphasize:**
- Rustic
- Antique

**Assessment Plan:**
**Informal assessment:** Observe students working together in groups and evaluate the discussions they are having about the tools. Point out interesting findings as I hear them.

**Formal assessment:** Assess each student’s writing response to ensure it includes at least 5 sentences and a picture that relates to the writing. The writing must be about the possible use for the tool they were given in their group. The writing must be clear and the picture must be colorful.
Opening

**Motivation:** Students will begin to use the past two lessons to help shaped their thinking with today’s lesson. The class will meet on the rug to discuss the question, “What do you think the jobs were during this time?” I will encourage students to think of the past 2 lessons and use this to determine what kinds of jobs people may have had. I will present an old tool to the class and ask, “What might this be used for?” We will discuss as a group for a few minutes before allowing the students to sit in groups.

**Explanation of Objective:** Explain the learning objectives to the students. Students will be investigating old tools that were once owned by my grandfather to determine how jobs have changed over time. Students will be encouraged to think about how technology may play a role in this change.

Body of the Lesson

**Learning Activities:**

- Begin lesson on the rug with students in their meeting spots.
- Introduce one of the old tools to the whole class and ask, “What might this be used for?”
  - Collect a few responses.
- Explain that each group will be given 1 tool to investigate.
- The group will have about 5 minutes to discuss what they think the tool was used for in the 1900s.
- Present the writing prompt.
  - Students are instructed to write at least 5 sentences describing what they believe their group’s tool was used for.
  - Students are also instructed to include why we don’t use this tool anymore.
  - The student must draw a picture that corresponds with the writing and is colorful.
- The groups will be placed together and set to a designated area.
- The group will first discuss what they believe this old tool might be used for.
- I will continue to walk around and ask groups to share some of their ideas with me.
- I will encourage students to use what they have learned in the past two lessons to help guide their thinking.
- After discussing in groups for 5 minutes, I will instruct students to start writing about their thoughts on what the tool was used for and why we do not use it in today’s society.
- Allow students 10 minutes to complete their writing prompt.
- Once completed, students will be instructed to join on the rug.
• I will ask one person from each group to share their ideas about the tool, while also presenting the actual tool to the class.

**Demonstrations/Modeling/Examples:** I will model a tool and explain what I think the tool was used for and why. I will also explain why I think we do not use this tool anymore in modern society.

**Checking for Understanding:** I will continuously monitor learning throughout the lesson and assist any students who may be struggling with the writing prompt. I will also record student’s responses on a notepad as I observe discussions. I will collect student’s writing responses to later assess.

**Guided Practice:** Students will be discussing in a group what they believe the tool was used for prior to writing about it. Students are encouraged to help group members who may be struggling with the writing.

**Closing**

• We will come together in the meeting area.
• One member from each group will present their findings while showing the tool to the class.
• Close with the question, “Using everything you’ve learned in this unit, what would be your ideal community?”

**Assessment:** Students will be formally and informally assessed based on their discussions and writing response. I will informally assessing each group’s discussions as I walk around and write down conversation notes. I will formally assess each student’s writing response to ensure they have included at least 5 sentences about the tool including what it was used for and why they think it is no longer used. The writing response must also include a colorful picture correlating with the writing. If students successfully complete the writing response, they will receive a sticker and a 4+. If students did not meet the requirements, I will meet with the group to ensure the learning objectives were met.

<table>
<thead>
<tr>
<th>Anticipated Lesson Notes</th>
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<tr>
<td>Because students will actually be working with real antique tools, I think they are going to really like this lesson. Students will enjoy holding the tool and being able to really examine it up close. I anticipate that some students may struggle with the writing prompt. However, I think the group discussions will help each student with creating ideas to write about. Overall, I think the students will be really engaged in this lesson and I think it will be very memorable for them.</td>
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Community Unit: Lesson 10, Design your own Community

<table>
<thead>
<tr>
<th>Candidate</th>
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Subject Area & Topic: Social Studies, Community

- Single-day lesson
- Multi-day lesson
- Whole-class lesson
- Small-group lesson

English Language Development levels of students in the class or group:
- Emerging (Beginning)
- Expanding (Intermediate)
- Bridging (Intermediate)
- English Only (Advanced)
- ELD 1
- ELD 2 (Early Intermediate)
- ELD 3
- ELD 4 (Early Advanced)
- ELD 5

Name of instructional model:
- Direct instruction
- Inquiry or problem-based lesson

Formal lesson evaluation?
- Yes
- No

Lesson Objective(s): The learners will create and present their own community using a large poster board.

Lesson Goal(s): Students will be asked to incorporate everything they’ve learned throughout the entire unit to create their own ideal community.

Essential questions: What do you think needs to be included in an ideal community? How might community change in 20+ years?

Lesson’s Language Objective: The learners will improve verbal production of English by presenting their community and improve ability to comprehend verbal English by listening to other classmate’s presentations.

Common Core or Content Standard(s):

2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
4. Compare and contrast basic land use in urban, suburban, and rural environments in California.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.
2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.

CCSS 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

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.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**California English Language Development Standard(s):**

*Collaborative*

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

**Materials:**

- Poster board
- Vocabulary cards (from the entire unit)
- Markers, crayons, pencils
- Glue sticks
- Construction paper

**Classroom Management Strategies:**

Students will work independently on their projects. Students will work in various locations around the classroom. I will play light classic music in the background to present a calm working space. To accommodate ELLs, I will assist with directions.

For students with behavior difficulties, there shouldn’t be any issues because this is an independent project. However, I will assist the students who may be experiencing difficulties. Students will be seated with appropriate spacing to ensure students are not distracted by each other.

**Differentiation:**

**ELLs:** Students will be working independently to complete their project. However, students are instructed to ask their seat partner any questions. If the language becomes confusing for the ELL, he/she may use his/her partner as a resource to clarify the language. The vocabulary picture cards will be available to the students during the entire lesson. The lesson also includes artistic and creative features to further assist ELLs.

**Attention/hyperactive/impulsive disorders:** Create individualized plans for these specific students based on their individual triggers. The lesson features art and creativity where students can freely create their ideal community. Therefore, students should be engaged for the most part. However, specific students can complete their activity in a quieter space and/or individually if needed.

**Advanced Students:** Because this will most likely be a multi-day project, I do not anticipate early finishers. However, if students finish early they will be encouraged to help others students with their projects.

**List Academic Language to emphasize:**

- Work, play, live
- Urban, suburban, rural
- Houses, apartments, condominiums
• Schools, transportation, jobs

**Assessment Plan:**

*Informal assessment:* Observe students working independently on their projects. Point out student progress and share with the class.

*Formal assessment:* Assess each student's project. The project must include the following:

- Identify with a specific community type: urban, suburban, or rural
- Places to work, play, and live (must include 2 of each)
- Houses, apartments, and/or condos (must choose 1, but can include more)
- Town hall, Schools, ways of transportation (must include 2 of each)
- Must be neat and clear

**Opening**

*Motivation:* To begin this lesson, I will start by review everything we’ve done and learned about throughout the entire unit. I will ask students to share some of their favorite activities from the unit. Present the poster board and explain that students will be creating their ideal community. Collect a few ideas of what it means to have an ideal community. What must be included?

**Explanation of Objective:** Explain the learning objectives to the students. Students will be using their knowledge from the entire unit to logically create an ideal community. Their community must include a list of objectives we have covered throughout this unit.

**Body of the Lesson**

**Learning Activities:**

- Begin lesson with a review of everything we’ve learned from the unit so far.
- Collect ideas and write them on the board.
- Explain that today students will be start a multi-day project to create their ideal community, keeping in mind everything we’ve learned about in this unit.
- Present the poster board to the students and show the checklist of criteria that must be included in each student’s community.
  - Identify with a specific community type: urban, suburban, or rural
  - Places to work, play, and live (must include 2 of each)
  - Houses, apartments, and/or condos (must choose 1, but can include more)
  - Town hall, Schools, ways of transportation (must include 2 of each)
  - Must be neat and clear
- Thoroughly explain each section that must be included on the poster.
- Allow students to choose spaces around the room to work on their project.
- Because this is a rather large project, it will most likely take 2 social studies periods to finish.
• As students begin their project, I will walk around and observe each student's work, providing feedback when necessary.
• Students will store their projects away when social studies time has run out.

**Demonstrations/Modeling/Examples:** I will model what needs to be included in each project by writing in clearly on the board for the whole class. I will also create picture cards for all the vocabulary in the unit that will be available to use during the entire lesson.

**Checking for Understanding:** I will continuously monitor learning throughout the lesson and assist any students who may be struggling with their project. I will assess the student’s projects when they are finished.

**Guided Practice:** I will be walking around helping students with their projects. I will provide guiding questions to help students gain a better understanding.

**Closing**

• To close this lesson, and this unit, I will remind students of all the activities and lessons included in this unit.
• I will ask the students if they enjoyed using primary sources and artifacts with each of their social studies lessons.
• Students will finish their projects during the next social studies lesson and I will schedule presentation dates and times for each student to present their community.
  o Families will be welcomed in to watch the presentations

**Assessment:** Students will be formally assessed on their projects and presentation skills. A rubric will be handed out regarding the expectations of the project and presentation. If the project includes all of the following:
  o Identify with a specific community type: urban, suburban, or rural
  o Places to work, play, and live (must include 2 of each)
  o Houses, apartments, and/or condos (must choose 1, but can include more)
  o Town hall, Schools, ways of transportation (must include 2 of each)
  o Must be neat and clear

Then the project will receive a 15/15. Students who score anything below a 10/15 will meet with me to ensure they understood the requirements of the project.
Anticipated Lesson Notes

With this being the last lesson in the unit, I wanted students to create a project that encompasses the entire unit. I think students will really enjoy this project because it allows students to create their own ideal community. Students can create a community the way they see it should be. It would be very interesting to see what the students come up with. I anticipate the students will love this project and create beautiful works of art that deserve to be presented and displayed for all to see. I believe the students will truly enjoy this unit overall and hopefully it will change the way they view social studies.
CHAPTER 5

Implications for this project

I have created this unit to inform current and future educators about the importance of teaching social studies out of the textbook. Incorporating primary sources is merely one example that helps social studies come alive for students. Social studies is such an important subject that shapes children as they grow to make rightful decisions in life. The social studies unit I have created can be used in any second grade classroom, future educator’s college courses, or a professional development course. I hope this unit further educates teachers on the importance of social studies instruction.

When using this unit, educators must first examine their specific state standards to see where the concept will fit into the curriculum. I created this unit based on CA state standards for second grade. However, I also included Common Core standards (which can be adopted in most states across the country). Going further with this unit, I would suggest that educators utilize the unit for ideas and individualize the activities to best-fit individual classrooms. This unit could work in my classroom (contextualized in Los Angeles) but not necessarily work perfectly in every classroom. Therefore, I suggest educators to use this unit as a reference guide and create activities that will best suit the students. It is also necessary that educators change the primary sources for each lesson to ensure they are actual primary sources. A primary source is an artifact that belongs to you. The primary sources in this unit are primary sources from me. This means if an educator were to adopt this unit, he/she would need to create new primary sources that belong to the individual.
In addition, educators would also need to create new differentiated instruction and modifications to each lesson that adhere to the needs of their students. In this unit, I created modifications and differentiation for English Language Learners and students with behavior difficulties. However, classrooms are inclusive and very diverse today. Therefore, educators would need to create modifications and differentiated instruction to best fit the individuals in the classroom. In all, the unit should be used as a starting point for educators who are seeking new and fun ways of teaching social studies. The unit should not be fully adopted by script.

Creating this unit has definitely brought a few challenges in the development of it. I initially found it difficult to think of primary sources that could be included into the unit. I found myself resorting back to photos, and just that. After researching a bit more about primary sources, I realized there is much more than just photos I could use. With this, I thought of using my apartment pamphlet, grandfather’s tools, and letter that I wrote to the town hall. I began to think of several diverse primary sources that could be incorporated into the unit. Finding the primary sources was definitely the most challenging part to creating this unit. However, the primary sources are what really make this unit so unique and memorable for students.

I also experienced difficulty with creating the design the unit. I wanted to make sure all ten lessons flow into one another. It became challenging to fit in lessons regarding past communities because I did not want to start or end with these lessons. Therefore, I had to somehow find a way to fit them in the middle without disrupting the flow of the lessons. I use a pencil and paper and began to organize and reorganize the order of the lessons until they finally made sense together as a unit. With this being my
first time creating an entire social studies unit, I found many difficulties along the way. But I am proud to say I continued through all the difficulties and created a successful and engaging social studies unit.

Moving forward, I have now gained the experience and the work ethic it takes to develop curriculum. My recommendation for future work with this unit would be to create larger projects within the unit and possibly creating a class play about the community of learners in the classroom. I wish I had incorporated more art into the unit because art is a universal language and adored by elementary students, especially second graders. An extension of this project would be a great idea to demonstrate how primary sources can be inserted into several different social studies topics. Additionally, a professional development course could also be an extension of this project. The professional development course could educate future and current teachers on how to teach an interactive and engaging social studies curriculum using primary sources.

Completing this project has not only taught me a lot about teaching and content knowledge, but it has also taught me a lot about myself as a learner. This project has brought difficulty, joy, stress, education, and happiness into my life. I am proud to have created a social studies unit that will help build an awareness of effective teaching strategies for social studies. I hope this project also teaches the importance of teaching social studies and what our students are robbed of when taught out of a textbook. This project argues the importance of bringing social studies instruction to the forefront of elementary schools through the use of primary sources. For the sake of our students’ future and the future of this democratic society, educators must become aware of the
impact that meaningful social studies instruction has on the lives of their students; and I am hoping this project will shed light on that.
REFERENCES


