



Summary

Where We Are In Place and Time- Historical Figures

Subject

Social Studies

Year

Second Grade

Start date

Week 4, November

Duration

6 weeks

Inquiry

Transdisciplinary Theme



Where we are in place and time

The Central Idea

People of the past contribute to current life.

Lines of Inquiry

- Lives of historical figures
- beliefs and values of historical figures
- the influence of these beliefs and values on our lives today

Teacher questions

- How have the people of the past contributed to or influenced our beliefs and values today?
- How would our lives be different without these people?
- Why is it important that we learn about historical figures/

Learning Goals

Scope & Sequence

Social Studies

[CCGPS] Historical Understandings

Learning Outcomes

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding



of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).

b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

[IB] Human systems and economic activities

Overall Expectations

will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Conceptual Understandings

Formulate and ask questions about the past, the future, places and society

Learning Outcomes

reflect on a journey he or she has taken and what was learned from it

identify the chronological steps necessary in making a journey

Standards and benchmarks

Georgia State Standards

GSE: Physical Education (2018)

Fitness Grade 2

PE2.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- Recognizes physiological indicators that accompany moderate to vigorous physical activities (feels hot, thirsty, sweaty, increased heart rate and heavy breathing).
- Actively engages in physical education.
- Identifies physical activities that contribute to fitness in and outside of a physical education setting.
- Practices the proper protocol for each Georgia Fitness Assessment component.



Key and Related Concepts



Key Concepts

Key Concepts

Key questions and definition

Subject Focus




Perspective

What are the points of view?

The understanding that knowledge is moderated by different points of view which lead to different interpretations,

Social Studies



Key Concepts	Key questions and definition	Subject Focus
	understandings and findings; perspectives may be individual, group, cultural or subject-specific.	
 Responsibility	What are our obligations? The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.	



Developing IB Learners

☆ Learner Profile



Communicators



Principled



Open-minded



Risk-takers (Courageous)



Reflective

Description

Formulating questions, collecting data, and presenting data- The students will communicate ideas and questions with each other. The questions will guide the research. Finally, the students will present their findings to their peers using digital tools..



ATL Skills



Approaches to Learning

Description

Formulating questions, collecting data, and presenting data- The students will communicate ideas and questions with each other. The questions will guide the research. Finally, the students will present their findings to their peers using digital tools..



Communication Skills

- Exchanging information - Listening, interpreting and speaking

Listening



Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Ask for clarifications.

Listen actively and respectfully while others speak.

Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.

Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.



Action

Student-initiated Action

Students chose to do further research on other historical figures and people from the past. They checked out books from the school library and researched on the internet. This led to them becoming interested in the genre of biography. Students also



reported that they, along with their families, visited historical attractions in our state, such as the Dr. Martin Luther King Center and the Juliette Gordon Lowe house.



Assessment & Resources

Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Goal: Your goal is to research a historical figure of your choice that contributes to life today and describe him or her to your class.

Role: Your role is the creator and presenter of the selected historical figure.

Audience: Your audience is your class.

Situation: You need to create a google slide presentation describing the historical figure of your choice. The class will try to guess who you are describing. You will present your slides to the class.

- Years the person lived
- Place the person was from
- Important things your person did
- IB profiles and attitudes the person exhibited
- Any other facts you feel are interesting

Standard:

SS2H1: Describe the lives and contributions of historical figures in Georgia history. (James Oglethorpe, Tomochichi, Sequoyah, Mary Musgrove, Jackie Robinson, Martin Luther King, Jr., Juliette Gordon Low, Jimmy Carter)

SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

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What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Possible ways to assess students' knowledge is to apply the Zoom- In visible strategy. You can place a photo of several historical figures from Georgia on the Promethean board and on a sticky note, have the students to write on one color sticky(what do you see or notice?) On another sticky,(a different color sticky) have the students to write one-two facts about the individual. On the last sticky (a different color), have the students to write a question they would like to have an answer to about the individual. These questions will invoke and lead the research skills on each individual listed.



Learning Experiences



Designing engaging Learning Experiences

Extension and Enrichment Activities:



[G2_Where_we_Are_in_Place_and_Time.docx](#) Dec 7, 2021

Music

Central Idea: Music expresses ideas.

Key Concepts: Form, Connection, Reflection

Learner Profile: Students will develop reflective, knowledgeable, communicator, and inquiring learner profile attributes as they explore these composition techniques.

Activities:

- Rhythm word chains students compose using words describing their historical person
- Singing, playing, or dancing to a song from a particular time period
- Use quaver to compose a song that reminds you of your chosen person

Students will develop their knowledgeable and inquiring learner profiles as they explore historical connections and compositional techniques.

Visual Art Class Instruction:

Central Idea: Creating moods through color theory

Key Concept: Perspective

Learner Profile: Thinker

Students will create winter landscapes using collage, painted paper, warm and cool colors. Students will explore analogous colors, and how they blend to create new values.

Physical Education:

Central Idea: Connecting to real-life situation while playing holiday games

Key Concept: Connection

Learner Profile: Thinker, Communicator, Principled

Students will take part in holiday activities allowing them to cooperate with each other and work together to accomplish a common goal. Students will increase their heart rates while participating in activity.

Science Class Instruction:

Key Concepts: perspective, responsibility, reflection

- Students will also observe the physical world around them on a school grounds hike to gather information about the weather, plants, and animals. Students will compare and contrast with what Cherokee would have around them as they



walked around their village. Students will begins to discuss the causes of the environmental changes.

- Students will be guided to further explore what causes environmental changes to determine if the changes are positive or negative with the use of See Think Wonder and Tug-of-War thinking routines using various materials (posters, slideshow of Peachtree Creek, its part of the water cycle and the amount of trash and pollutants).
- Students will complete action projects to help educate others on the importance of a clean environment and Peachtree Creek: posters, study about how the 3 R's work and don't work, buttons, Dear Children of the Earth, making recycled paper.

Provocations

Each teacher will dress up or imitate a historical figure from Georgia. We will gather the children in a central area (Media Center) and reveal ourselves as the historical figure. We will act out our figure and tell facts about the person.



Reflections

General Reflections

Looking Back



Jessica Weingart Nov 29, 2021 at 8:13 AM

Caring Bingo: Kids were excited, but we need more time. There has

been lots going on in the month of November. Promoting unified expectations across specials was nice.



Jessica Weingart Nov 30, 2021 at 3:56 PM

We would do our bingo again in a less busy time of year, perhaps September and March.



Susanne Hendrickson May 9, 2022 at 3:06 PM

Students were able to make connections between the achievements of the historical figures and the learner profile attributes. Students read non fiction and did research about the historical figures. Students created posters and google slides to exhibit understanding.



☰ Looking Forward



Susanne Hendrickson May 9, 2022 at 3:03 PM

We discovered that when students took responsibility for their own learning by choosing a historical figure to research, they were more engaged in the process. They independently chose to learn about historical figures that were not part of the curriculum. Due to covid, we were unable to create the wax museum. We would like to revisit this idea in the future.