

**Accompanying Sample Social Studies Lesson Plan for the
Teaching Literacy in Tennessee K-3 Unit Starters
Grade 2 (Change)**

GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

The [Teaching Literacy in Tennessee ELA Unit Starters for grades K-3](#) offer a broad connection to the social studies discipline by including content-relevant texts; however, these texts are not intended to serve as or replace social studies instruction. Rather, they are to be used as a vehicle for teaching literacy skills that produce evidence of learning based on reading a text during ELA instruction.

The accompanying sample social studies lesson plans are derived from the daily tasks found within the ELA Unit Starters and are connected to specific standards found within the [revised Tennessee Academic Standards for Social Studies](#). Though strong connections to social studies content are made in the ELA Unit Starters, the ELA Unit Starters **do not** encompass the totality of the identified social studies standards. These accompanying sample lesson plans offer a precise alignment to the breadth and depth of the social studies standards and provide specific examples of what effective social studies instruction looks, sounds, and feels like by focusing on the specific social studies content and skills that allow teachers to maximize student learning and capitalize on the connections between the ELA Unit Starters and the social studies standards.

2. WHAT IS INCLUDED IN THIS ACCOMPANYING SAMPLE LESSON PLAN?

The accompanying sample social studies lesson plans include the following components:

Lesson Title: The lesson title provides educators with the specific focus of the lesson and indicates an overarching topic that can be used to connect content knowledge between the accompanying sample social studies lesson plan and the corresponding ELA Unit Starter.

Aligned Social Studies Standards: The standards in this document are from the revised Tennessee Academic Standards for Social Studies which will be implemented in fall 2019 and represent the points of connection between the ELA Unit Starters and the accompanying social studies sample lesson plans.

Because the purpose of these sample lesson plans is to complement the ELA Unit Starters with social studies content, the standards noted in the sample lessons may be combined or narrowed to make learning more fluid and coherent. That is, rather than prioritizing a total and complete review of the revised Tennessee Academic Standards for Social Studies, these documents focus on how to extend individual social studies standards—and portions of individual standards—highlighted in the ELA Unit Starters into social studies-specific instruction.

Connections to the ELA Unit Starter: Specific to each of the sample lesson plans, this section identifies the daily tasks from the corresponding ELA Unit Starter that are used as points of connection in the accompanying social studies sample lesson. Reviewing these connections prior to the lesson sequence and instructional notes will help teachers understand the relationship between the lesson and the ELA Unit Starter. Page numbers where teachers can view the full text of the ELA Unit Starter daily tasks are included in parentheses.

Recommendations: This section is specific to each of the sample lesson plans and provides teachers with more detailed information about connections to ELA and suggestions on where to integrate the accompanying social studies content into the ELA Unit Starter sequence as well as other information that may be useful during instruction.

Essential Question(s): Essential questions are open-ended questions that guide students' exploration of content while building knowledge and promoting thinking within the content areas. Essential questions are not typically answerable in a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after deeply exploring content.

Lesson Sequence and Instructional Notes: In this section, the lesson plan is laid out for teachers with specificity. It includes any websites, handouts, bell ringers, exit tickets, etc. that will facilitate strong instruction. Please note that the accompanying sample lesson plans are only suggestions; teachers should review them prior to use in the classroom. Additionally, please note that reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.

3. HOW ARE THE SOCIAL STUDIES PRACTICES ADDRESSED IN THESE LESSON PLANS?

The social studies practices (SSPs) are specific skills that students should apply when learning social studies. By analyzing different types of primary and secondary sources, these skills are applied to create and address questions that guide inquiry and critical thinking and enable students to construct and communicate their conceptual understanding of the content standards while developing historical and geographic awareness.

Because there are areas of inherent overlap between ELA and social studies instruction, these lessons will not call out specific instances in which students engage with SSP.01–SSP.04 (all of which focus on gathering and/or communicating ideas from sources). Instead, these lessons will highlight SSP.05 (developing historical awareness) and SSP.06 (developing geographic awareness), which are vital components of quality social studies instruction that are not traditionally included in ELA instruction. In order to develop historical awareness, students may be asked to sequence the past, present, or future or to understand how things change over time. For example, students may be asked to create timelines or compare photographs of Tennessee at different points in history. To develop geographic awareness, students may be asked to identify geographic symbols on maps and globes or understand relationships between people, places, and resources. For example, students may be asked to distinguish between the physical features of a map or use charts/graphs to show the differences among the three grand divisions of Tennessee.

4. WHY ARE THERE SPECIFIC NOTES ABOUT DAILY TASKS?

Some of the lesson plans include a section at the end of the document entitled, “Note about the ELA Unit Starter for Grade X, Daily Task Y.” These sections note any tasks included in the corresponding ELA Unit Starter that feature social studies content outside of the scope of standards for that grade level. For

For example, in the grade 2 Interdependence Unit Starter, daily tasks 7 and 8 align to a text about how a bill becomes a law. Although students are capable of reading and understanding a text about this topic with support from teachers, how a bill becomes a law is not introduced in the social studies standards until high school. Teachers should be aware that the content noted in these sections may require additional support to ensure that students understand the material and should consider what type of scaffolding will benefit their students most.

5. ARE DISTRICTS REQUIRED TO USE THESE ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

No. As indicated above, districts are not required to use the materials provided; these lessons are optional resources. It is important for teachers and school and district leaders to understand that the ELA Unit Starters do not cover the full breadth and depth of the social studies standards, therefore, additional instructional time should be devoted to social studies instruction.

SAMPLE LESSON 1: *BRANCHES OF THE STATE AND NATIONAL GOVERNMENT*

Aligned Social Studies Standards and Practices:

- 2.21 Recognize that Tennessee has a constitution, which is the basis for our state's laws.*
- 2.23 Describe the three branches of U.S. government and the basic role of each.*
- 2.29 Examine the significant contributions made by people of the U.S., including: Neil Armstrong, David Crockett, Benjamin Franklin, Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Wilma Rudolph, Sequoyah, and George Washington.*
- SSP.05 Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.*

Connections to the [Grade 2 ELA Unit Starter \(Change\)](#):

The connections between these sample lessons and the [Grade 2 ELA Unit Starter \(Change\)](#) are implied rather than explicit. The Unit Starter focuses on political figures who evoked change within our government, including Rosa Parks and Ruth Bader Ginsburg. The daily tasks that align are as follows:

Rosa Parks

Daily Task 5: Create a flyer that inspires and persuades others to join the cause for peaceful change (pp. 59, 64).

Daily Task 6: Write a letter to Rosa Parks explaining how you (the student) observed her act of courage and inspired others to impact change (pp. 69, 73).

Daily Task 8: Create a list of adjectives that describe people (from the texts) that influenced change and create a recipe for a peaceful change-maker (p. 86).

Ruth Bader Ginsburg*

Daily Task 10: Write an article for the school newspaper about women's rights including: the differences in men's and women's rights when Ruth Bader Ginsburg was young, the injustices she faced, and her motivation to be a change-maker. Additionally, predict how Ruth Bader Ginsburg will become a change-maker (p. 95).

Daily Task 11: Write an informational paragraph that explains how Ruth Bader Ginsburg was "the people's" change-maker (p. 99).

**Ruth Bader Ginsburg is not in the standards, but she has also had an impact on our government, particularly the judicial branch.*

Recommendations:

Prior to teaching the daily tasks above, the teacher should introduce information on the basics of government outlined in the social studies standards. Teaching this social studies content early in the instructional sequence is important because as students read about these important change-makers they should consider the impact these figures had in or because of our government. For instance, in order to truly understand the long-term impact of change-makers, a student should understand that the branches of government work together to create change in our country.

Essential Questions:

"How is the structure of Tennessee's government similar/different to the structure of our national government?"

"What roles does each branch of government serve?" (Tennessee Secretary of State Blue Book Lesson Plans, p. 1)

Lesson Sequence and Instructional Notes:

The following sample lesson plan is from the *Tennessee Secretary of State Blue Book Lesson Plans* and is entitled [*Branches of the State and National Government*](#). This sample lesson plan connects to the people in politics investigated in the Grade 2 ELA Unit Starter (Change). The goal of the lesson is for students to understand the branches of government at both the state and national levels. The lesson answers the questions, "How is the structure of Tennessee's government similar/different to the structure of our national government?" and "What roles does each branch of government serve?" (p. 1). Although this lesson plan has been developed for the grades 2–4, grade 2 teachers should focus on the aligned standards above when teaching this lesson. Teachers should review the lesson plan in its entirety prior to completing it with their students to ensure that the materials are appropriate for their classroom and to make any modifications that will benefit their students.

Note: *The Secretary of State has additional lesson plans for all grade levels that teachers may wish to use (with appropriate modifications) in their classroom. Their website is <https://sos.tn.gov/products/executive/blue-book-lesson-plans>*

SAMPLE LESSON 2: REORGANIZING TIMELINES

Aligned Social Studies Standards and Practices:

2.25 Identify the rights and responsibilities of citizens of the U.S.

2.26 Understand that there are laws written to protect citizens' right to vote.

2.28 Describe the fundamental principles of American democracy, including: equality, fair treatment for all, and respect for the property of others.

2.29 Examine the significant contributions made by people of the U.S., including: Neil Armstrong, David Crockett, Benjamin Franklin, Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Wilma Rudolph, Sequoyah, George Washington.

2.30 Describe periods of time in terms of: days, weeks, months, years, decades, and centuries.

2.31 Analyze and interpret events placed chronologically on a timeline, communication, modes of transportation, and types of clothing.

SSP.05 Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.

Connections to the [Grade 2 ELA Unit Starter \(Change\)*](#):

Daily Task 2: Respond to questions in the students' change-makers journal (pp. 33, 38).

Daily Task 3: Create two cards with phrases that explain the contribution of the people being studied to women's rights in America (pp. 43, 47).

Daily Task 4: Write a paragraph explaining the contributions of specific people to American society (pp. 51, 55).

Daily Task 5: Create a flyer that inspires and persuades others to join the cause for peaceful change (pp. 59, 64).

Daily Task 6: Write a letter to Rosa Parks explaining how you (the student) observed her act of courage and inspired others to impact change (pp. 69, 73).

Daily Task 8: Create a list of adjectives that describe people (from the texts) that influenced change and create a recipe for a peaceful change-maker (p. 86).

Daily Task 9: Complete a graphic organizer about Wilma Rudolph (p. 91).

Daily Task 10: Write an article for the school newspaper about women's rights including: the differences in men's and women's rights when Ruth Bader Ginsburg was young, the injustices she faced, and her motivation to be a change-maker. Additionally, predict how Ruth Bader Ginsburg will become a change-maker (p. 95).

Daily Task 11: Write an informational paragraph that explains how Ruth Bader Ginsburg was “the people’s” change-maker (p. 99).

Recommendations:

The daily tasks for this Unit Starter lead to a “Hall of Change Exhibit” and include a journal where students collect their thoughts based on the texts they have read. It is important to note that not all of the people the students are reading about are found in the social studies standards. Of the people being studied, only Rosa Parks and Wilma Rudolph are found in the social studies standards. Teachers should ensure that they are not limiting instructional time to only the people in these texts as doing so would not include the full breadth and depth of the social studies standards. Although Rosa Parks and Wilma Rudolph were change-makers, so were others included in the standards, including George Washington and Martin Luther King Jr.

Additionally, the sample lesson below focuses in on timelines and, though students learned about timelines in grade 1, they may need to be refreshed on how to construct timelines and the different ways they can appear.

Essential Question:

What are biographical timelines and how can they be rearranged to create new timelines?

Lesson Sequence and Instructional Notes:

1. The teacher should introduce this lesson by leading a discussion of events that have happened in students’ lives. Examples could include: birth, losing a tooth, starting school, etc.
2. The teacher should then introduce the term biography and ask students if they have seen or read a biography. Teachers may wish to ask students if any of the books they have been reading are biographies and discuss why they are or are not biographies. The discussion should build an understanding that biographies go in “time order.”
3. Students should then work in groups to brainstorm five events that may have happened in the teacher’s life. Once all groups have five events, the teacher should make a list on the board of the events. The teacher should then highlight specific dates that are “important” and tell students that they are going to make a timeline.
4. At this point, the teacher should ask students what all good timelines have in common (i.e., date and description). The teacher should then add dates to each of the events. While adding dates to the events, the teacher should reference various periods of time (e.g., years, decades, before, after, present).
5. Next, the teacher will pass out a blank horizontal timeline (*this would be a great time to tell students that there are different types of timelines and explain why this type is called a horizontal timeline*) and ask students to complete a timeline of the teacher’s life. The timeline should include dates, descriptions,

pictures, and a title. *This is a good place to stop the lesson for the day.*

6. The teacher will tell students that they are going to complete a biographical timeline about the people they have been learning about during the literacy block (e.g., Elizabeth Cady Stanton, Elizabeth Blackwell, Ruby Bridges, Rosa Parks, Wilma Rudolph, and Ruth Bader Ginsburg). Students will then work in groups to find significant dates and events from the ELA Unit Starter books they have been reading. Students should write these dates, events, and the person's name on each index card (one per index card). Each group should have the opportunity to view each book to extract applicable dates (the teacher should decide how many dates they want their students to find). *This part of the lesson will take some time. Teachers should plan accordingly.*
7. Next, the teacher will ask the groups to organize the index cards into chronological order. Once the students have their cards in the proper order, the students should discuss the various periods of time they have on their timelines (e.g., months, years, decades, centuries). *The teacher may ask each group to present their timelines to the class if time allows.*
8. Culminating activity: The teacher should lead students in an investigation of the various groupings that are possible within the events on the timeline. As the teacher reads out each grouping, the students should pull those index cards out of the timeline to make a new timeline (depending on what students have noted on their cards, they may have to make new ones). After each of these new timelines are made, the teacher should lead the students in a discussion about those timelines and why they are important or how they are different. The following examples can be used (*the teacher may need to clarify what each means*):
 - Rights and responsibilities of citizens (standard 2.25)
 - Voting (standard 2.26)
 - Equality (standard 2.28)
 - Fair treatment for all (standard 2.28)
9. Once students have worked through the above timelines, the teacher should have the students work in groups to make their own "groupings" that are different than those that have already been completed. Once they have determined their new groupings, the students should create a vertical timeline of events (including dates and a title) and answer the following questions about their timeline:
 - A. Why did you select this grouping?
 - B. What important people do you have included? Why are they important?
 - C. What periods of time are included in your timeline?

EXTENDING THE END-OF-UNIT TASK INTO SOCIAL STUDIES: *OBJECT-BASED LEARNING—IMPORTANT AMERICANS*

Aligned Social Studies Standards and Practices:

2.29 *Examine the significant contributions made by people of the U.S., including: Neil Armstrong, David Crockett, Benjamin Franklin, Martin Luther King, Jr., Rosa Parks, Jackie Robinson, Wilma Rudolph, Sequoyah, and George Washington.*

2.32 *Contrast primary and secondary sources.*

SSP.05 *Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.*

Connections to the [Grade 2 ELA Unit Starter \(Change\)](#):

End-of-Unit Task: *Students will complete a “Hall of Change Exhibit,” including an informational speech about three key change-makers explaining their contributions that led to change in the United States (this task has multiple parts, p. 101).*

Recommendations:

In contrast to the in the lessons above, in which social studies instruction is designed to precede the Unit Starter tasks; here, teachers can use the Unit Starter end-of-unit activity as a jumping-off point to make social studies instruction more meaningful. The following lesson is based upon the “Hall of Change Exhibit” and bridges the gap between ELA and social studies.

This lesson uses object-based learning. Object-based learning is a student-centered learning approach that uses objects to facilitate deep learning. Objects may take different forms, small or large, but necessitates students handle, work with, and interrogate physical objects.

Essential Question:

Can an individual make a difference in history?

Lesson Sequence and Instructional Notes:

Prior to this lesson, the teacher should have prepared nine boxes (*another container, like a bag, could also be used*) of objects from the list in Appendix A. The boxes will be the center of the lesson and should be numbered “1” to “9” and placed in various locations around the room. The teacher should have printed off copies of the worksheet for all students (Appendix B). *This lesson may take more than one day.*

1. The teacher should introduce this lesson by dividing a piece of chart paper into nine cells (like a grid;

this can also be done on a white board or interactive white board). The teacher will ask students to list the different change-makers they have been learning about in the texts they have been reading in their literacy block (e.g., Elizabeth Cady Stanton, Ruby Bridges, Ruth Bader Ginsberg). As the students give the names, the teacher should write the names at the top of each of the cells. Once all nine names are written, the teacher should ask for words that describe the people they have been studying and write them in the names in the cells. Then, students will craft a historically accurate sentence using at least three of the people/words. The teacher should ask for volunteers to read their sentences aloud. After each student reads their sentence, the teacher should ask follow-up questions to both the student and class, such as: “Why did you choose to use those people/words?” “What do those people/words have in common?” and “What makes the sentence historically accurate?” After several students have shared, the teacher will tell students that they are going to learn about some other famous people and their importance.

2. The teacher should then introduce the idea of object-based learning by telling the students that they will work in small groups to learn about people through everyday objects like photographs, hats, toys, etc. The teacher will then break students into nine groups and give students the Prediction Chart (Appendix B). The teacher will tell students that, over the next several days (*the teacher should determine the length of the activity based on class needs*), they will be working in small groups at stations to fill their chart. The teacher should tell students that, inside the numbered boxes, they will find different kinds of objects about the same person. Students’ task is to look at all of the objects in the box, describe what they see, predict who they think the objects describe, and indicate how the object may be of significance to the person, while using evidence. The teacher display the nine figures’ names on the board for this lesson so students have a basis to make predictions (Appendix A). Students will have approximately seven minutes with each box to make their predictions. *Seven minutes is only a suggestion; how long each student spends with each box and how many boxes the students view each day is up to the teacher. On any subsequent day that students will be working on this activity, the teacher should refresh previous learning through bell ringers or other lesson openers (e.g., add three additional boxes to the nine-box lesson opener and have students make new predictions).*
3. Once all students have gone to all nine stations, the teacher will ask students to select the station at which they are 100 percent certain that they have correctly identified the person and write one paragraph describing the objects and providing evidence about why they think those objects describe that person. This should be used as an exit ticket and should be reviewed prior to the next lesson.
4. When the class picks up this lesson, the teacher should have pre-selected three to five correct student predictions. The teacher should open this portion of the lesson by reading aloud different descriptions (but not identifying the person) and asking the class to predict who they think the paragraph is about. The teacher should ask follow up questions like “Why do you think that?” or “Do you remember anything else that could be added?”
5. Once the teacher has gone through several predictions, the teacher should have students take out their Prediction Chart. The teacher should then go through each box individually and ask students to describe the objects and use their evidence to tell who they thought each station represented and why. The teacher should reveal which person is being described at each station at this point. While the teacher is going through the people, they should write each name on the board or on a piece of

chart paper. Then, they should ask students to name the other change-makers they learned about (e.g., Elizabeth Cady Stanton, Ruby Bridges, Ruth Bader Ginsberg) and add them to their lists. The teacher will then give students the following culminating activity:

The student will select four people from the list and write a riddle for each that describes the historical significance of each using the following steps/rules:

- Start with the answer in mind!
- Think of clues that will help someone to guess your answer.
- Use sentences like: "I look like..., I sound like..., You can find me..., I have..., I am..., I feel..."
- Add to each sentence by saying "but" (e.g., I'm good to eat, but not with a fork).
- Use your imagination and think creatively!
- Do not use the person's name in the riddle.
- Use no more than six lines, and no less than four.
- It doesn't have to rhyme, but it can.
- Finish the line with "Who am I?" (Poetry for Kids, 2019)

Example of a riddle:

"I have streets but no pavement,
I have cities but no buildings,
I have forests but no trees,
I have rivers but no water.
What am I?"
(A map!) (Poetry for Kids, 2019)

APPENDIX A

Although titles of images are often used to help students determine key details, the teacher may not wish to include titles in this activity as they can give away the answer.

Neil Armstrong:

[The moon, 1896](#)

[Neil A. Armstrong, half-length portrait, facing slightly left](#)

[The Road to Apollo - Footprints on the Moon](#)

[Saturn the Giant](#)

Common Object(s): American flag, dehydrated food (e.g., freeze dried ice cream, beef jerky)

Quote ([from NASA biography on Neil Armstrong](#)): "That is one small step for (a) man, one giant leap for mankind."

David Crockett:

[Colonel Crockett / engraved by C. Stuart from the original portrait by J.G. Chapman.](#)

[Tennessee, 1909](#)

[Schönberg's map of Texas.](#)

[Battle of the Alamo / Percy Moran](#)

Common Object(s): coonskin hat

Quote (from [NARRATIVE OF THE LIFE OF DAVID CROCKETT, OF THE STATE OF TENNESSEE](#)): "About eight hundred of the volunteers, and of that number I was one, were now sent back, crossing the Tennessee river, and on through Huntsville..."

Benjamin Franklin:

[Benjamin Franklin](#)

[Colonies During the French and Indian Wars, 1754-1763](#)

[France, 1769-1789](#)

[The Declaration of Independence, displayed in a dimly lit hall at the National Archives, reserved for the original Charters of Freedom. Washington, D.C.](#)

Common Object(s): almanac, kite, glasses, key

Quote (from [The Autobiography of Benjamin Franklin](#)): "This library afforded me the means of improvement by constant study, for which I set apart an hour or two each day, and thus repair'd in some degree the loss of the learned education my father once intended for me. Reading was the only amusement I allow'd myself."

Martin Luther King Jr.:

[Martin Luther King Jr.](#)

[Civil Rights March on Washington, D.C.](#)

[Lorraine Motel, Memphis, Tennessee](#)

[Man in wheelchair at the March on Washington, 1963](#)

Common Object(s): Flyer for a rally, microphone

Quote (From "[I Have a Dream](#)"): "I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream."

Rosa Parks:

[Woman fingerprinted. Mrs. Rosa Parks, Negro seamstress, whose refusal to move to the back of a bus touched off the bus boycott in Montgomery, Ala.](#)

["We Shall Overcome" became the anthem of the civil rights movement of the 1960s](#)

[\[Rosa Parks seated in the front of a public bus, likely a staged photograph representing the end of segregated buses and her role in the Montgomery bus boycott from 1955 to 1956\]](#)

[Bus transportation](#)

Common object(s): Medal (of freedom), (model) bus, NAACP sign, protest sign (for equal rights)

Quote: (from [Biography.com](#)) "I have learned over the years that when one's mind is made up, this diminishes fear; knowing what must be done does away with fear."

Jackie Robinson:

[Baseball](#)

[\[Film still from The Jackie Robinson Story showing Jackie Robinson \(as himself\) with fellow Dodgers in the dugout\]](#)

[\[Back cover of Jackie Robinson comic book\]](#)

[\[Microfilm frame of front page of Pittsburgh Courier \(Washington Edition\), April 19, 1947\]](#)

Common object(s): baseball themed items, like: bat, ball, hat

Quote: "Baseball is like a poker game. Nobody wants to quit when he's losing; nobody wants you to quit when you're ahead."

Wilma Rudolph:

[\[Wilma Rudolph at finish line during track meet in Madison Square Garden\]](#)

[Isthmian Games](#) (clip art of running)

[Tokyo 1964](#)

[Polio research: a light is beginning to dawn](#)

Common object(s): running shoes, sweatband, crutches

Quote: "I don't know why I run so fast, I just run." Or "I tell them that the most important aspect is to be yourself and have confidence in yourself, I remind them the triumph can't be had without the struggle."

Sequoyah:

[Cherokee alphabet](#)

[Sequoyah, inventor of the Cherokee alphabet](#)

[Statue of the Cherokee leader Sequoyah, Cherokee, North Carolina](#)

Common Object(s): Cherokee alphabet, quill, \$1 coin, a flag of the Cherokee Nation

Quote: *Examples from the Cherokee Alphabet*

George Washington:

[George Washington / painted by G. Stuart ; engraved by H.S. Sadd, N.Y.](#)

[George Washington](#)

[White House](#)

[Mount Vernon](#)

[Washington's triumphal entry into New York, Nov. 25th, 1783 / C. Inger lith.](#)

Common Object(s): a dollar bill, fake teeth, toy soldier, toy horse

Quote: (From [Washington's Farewell Address](#)): "The basis of our political systems is the right of the people to make and to alter their constitutions of government."

APPENDIX B
Prediction Chart

Name: _____ Date: _____

Directions: As you travel to each station, fill in the chart below.

Station Number	Describe ✓ What do you see in the box? ✓ Do you see or feel anything special or unique?	Predict ✓ Who do you think the person is? ✓ When do you think they lived? ✓ Why do you think they are/were important?	Evidence ✓ Select at least two pieces of evidence that prove your prediction, and tell why you think that.
Station 1			
Station 2			
Station 3			
Station 4			

Station Number	Describe ✓ What do you see in the box? ✓ Do you see or feel anything special or unique?	Predict ✓ Who do you think the person is? ✓ When do you think they lived? ✓ Why do you think they are/were important?	Evidence ✓ Select at least two pieces of evidence that prove your prediction, and tell why you think that.
Station 5			
Station 6			
Station 7			
Station 8			
Station 9			

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ⁱ Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.