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

TN Department of Education

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

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: *PRINCIPLES OF THE U.S. CONSTITUTION*

Aligned Social Studies Standards and Practices:

2.21 *Recognize the U.S. has a constitution, which is the basis for our nation's laws.*

2.23 *Describe the three branches of U.S. government and the basic role of each.*

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

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 (Interdependence):

Daily Task 2*: Write a paragraph that explains at least three democratic principles stated in the Preamble, and how they apply to a United States citizen (p. 26).*

Recommendations:

Prior to teaching the Unit Starter above, the teacher should introduce information on the basics of government found within the social studies standards. This is important because we want students to understand that government is the basis for all laws. Although the lesson is written for grade 4, teachers can modify the lesson for their classroom and students.

Essential Question:

"What is the Constitution of the United States?"

Lesson Sequence and Instructional Notes:

The following sample lesson plan is from the Tennessee Secretary of State *Blue Book Lesson Plans* and is entitled *Principles of the U.S. Constitution*. This sample lesson plan connects to the principles of the U.S. Constitution as well as the general question, "What is the Constitution?" The goal of the lesson is for students to understand how the constitution was ratified as well as the principles that are embedded within it. Although the ratification of the constitution is above grade level (taught in grade 4), the remaining portions of the lesson can be used with teacher support and focus on the aligned standards to teach 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: *WHAT IS A CITIZEN?*

Aligned Social Studies Standards and Practices:

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

2.27 *Compare ways one becomes a citizen (i.e., by birth or naturalization).*

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 (Interdependence):

Daily Task 4*: Write a paragraph explaining the rights and responsibilities you (the student) has as a young citizen of the U.S. and what might happen if you didn't have those rights (p. 37).*

Recommendations:

The daily task for this Unit Starter assumes that students know what a citizen is. It is important to note that prior to teaching this daily task, students should learn about what a U.S. citizen is (this is especially important for those students who are not citizens). Teachers should ensure that they are being mindful of all students in the class and approach the idea of citizenship from a neutral perspective.

Essential Question(s):

What is a citizen?

What are the key rights and responsibilities of citizens?

Lesson Sequence and Instructional Notes:

The following sample lesson plan is from iCivics. iCivics was founded by former Supreme Court justice Sandra Day O'Connor and provides teachers with effective, innovative, freely accessible resources to ensure that every student receives a high-quality civic education. The lesson plan is entitled *Citizen Me* and includes a lesson plan, handouts, and sample PowerPoint. *All resources on iCivics are free; however, teachers must create an account to access the materials.* This sample lesson plan introduces students to different levels of society (e.g., home, school, state) and answers questions like, "Do citizens have any rights?" "Do citizens have any responsibilities?" and "What are the different types of citizens?" The goal of the lesson is for students to understand both what citizenship is and what the rights and responsibilities of citizens are. 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.

SAMPLE LESSON 3: *PROCUDERS AND CONSUMERS IN THE U.S.*

Aligned Social Studies Standards and Practices:

2.04 *Examine different type of producers and consumers in the U.S.*

2.05 *Recognize major U.S. industries and their products, including: agriculture, manufacturing, tourism, transportation, etc.*

Connections to the Grade 2 ELA Unit Starter (Interdependence):

Daily Task 9*: Write an article (including illustrations) for a local newspaper that explains what producers and consumers are, how they are connected, and how they help the economy (p. 61).*

Daily Task 10: *Create an advertisement for an item produced (based on the text) and how it can be used as well as its helpfulness (p. 66).*

Daily Task 11*: Write a narrative piece from the perspective of a producer (from the text) as they travel the globe to sell their goods (p. 70).*

Recommendations:

Prior to completing the above daily tasks, teachers should teach a lesson on industry, producers, and consumers. The above activities and accompanying texts will help reinforce the learning about producers and consumers and connect back to social studies instruction.

Essential Question(s):

What are industries found in the U.S.?

What are producers and consumers?

Lesson Sequence and Instructional Notes:

Part 1:

1. *Prior to the lesson, the teacher should prepare a T-chart with "Breakfast" as the header.* The teacher should begin the lesson by asking students to list breakfast foods. The teacher should make a list of breakfast foods in one column of the T-chart as students are giving their examples. After a list has been created, the teacher should ask, "What do you need to eat these breakfast foods?" (i.e., what types of objects would you need to make these foods) and record answers on the other column of the T-chart. Once all of the objects needed to make breakfast have been identified, the teacher should hand out index cards to the students and divide the class into two. One half of the class will

write a breakfast item from the list on their index card and the other half of the class will write an object needed to make breakfast.

2. While the students are writing on their index cards, the teacher should place four boxes around the room. The boxes should have an accompanying picture and be labeled as follows: "Agriculture = Farming," "Manufacturing = Factories," "Commercial = Stores," and "Found in Nature." After the students have written their words on the index cards, the teacher should tell students that there are many different industries found in America and that there are four boxes around the room labeled with those industries. Ask students, "What is an industry?" and write the class definition on an anchor chart entitled "Economics." Once students have come up with a class definition, the teacher will tell students that their task will be to walk around the room, read the industry labels on the boxes, determine which industry their word belongs to, and add their card to the appropriate box. When they are finished, they should return to their seats. *The amount of time required for this activity will depend on student ability, but students should be given a time limit.*

3. Once all students have returned to their seats, the teacher should gather the boxes at the front of the room and ask students the following question, "Based on the boxes around the room, what is industry?" The teacher should allow time to discuss and explore the term, but the students should come up with a working definition. Next, the teacher should discuss each box individually as follows:

    The teacher should ask students what comes to mind when they think of [example] industry. After discussion, the teacher should pull out the cards that students placed in the box and ask students to give a thumbs up or thumbs down as to if they agree that the card is an example of an [example] industry. For any of the cards that there is not a unanimous vote, the teacher should discuss the item and ask why students agree or disagree.

    During this activity, the students should come to understand that a lot of our products come from nature or agriculture.

Part 2:

4. Using the index cards from Part 1, the teacher should ask students, "Where would you go to get these things?" After the students understand that the majority of the things can come from a store, the teacher should ask students, "What are producers and consumers?" The teacher should use root words to help students understand what each mean and come up with class definitions for each. Those definitions should be added to the "Economics" anchor chart.

5. Next, the teacher should split students into small groups and have students "produce" a foldable (of the teachers choosing) using an assembly line. Each student should have their own job, whether that is to fold, cut, glue, etc. Groups should make enough foldables for each member of their group. Once the groups have "produced" their foldables, the teacher should have the students "consume" the foldable by using it to complete an activity about producers and consumers that includes the following:

    - Defining producer, consumer, and industry
    - Providing three examples of each (producer, consumer, and industry)

EXTENDINGTHE END-OF-UNIT TASK INTO SOCIAL STUDIES: *UNDERSTNADING LEVELS OF GOVERNMENT*

Aligned Social Studies Standards and Practices:

2.21 *Recognize that the U.S. has a constitution, which is the basis for our nation's laws.*

2.22 *Recognize that Tennessee has a constitution, which is the basis for our state's laws.*

2.24 *Recognize that our nation makes laws and that there are consequences for breaking them.*

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

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 (Interdependence):

End-of-Unit Task**:** *Create a proposal for a school constitution, including what the branches of the student government will do, what the constitution should include, and how you will create an economy of producers and consumers that will benefit all students (p. 82).*

Recommendations:

In contrast to the in the lessons above, where 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. For example, in this lesson, students will learn that our nation makes laws (standard 2.24), but they will not learn about the consequences of breaking them. The teacher will have to provide additional instruction on that portion of the standard.

Essential Question:

Can an individual make a difference in history?

Lesson Sequence and Instructional Notes:

1. The teacher should begin by giving students a sticky note or a scrap of paper and asking students to write their name on it. The teacher should explain that they are going to look at different pieces of a picture and try to guess what the picture is of (Appendix A); however, they cannot ask the teacher questions and they cannot talk. Students will have an opportunity to write down a guess after seeing each piece of the picture, but they will only have one opportunity to make their guess (e.g., if they make a guess after seeing Picture 2, they cannot revise their guess after seeing Picture 3). When they

think they know the answer, they should write their guess on their paper, fold it in half, and place it in the appropriate stack (the teacher should form four separate stacks—one per picture—so the teacher knows on which picture the student turned in their guess).

2. The teacher will start by showing the students Picture 1 and asking students to think about what the picture could be. The teacher should allow plenty of time to see if any students are going to guess what the picture is of. Once enough time has passed, the teacher will repeat the process for Pictures 2–4. Once all students have turned in their guesses, the teacher should look through the stacks of paper, beginning with the first stack and moving to each subsequent stack until the teacher finds the correct answer—the U.S. Constitution. When the teacher finds the correct answer, the teacher should call on that student (whose name is written on the paper) to tell the class their answer. The teacher should then ask students how they knew it was the Constitution and lead a discussion about the clues they saw in the pictures that led to their guess (e.g., appearance or words on the paper).

3. Once the discussion has concluded, the teacher should remind students that a constitution is a set of rules or laws for a country (students should be familiar with this term from the texts they have been reading in the Unit Starters or from previous social studies instruction). Then, the teacher should tell students that there have been many constitutions written in America and some have been revised and amended (or changed) many times. But, there are currently 51 written constitutions in America. The teacher should then ask students to silently think of a reason as to why this may be. After a minute, ask students to turn and talk to their neighbors and share their theories, ensuring that the students discuss both students' theories.

   Once enough time has passed, the teacher should bring the class back together and ask students to share out what they discussed with their neighbors. The teacher should ask follow-up questions like "Why do you say that" or "What does everyone think about that theory." Once someone in the class has come to the conclusion that that there are 50 states that each have a written constitution and one U.S. Constitution, the teacher can continue the lesson. *Students should come to the correct conclusion on their own. Thought the teacher can certainly provide guidance, it is important for students make the discovery themselves, so they have an aha moment.*

4. The teacher will explain that they are going to do a "Mingle, Pair, Share" and review the directions:

   A. Students mix around the room silently as music plays in the background.

   B. When the music stops, each student finds a partner closest to them (no running across the room to find your best friend!).

   C. When all students have found partners, the teacher poses a question and allows for "think time":

      - What is the purpose of the U.S. Constitution?
      - What is the purpose of the Tennessee Constitution?
      - Why do we need "rules" or "laws?"
      - Why do we need "rules" and "laws" at two levels (state and national)?

   D. When the teacher says go, partner A shares and partner B listens.

   E. Partners switch roles (partner B shares and partner A listens).

F. After both partners have had a chance to speak (teacher will monitor this based on the depth of the question), the music starts again, students mingle, when music stops they find a new partner, the teacher poses new question, etc.

G. Repeat for each question.

After all four questions have been posed, the teacher should have students return to their seats and discuss each of the questions as a group. Once all questions have been discussed and sufficient answers have been given, the teacher can move onto the next portion of the lesson.

5. The teacher should begin this portion of the lesson by showing two different sizes of cups, demonstrating that one cup can fit inside the other, and telling students that one of the cups represents America and the other represents Tennessee. *The teacher could also stack differently sized cups, one on top of the other if they think that visual will benefit their students.* The teacher should ask the students which cup they think represents America and which represents Tennessee and explain why. Once the students have come to a consensus that the smaller cup is Tennessee, the teacher should pull out a third cup that fits inside the smaller cup and ask what the third cup represents. Students should come to the conclusion that the cup represents the local level. The teacher should display all three cups and remind students that we have rules and laws at different levels: national, state, and local. The teacher should then read the sample laws one at a time, asking students which of the three levels the law is from (Appendix B; *these sample laws should be cut into strips prior to the start of the lesson*). When the students come to a consensus on which level the law is from, the teacher should place the strip of paper into the appropriate cup.

6. After all of the sample laws have been sorted, the teacher will break the students into groups *(this can be done ahead of time)* and give each group an envelope with sample laws (Appendix C). Students should work in groups to decide if the laws are from the national, state, or local level. Once all groups have completed the task, groups should rotate to look (but not touch) at how the other groups categorized the laws and discuss whether they may need to change their answers. Students should stay at each group for no longer than one minute *(teachers may decide whether a different amount of time is appropriate for students to discuss other groups' work without becoming distracted)*. Once they have rotated to all of the groups, students should return to their original tables and make any changes they think they need to make. The teacher should then go over the correct answers with the students, discussing each sample law and the level in which it falls.

7. After the discussion is complete, the teacher should have students complete the Understanding Government graphic organizer to solidify and ensure understanding (Appendix D).

NOTE ABOUT THE ELA UNIT STARTER FOR GRADE 2 (INTERDEPENDENCE) DAILY TASKS 5 AND 6

Daily tasks 5 and 6 aligns to one text ("Bill of Rights in Translation: What it Really Means"). Students should read the texts prior to completing the daily tasks as they are above grade-level social studies content. The daily task asks students to:

***Daily Task 5**: Explain to the student body what the Bill of Rights is and what two of the rights mean at a student assembly.*

***Daily Task 6**: Write three rights to be included in your school's Bill of Rights.*

Although second graders are capable of completing this activity after reading the above texts and with support from teachers, the content of the Bill of Rights is first introduced in the grade 4 social studies standards.

NOTE ABOUT THE ELA UNIT STARTER FOR GRADE 2 (INTERDEPENDENCE) DAILY TASKS 7 AND 8

Daily tasks 7 and 8 align to one text ("How a Bill Becomes a Law"). Students should read the texts prior to completing the daily tasks as they are above grade-level social studies content. The daily task asks students to:

***Daily Task 7**: Create a film strip for a movie that shows how a bill becomes a law.*

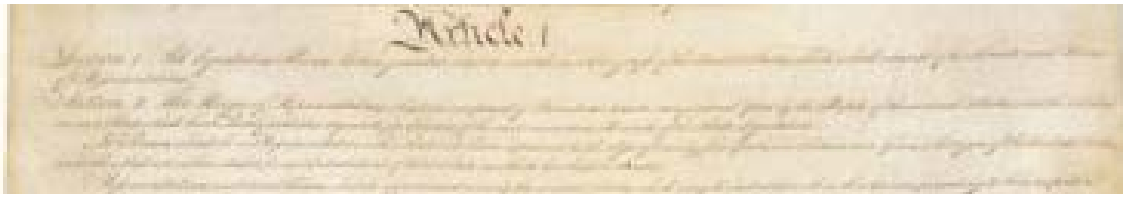
***Daily Task 8**: Write an informative description for the beginning of a movie that explains how the three branches depend on each other to make and uphold laws.*

Although second graders are capable of completing this activity after reading the above texts and with support from teachers, the process of how bills become laws is introduced in the social studies standards in high school course United States Government and Civics.

APPENDIX A

Picture 1:

Picture 2:



Picture 3:

Picture 4:

The above photos are from the United States Archives (Library of Congress).

APPENDIX B

The following are examples of laws at the national, state, and local levels for discussion during the lesson. They should be cut out prior to the beginning of the lesson so teachers can sort the laws into the correct cup.

National	State	Local
An amendment was passed in 1920 guaranteeing all women the right to vote.	Someone robs a bank and goes to jail.	Someone recommends a traffic light be installed on the corner of 1st and Broadway.
A law is passed that protects against racial, age, gender, or disability discrimination.	A person falls at work and receives money for their injuries.	A new housing development wants to build 100 new homes.

APPENDIX C

The following are examples of laws at the national, state, and local levels and should be cut into strips prior to class and placed in envelopes for students to sort.

National	State	Local
A law is passed guaranteeing the right to vote.	A law is passed to build a new section of an interstate.	A new school is needed, and a law is passed so land can be purchased.
A copyright law is passed ensuing that no other musician uses the name of a popular singer.	A law is passed that changes the driving age to 18.	A law is passed ensuring a new fire station can be built.
A law is passed to protect people from copying money.	A law is passed that raises the income tax for people who work.	A law is passed that allows roads to be salted after a snow storm.
A law is passed changing the appearance of the 20 dollar bill.	A law is passed to build a new prison.	A law is passed starting a new bus route.

APPENDIX D

Understanding Government

Name: _____ Date: _____

TERM	DEFINITION	ANOTHER WAY TO SAY…	VISUAL REPRESENTATION
Federal Government			
State Government			
Local Government			

REFERENCES[i]

Bellamy, L. S. (2015, May). Principles of the U.S. Constitution, Retrieved March 19, 2019, from https://sos-tn-gov-files.s3.amazonaws.com/13-14%20Principles%20of%20the%20U.S.%20Constitution.pdf

Citizen Me. (2010, November 1). Retrieved March 19, 2019, from https://www.icivics.org/teachers/lesson-plans/citizen-me

Constitutional Convention. (1787). *Constitution of the United States*.

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