Unit 4: Cranford Then & Now

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 3**
Length: **April-June**
Status: **Published**

Summary

In the second grade Social Studies course, students further refine the civic and cultural competencies that they developed in first grade. The course begins by examining citizenship through the lens of civic responsibilities. Through the presentation of different examples, students learn that the US was founded on principles of democracy, which is reflected in our government's system. Students examine the different rights they have, but also that they have certain responsibilities to both our local and global communities. During the second unit, students investigate how communities differ, but also share similarities. Students engage in a comparative analysis of the experiences of students in Cranford to those in other parts of the world, allowing them to refine key Social Studies skills, expand their geographic understanding, and build cultural appreciation. During the third unit, students learn how different members of the community help produce goods and services that are then consumed. Students also explore ways they can make financially responsible decisions. In the final unit, students serve as novice historians as they complete a comparative investigation of Cranford today and in the past. By examining key primary source documents, students are able to identify the extent of continuity and change in their town.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Perspective - Interpret different perspectives on a particular topic recognizing that views, experiences, or understandings may vary, but still be valued
- Causation - Evaluate the relationship between causes and effects and discuss continuities and changes over time
- Contextualization - Identify and explore the context (historical, geographic, situational, etc.) of different events, places or locations, symbols, or traditions

This unit is part of the larger aforementioned course sequence and specifically focuses on "Cranford: Then & Now" where students will analyze different sources related to Cranford's unique history. Students will find that there are many things that have changed over time, but some things still remain the same. By the end of this unit, students will be able to analyze historical photographs and videos to create a timeline and develop arguments based on historical events and sources.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the

processes of problem solving, and develop civic competence as part of preparation for eventual college, career, and/or civic life.

Revision Date: August 2022

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.SL.2.1.A	Follow agreed-upon norms 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).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCC.2	Use a timeline of important events to make inferences about the "big picture" of history.
6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
6.1.2.HistoryUP.1	Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
6.1.2.HistorySE.3	Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Essential Questions

Essential Questions:

- In what ways has Cranford changed and remained the same over time?
- How do primary sources offer us insights into the past?

Enduring Understandings:

- By analyzing different sources, students will be exposed to Cranford’s unique history.
- There are many things that have changed over time, but some things still remain the same.

Objectives

Students will know:

- Historians analyze the past through different sources.
- Historians can develop arguments outlining their ideas based on historical evidence.
- Cranford has a unique and rich history.

- Some things have changed in Cranford while other things have remained the same.

Students will be skilled at:

- analyzing historical photographs and videos to create a timeline.
- developing arguments based on historical events and sources.

Learning Plan

The learning plan includes, but is not limited to the following:

1. Optional TCI Unit Inquiry Project (p. 136)-

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

2. Complete TCI Lesson 12 (p. 185) How Did One Community Change? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: earthquake, future, past, present, primary source, timeline

c. Hands-On Activity/Reading: Making Timelines to Show How a City Changes

d. Show What You Know: Students will create a timeline of events in their life then draw pictures for each event. They will create a short caption for each drawing.

3. Cranford: Then and Now - (use district provided resources) The instructor will guide students through making comparisons between Cranford in the past to present day Cranford.

Different topics to explore and compare:

a. Schools

b. Homes

c. Downtown Cranford

d. Transportation

e. Clothing

f. Communication

g. Entertainment

Suggested Ideas for Lessons:

1. The instructor will display any photograph from "Cranford: Then and Now" Resources and have students identify five things they notice.

2. The instructor will display a photograph from the past and present and have students compare and contrast.

3. Timeline Activity- The instructor will project for students photographs of different Cranford Fire Trucks from Cranford's Past. Instructor will guide students in discussion about similarities and differences between the different fire trucks. Then, students will complete Timeline Activity. Students will cut and glue the photographs of the firetrucks above the correct year on the timeline.

4. Compare and Contrast Activity- The students will compare and contrast what they wear to school and what students wore to school in 1909. Students will complete the Compare and Contrast Activity by drawing what they are wearing and analyzing what students are wearing in an old photograph. Then, students will list three similarities and/or differences in the clothing.

After exploring the different topics for Cranford in the past, have students choose one topic they would like to focus on to compare present day Cranford to Cranford from long ago.

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments. Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance

tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Lesson 12 "Show What You Know"(p. 200) - Students will create a timeline of events in their life then draw pictures for each event. They will create a short caption for each drawing.
- Cranford Then and Now: Fire Trucks in Cranford Timeline - Students will cut and paste photographs of Cranford Fire Trucks under the corresponding year.

Summative Assessments:

- Lesson 12 Assessment: How Did One Community Change?
- Compare and Contrast: Clothing Activity

Alternative Assessments:

- Unit Inquiry
    - Collecting Evidence (p. 138)
    - Constructing an Argument (p.140)
    - Taking Informed Action (p.140)

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

- District provided photographs and videos of Cranford (past and present)
- District slide deck "Cranford: Then and Now" (see K-5 Drive)

- TCI: Social Studies Alive! My Community
    - Unit Inquiry: pages 136-140
    - Lesson 12: pages 185-200
- Timeline Activity
- Clothing Activity

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts
- Providing opportunities for text-to-speech for written responses
- Use visual presentations of all materials to include graphic organizers for writing
- Mark texts with a highlighter

Note: Teachers can find more specific modifications for English learners, learners with special needs,learners reading below grade level, and advanced learners on the TCI website.