

# Unit 3: History, Culture, and Perspectives (Holidays)

Content Area: **Social Studies**  
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**  
Time Period: **Week**  
Length: **9 Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. This includes patriotic holidays.

**\*SEE UNIT RESOURCES (below) FOR SKILLS COVERED IN WONDERS**

## Transfer

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Students will be able to make informed decisions that reflect fundamental rights and core democratic value as productive citizens in local, national, and global communities.

## Meaning

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## Understandings

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Students will demonstrate the following understandings:

- \* the key events that led to the creation of the United States
- \* the historical documents that impact government and citizenship
- \* the contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the US government
- \* how folklore and historical figures contributed to the American national heritage
- \* how behaviors are influenced by people and their cultures (**New Jersey Amistad Commission Resources**)
- \* how people of various cultures maintain and adapt their beliefs and practices
- \* how prejudice can lead to conflict

- \* the role of historical symbols, monuments, and holidays
- \* how a person's beliefs, values, and traditions may reflect more than one culture
- \* how experiences and events can be interpreted differently by different individuals
- \* why it is important to understand other cultures

## **Essential Questions**

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Students will keep considering...

- How people are different and why it is important to understand those differences?
- What historical events and people have shaped the culture of the United States?
- What are the symbols, monuments and holidays that represent the United States?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know:

- the key events that lead to the creation of the United States.
- the impact of key historical documents
- the historical contributions of George Washington, Thomas Jefferson, & Benjamin Franklin
- the historical contributions of various historical and fictional characters/figures
- how cultural groups maintain traditional beliefs & adopt new beliefs and practices
- how prejudices lead to conflict
- the role of historical symbols and monuments
- that individual's beliefs, values, and traditions may reflect more than one culture
- different cultures may interpret experiences and events differently
- why it is important to understand behaviors and traditions of other cultures
- people celebrate cultural and national holidays

## **Students will be skilled at...**

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Students will be skilled at...

- defining and giving examples of prejudice & stereotypes
- describing how prejudices & stereotypes can lead to conflict
- identifying and explaining the role of historical symbols, monuments, and holidays
- sharing ways people celebrate national and cultural holidays
- explaining how an individual's beliefs, values, and traditions can reflect more than one culture
- explaining how different cultures interpret different experiences
- identifying the contributions of famous historical figures
- describing how culture is expressed through people's behavior
- identify the key events that led to the creation of the United States
- describing the Declaration of Independence and its impact on the present day government
- describing why it is important to understand other cultures

## **Academic Vocabulary**

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cultures

United States of America

Declaration of Independence

Citizenship

George Washington

Thomas Jefferson

Benjamin Franklin

local

folklore

tradition

prejudice

stereotype

monument

historical symbol

values

traditions

holidays

veteran

Constitution

Arbor/Earth Day

## **Learning Goal 1**

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- describe how stereotyping and prejudice can lead to conflict

SOC.6.1.4.D.16

Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.2

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Target 1**

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SWBAT use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

## **Learning Goal 2**

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- explain the role of historical symbols, monuments, and holidays and how they affect the American identity

SOC.6.1.4.D.17

Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and

synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.2

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Targets 2

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### SWBAT

- identify historical symbols and monuments
  - identify how historical symbols affected the American identity
  - identify how people celebrate different cultural and National holidays
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- Identify and describe Abraham Lincoln and the impact he had on America
  - Identify and describe Arbor and Earth Day and the impact on America.
  - Identify and describe Decoration/Memorial Day and the impact on America
  - Identify and describe Flag Day and explain the impact on America
  - Identify and describe George Washington and explain the impact he had on America
  - identify and describe Halloween and explain the impact on America
  - identify and describe Patriot's Day 9/11 and explain the impact on America
  - identify and describe Thanksgiving and explain the impact on America
  - Identify and describe Veteran's Day and explain the impact on America
  - identify and describe Winter Holidays and the impact on America
  - The history of Christopher Columbus on the evolution of America
  - The history of the Constitution in our country's identity/Constitution Day

## Learning Goal 3

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- explain how experiences and events may be interpreted differently by people from different backgrounds

SOC.6.1.4.D.19

Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

SOC.6.1.4.D.20

Describe why it is important to understand the perspectives of other cultures in an interconnected world.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.2

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Targets 3

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### SWBAT

- recognize that people from different cultures may interpret different experiences in a different way
- recognize that it is important to understand and accept the views of other cultures

## Learning Goal 4

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- explain how folklore and famous historical & fictional characters contributed to the American national heritage

SOC.6.1.4.D.12

Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.2

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Target 4

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### SWBAT

- recognize historical and fictional characters and describe how they contributed to the American national heritage

## Learning Goal 5

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- describe how culture is expressed through and influenced by the behavior of people

SOC.6.1.4.D.13

Describe how culture is expressed through and influenced by the behavior of people.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.2

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Targets 5

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- identify different traditions and beliefs from different cultures
- describe how individuals of different cultures express themselves
- recognize that various cultural groups maintain their traditional beliefs and practices and adapt their practices over time

## Learning Goal 6

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- explain how key events and historical documents led to the creation of the United States

SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Targets 6

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- identify events that led to the creation of the United States
- name key historical documents and how they relate to our government today

## Learning Goal 7

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- describe the contributions of George Washington, Thomas Jefferson, Benjamin Franklin toward the development of the US government

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## Target 7

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- identify George Washington, Thomas Jefferson, and Benjamin Franklin and their contributions to the

## **Summative Assessment**

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Two Summative assessments via Linkit!

1. Grade 2 Social Studies Common Assessment #1 (First half of the year)
2. Grade 2 Social Studies Common Assessment #2 (Second half of the year)

Interdisciplinary

Wonders Assessments (ELA)

## **Proficiency Scale**

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## **Formative Assessment and Performance Opportunities**

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- academic games
- Compass learning
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment



- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

## **Accommodations and Modifications**

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"George Washington- America's Father"- Writing Assignment w/modifications

- Allow student to use ideas from a word/idea bank
- Keep pictures available to help generate ideas
- Provide a list of words for the student to use
- Provide a clearly written topic sentence and an informal outline to get the student started on a paragraph or essay

Newsela leveled readings- "Holidays Around the World"

*\*refer to individual student IEP, 504, & Access plans*

Social Studies Enrichment/Modifications Resources for **ELL Students-**

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students-**

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students-**

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

<https://www.colorincolorado.org/article/culturally-responsive-instruction-holiday-and-religious-celebrations> "Culturally Responsive Instruction for Holiday and Religious Celebrations"

- additional practice/remediation
- create classroom/home Bill of Rights
- cultural boxes
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments
- postcard visiting monument/landmark
- research state/federal symbols
- student generated research projects

## **Unit Resources**

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### **\* WONDERS UNITS**

#### **UNIT 5, WEEK 5: GOVERNMENT, THE DECLARATION OF INDEPENDENCE, AMERICAN SYMBOLS**

- Print Resources:
- Online websites such as but not limited to:
- Videos (online or DVD) such as but not limited to:
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Chromebooks; Student Response Systems

#### **Digital Resources:**

**NJ Amistad Curriculum - Unit Seven:** <http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>

**Library of Congress Primary Source Sets for Grades K-2** - <http://blogs.loc.gov/teachers/2014/10/library-of-congress-primary-source-sets-for-the-k-2-classroom/>

<https://www.americanhistoryforkids.com/category/us-symbols-and-memorials/>

## **Interdisciplinary Connections**

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### **WONDERS UNITS**

### **UNIT 5, WEEK 5: GOVERNMENT, THE DECLARATION OF INDEPENDENCE, AMERICAN SYMBOLS**

**Freckle** <https://classroom.freckle.com/#!/social-studies-units/c6c4232c-cc50-4416-bd75-bd6d608f3809>

<https://classroom.freckle.com/#!/social-studies-units/c459acf0-5c07-47a8-b7db-5ae091f56796>

### **BrainPopJR videos**

**Cultural project ideas** <https://www.wixie.com/projectmanager>

LA.RL.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.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.