**History and Geography Unit Organizer**

**American Government: The Constitution**

**2nd Grade: Allen, Huelle, and Siemens**

**Summary:** In this unit students will understand the government of the United States is based upon the U.S. Constitution and identify the Constitution as the highest law of our land. Students will identify James Madison as the “Father of the Constitution” because of his contributions. Students will understand that the first three words of the Constitution, “We the people”, indicate that we are a government with consent by the governed.

**Core Knowledge Content:**

American History and Geography

* American Government: The Constitution
  + American government is based on the Constitution, the highest law of our land
  + James Madison the “Father of the Constitution”
  + Government by consent of the governed: “We the People”

**Previous Unit:**

* American Government: The Constitution

**Next Unit:**

* The Geography of the Americas

**Prior Knowledge:**

* Grade 1: From Colonies to Independence: The American Revolution

**Future Knowledge:**

* Grade 4:
  + From the Declaration of Independence to the Constitution; making a new government
  + Constitution of the United States: Preamble, separation of sharing powers, limitations, Bill of Rights
  + National, state, and local levels and functions of government

**Cross-Curricular Links:**

* Music: The Star Spangled Banner

**Colorado State Standards:**

*American government is based on the Constitution, the highest law of our land*

2.1.1.a Identify community and regional historical artifacts and generate questions about their function and significance

2.1.1.d Identify history as the story of the past preserved in various sources

2.4.2.a Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility

2.4.2.c Identify and give examples of appropriate and inappropriate uses of power and the consequences

*James Madison, the “Father of the Constitution”*

2.1.2.c Give examples of people and events and developments that brought important changes to the community

*Government by the consent of the governed: “We the people”*

2.1.1.d Identify history as the story of the past preserved in various sources

2.1.2.c Give examples of people and events and developments that brought important changes to the community

2.1.2.e Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to neighborhoods and communities

3.1.1.c Compare information from multiple sources recounting the same event

**Common Core Standards:**

*Understand and use words and phrases heard in read-alouds.*

**RL2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RI2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**L2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

**L2.5** Demonstrate understanding of word relationships and nuances in word meanings.

*Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.*

**RL2.10** By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RI2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**L2.5** Demonstrate understanding of word relationships and nuances in word meanings.

**SL2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

*Make predictions prior to and during a read- aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.*

**RL2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RI2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

*Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.*

**RI2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**W2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**L2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

issue.

*Generate questions and seek information from multiple sources to answer questions.*

**RI2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI2.5** 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.

**RI2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

*Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events*.**ar**

**RI2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**ve**

*Demonstrate understanding of and use commas and end punctuation while reading orally.*

**RF2.4** Read with sufficient accuracy and fluency to support comprehension.

1. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**Additional Resources:**

* For Teachers:
  + Core Knowledge Teacher Handbook, Grade 2, Core Knowledge Foundation, ISBN: 1-890517-74-7
  + Decision in Philadelphia: The Constitutional Convention of 1787, by Christopher Collier and James Lincoln Collier (Ballantine Books, 1987) ISBN: 0345346521
* For Students:
  + What Your 2nd Grader Needs to Know; Fundamentals of a Good Second-Grade Education, by E.D. Hirsch, Dell Publishing, ISBN: 0-385-31027-7
  + Pearson Learning/Core Knowledge History and Geography Series, edited by E.D. Hirsch, 1-800-321-3106
  + A More Perfect Union: The Story of Our Constitution, by Betsy and Giulio Maestro (Harper Trophy, 1990) ISBN: 0688101925