

Marietta City Schools			
District Unit Planner			
Second Grade			
Module Title	Civil Rights Heroes	Unit Duration (days)	34 days
Enduring Understanding/ Essential Question	How can people respond to injustice?		

GA DoE Standards
<p>FOCUS STANDARDS</p> <p>Reading Literature RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>Reading Informational Text RI.2.7 Explain how specific images contribute to and clarify a text. RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>Writing W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.3v 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.</p> <p>Language L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.f Produce, expand, and rearrange complete simple and compound sentences. L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.5.b Distinguish shades of meaning among closely related verbs and closely related adjectives.</p>

CONTINUING STANDARDS

Reading Literature

RL.2.10 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.

Reading Informational Text

RI.2.10 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.

Reading Foundational Skills

RF.2.4.a Read grade-level text with purpose and understanding.

Language

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.

Assessment	Elements that Support Success on EOM Task/Success Criteria
NR1. Read pages 12–15 and 26–27 of Ruby Bridges Goes to School: My True Story and then answer questions about details from the story and from the historical photographs.	Analyze autobiographical writing. Notice details about actions, thoughts, and feelings. Develop knowledge that can support the End-of-Module Task.
NR2: Read the poem “Dreams” by Langston Hughes and then answer questions about the repetition and meaning.	Identify how repeated words and phrases supply meaning in a poem. Notice details about actions, thoughts, and feelings. Develop knowledge that can support the End-of-Module Task.
NR3: Read “Different Voices” by Anna Gratz Cokerille and answer the questions about point of view.	Analyze and acknowledge differences in points of view. Identify meanings of compound words. Distinguish shades of meaning from closely related verbs. Develop knowledge that can support the End-of-Module Task.

NR4: Listen to the Read Aloud of “When Peace Met Power” by Laura Helweg and an excerpt from Martin Luther King, Jr. and the March on Washington and answer the questions about important points about the same topic.	Identify similar points about the same topic. Compare and contrast similar points. Develop knowledge that can support the End-of-Module Task.
EOM Task: Using your Knowledge Journal, identify an unforgettable lesson you learned in this module. Use first-person point of view to write a narrative moment that describes what you thought, felt, and did as you learned something you will never forget. Be sure to provide closure to your narrative.	Use first-person point of view to write a narrative moment. Include story elements in a narrative. Use details to describe thoughts, feelings, and actions. Provide a sense of closure to a narrative. Use time, or temporal, words. Rearrange sentences with adjectives and adverbs. Use topic-specific words to convey meaning.

*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences					
Focusing Question 1: What injustices did people face before the Civil Rights Act of 1964?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
1	Ruby Bridges Goes to School: My True Story U.S. Marshals Escorting Ruby Bridges (image)	Wonder What do I notice and wonder about Ruby Bridges Goes to School: My True Story?		Ask questions and make observations about Ruby Bridges Goes to School: My True Story. (RI.2.1) Make observations about how a historical photograph connects to the text. (RI.2.7) Explore the meaning of the word injustice, formed when a known prefix is added to a known word. (L.2.4.b)	Slide Deck
2	Martin Luther King, Jr. and the March on Washington	Wonder What do I notice and wonder about Martin Luther King, Jr. and the March on Washington?		Ask and answer questions about Martin Luther King, Jr. and the March on Washington using a variety of question words. (RI.2.1) Use sentence-level context to determine the meaning of the words protest and refuse. (L.2.4.a)	Slide Deck

3	<p>Martin Luther King, Jr. and the March on Washington</p> <p>Ruby Bridges and the Civil Rights Movement Slide Show (photographs)</p>	<p>Organize</p> <p>What's happening in Martin Luther King, Jr. and the March on Washington?</p>	<p>Examine</p> <p>Why is gathering information from sources to answer a question important?</p>	<p>Identify the main topic of sections of an informational text. (RI.2.2, SL.2.2)</p> <p>Generate examples of Civil Rights in order to understand the importance of the Civil Rights Act of 1964. (L.2.5.a)</p>	Slide Deck
4	<p>Martin Luther King, Jr. and the March on Washington</p> <p>"Dr. Martin Luther King Jr.: A Leader and a Hero" (video)</p>	<p>Reveal</p> <p>What does a deeper exploration of historical connections reveal in Martin Luther King, Jr. and the March on Washington?</p>	<p>Experiment</p> <p>How does gathering information from multiple sources work?</p>	<p>Make connections among a series of historical events in the text. (RI.2.3)</p> <p>Examine what a text and video have to say about the same topic: the injustices people faced before the Civil Rights Act of 1964. (W.2.8)</p> <p>Compare important points presented by two texts on the same topic. (RI.2.9)</p> <p>Demonstrate an understanding of word relationships by categorizing words related to integration and segregation. (L.2.5.a)</p>	Slide Deck
5 FQT1	<p>Martin Luther King, Jr. and the March on Washington</p> <p>"Ain't Gonna Let Nobody Turn Me Around"</p>	<p>Distill</p> <p>What is the essential meaning of Martin Luther King, Jr. and the March on Washington?</p>	<p>Examine</p> <p>Why is listening for main topic important?</p> <p>Experiment</p> <p>How does listening for main topic work?</p> <p>Execute</p> <p>How do I use multiple sources for Focusing Question Task 1?</p> <p>Examine</p> <p>Why do writers use adverbs?</p>	<p>Describe how repeated language conveys meaning in a song. (RL.2.4)</p> <p>Determine the essential meaning of an informational text by looking closely at historical photographs. (RI.2.7)</p> <p>Answer the Focusing Question Task using information from two sources. (W.2.2, W.2.8, RI.2.1)</p> <p>Explain the purpose of adverbs and identify what they modify. (L.2.1.e)</p>	Slide Deck
6	<p>Martin Luther King, Jr. and the March on Washington</p>	<p>Know</p> <p>How does Martin Luther King, Jr. and the March on Washington build my</p>	<p>Execute</p> <p>How do I use multiple sources for Focusing Question Task 1?</p>	<p>Use multiple sources when writing an informative paragraph. (W.2.2, W.2.8, RI.2.1)</p> <p>Describe how repeated words connect to meaning in a song. (RL.2.4)</p>	Slide Deck

	"Ain't Gonna Let Nobody Turn Me Around"	knowledge of the injustices happening in America in the 1960s?		Distinguish shades of meaning among the related verbs ask, tell, command, demand, request, order, force. (L.2.5.a, L.2.5.b)	
Focusing Question 2: What was Martin Luther King Jr.'s dream for the world?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
7	I Have a Dream "I Have a Dream" (audio recording)	Wonder What do I notice and wonder about I Have a Dream?		Generate text-based observations and questions about I Have a Dream. (RI.2.1) Use the known root word equal to determine the meaning of the words equality and equally. (L.2.4.c)	Slide Deck
8	I Have a Dream Selma to Montgomery March, Alabama, 1965 (image) "America (My Country Tis of Thee)," (MP3 file)	Organize What's happening in I Have a Dream?	Examine How is gathering information from sources to answer a question important? Examine Why do writers use adjectives?	Explain how images contribute to a text. (RI.2.7) Identify and explain the purpose of adjectives. (L.2.1.e)	Slide Deck
9	I Have a Dream Selma to Montgomery March, Alabama, 1965 (image)	Organize What's happening in I Have a Dream?	Examine Why are adverbs important for adding detail?	Explain how images contribute to a text. (RI.2.7) Identify and explain the purpose of adverbs. (L.2.1.e)	Slide Deck
10	"America (My Country Tis of Thee)," (MP3 file) I Have a Dream Martin Luther King, Jr. and the March on Washington	Reveal What does a deeper exploration of topic reveal in I Have a Dream?	Examine Why is speaking on topic important? Experiment How does speaking on topic work? Execute	Compare and contrast the main points of two texts on Martin Luther King Jr.'s "I Have a Dream" speech. (RI.2.9) Collect evidence to answer a question in an informative paragraph. (W.2.8, RI.2.1) Identify and compare the purpose of adjectives and adverbs. (L.2.1.e)	Slide Deck

	Selma to Montgomery March, Alabama, 1965 (image)		How do I gather information from sources to answer a question in informative paragraphs? Examine Why and when do writers use adjectives and adverbs?		
11 FQT2	<p>"America (My Country Tis of Thee)," (MP3 file)</p> <p>I Have a Dream</p> <p>Martin Luther King, Jr. and the March on Washington</p> <p>Selma to Montgomery March, Alabama, 1965 (image)</p>	<p>Distill</p> <p>What is the essential meaning of I Have a Dream?</p>	<p>Execute</p> <p>How do I use information from sources in Focusing Question Task 2?</p>	<p>Examine the impact of repeated language in I Have a Dream. (RL.2.4)</p> <p>Use an additional source to answer a question in an informative paragraph. (W.2.2 W.2.8, RI.2.1)</p> <p>Determine the meaning of the new word formed when the prefix re- is added to a known word. (L.2.4.b)</p>	Slide Deck
12 FQT2	<p>"Words Like Freedom"</p> <p>I Have a Dream</p>	<p>Know</p> <p>How does I Have a Dream build my knowledge of what a just world might look like?</p>	<p>Execute</p> <p>How do I use information from sources in Focusing Question Task 2?</p>	<p>Compare and contrast the main points of two texts on Martin Luther King Jr.'s "I Have a Dream" speech. (RI.2.9)</p> <p>Write an informative paragraph, drawing evidence from two sources. (W.2.2, W.2.8, RI.2.1)</p> <p>Develop vocabulary knowledge of the word freedom through the creation of a Frayer Model. (L.2.5.a, L.2.6)</p>	Slide Deck
13 SS	<p>"Words Like Freedom"</p> <p>I Have a Dream</p> <p>Selma to Montgomery March, Alabama, 1965 (image)</p>	<p>Know</p> <p>How does I Have a Dream build my knowledge of what a just world might look like?</p>	<p>Execute</p> <p>How do I speak on topic when participating in a Socratic Seminar?</p>	<p>Participate, as both a listener and speaker, in a Socratic Seminar about the power of Martin Luther King Jr.'s words. (SL.2.1c, SL.2.3, SL.2.6)</p> <p>Use the meaning of known words to predict the meaning of unfamiliar compound words. (L.2.4.d)</p>	Slide Deck

Focusing Question 3: How did Ruby Bridge’s respond to injustice?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
14 NR1	Ruby Bridges Goes to School: My True Story	Wonder What do I notice and wonder about Ruby Bridges Goes to School: My True Story?	Examine Why are first person narratives important? Experiment How do writers choose between adjectives and adverbs?	Answer questions about historical photographs to understand how they contribute and clarify text. (RI.2.7) Ask and answer questions about Ruby Bridges Goes to School: My True Story. (RI.2.1) Explain how an adverb or adjective describes a word in a sentence. (L.2.1.e)	Slide Deck
15	Ruby Bridges Goes to School: My True Story	Organize What’s happening in Ruby Bridges Goes to School: My True Story?	Experiment How does writing a first person narrative work? Experiment How can I use adverbs to expand sentences and add detail to my writing?	Understand and recount the narrative elements of a text. (RL.2.2, SL.2.4) Expand sentences, choosing between adjectives and adverbs depending on what is being modified. (L.2.1.e, L.2.1.f)	Slide Deck
16 FQT3	Ruby Bridges Goes to School: My True Story “This Little Light of Mine”	Reveal What does a deeper exploration of point of view reveal in Ruby Bridges Goes to School: My True Story?	Execute How do I write a first person narrative in Focusing Question Task 3?	Describe how repetition adds meaning to a song. (RL.2.4) Analyze point of view in a text. (RL.2.6) Distinguish shades of meaning among the related sets of verbs. (L.2.5a, L.2.5b)	Slide Deck
17 FQT3	Ruby Bridges Goes to School: My True Story “This Little Light of Mine”Civil Rights – Ruby Bridges (video) “Dreams,” Langston Hughes	Distill What is the Essential Meaning of Ruby Bridges Goes to School: My True Story?	Execute How do I write a first person narrative in Focusing Question Task 3? Examine Why do writers rearrange sentences?	Determine the essential meaning of a text by rereading and answering questions. (RL.2.2) Draft a narrative moment. (W.2.3, W.2.8) Compare the effects of sentence variety to understand its purpose and importance. (L.2.1.f)	Slide Deck
18 NR2	“This Little Light of Mine” Ruby Bridges Goes to School: My True Story	Know How does Ruby Bridges Goes to School: My True Story build my knowledge of	Excel How do I improve my first person narrative moment?	Describe how repeated words add meaning to a text. (RL.2.4) Compare an important point from two texts. (RI.2.9)	Slide Deck

	Civil Rights – Ruby Bridges (video) “Dreams,” Langston Hughes	how people might respond to injustice?	Excel How do I improve my work using adjectives and adverbs?	Revise to include at least one thought and feeling in a narrative. (W.2.3) Expand sentences by adding adjectives and adverbs depending on what is being modified. (L.2.1.e)	
Focusing Question 4: How did Ruby Bridge’s respond to injustice?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
19	The Story of Ruby Bridges Ruby Bridges Goes to School: My True Story	Notice and Wonder What do I notice and wonder about The Story of Ruby Bridges?	Examine Why are narrative moments in writing important?	Ask and answer questions about The Story of Ruby Bridges. (RI.2.1) Determine the meaning of new words formed when the suffix –ful is added to known base words, such as in hopeful, peaceful, powerful, and fearful. (L.2.4b)	Slide Deck k
20	The Story of Ruby Bridges	Organize What’s happening in The Story of Ruby Bridges?	Experiment How does adding details about action in a narrative moment work?	Recount a text, including all the story elements. (RL.2.2, SL.2.4) Distinguish shades of meaning among the related sets of adjectives, including anxious, frightened, strong, mighty, terrible, and confident. (L.2.5.a, L.2.5.b)	Slide Deck
21 FQT4	The Story of Ruby Bridges	Reveal What does a deeper exploration of dialogue reveal in The Story of Ruby Bridges?	Execute How do I craft a narrative moment in Focusing Question Task 4? Experiment How do writers rearrange sentences to increase sentence variety?	Understand the different points of view of two characters in a text. (RL.2.6) Plan the structure of a narrative moment, including thoughts, feelings, and actions. (W.2.3) Rearrange sentences to increase sentence variety.(L.2.1.f)	Slide Deck
22 FQT4	The Story of Ruby Bridges “Ruby Bridges Interview”	Distill What is the essential meaning of The Story of Ruby Bridges?	Execute How do I craft a narrative moment in Focusing Question Task 4? Experiment	Describe how Ruby Bridges responds to injustice to determine the essential meaning of the text. (RL.2.2, RL.2.3) Write a narrative moment that includes thoughts, feelings, and actions. (W.2.3)	Slide Deck

			How do writers use adjectives and adverbs to rearrange sentences?	Rearrange sentences to increase sentence variety by beginning them with adjectives or adverbs. (L.2.1.f)	
23	The Story of Ruby Bridges	Knowledge How does The Story of Ruby Bridges build my knowledge of how people might respond to injustice?	Excel How do I improve on my narrative moment? Execute How do I rearrange sentences in my Focusing Question Task to make my writing clearer and stronger?	Build knowledge about Ruby Bridges' response to injustice. (RL.2.3) Elaborate on narratives by adding details. (W.2.3, W.2.5) Rearrange simple and compound sentences to increase sentence variety. (L.2.1.f)	Slide Deck

Focusing Question 5: How did families involved in the Mills case respond to injustice?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
24	We Want to Go to School! The Fight for Disability Rights	Wonder What do I notice and wonder about We Want to Go to School! The Fight for Disability Rights?		Ask and answer questions about the illustrations in We Want to Go to School! The Fight for Disability Rights. (RI.2.1) Use the meaning of known words to predict the meaning of unknown compound words. (L.2.4.d)	Slide Deck
25	We Want to Go to School! The Fight for Disability Rights	Organize What's happening in the first half of We Want to Go to School! The Fight for Disability Rights?	Examine Why is ending a narrative with a sense of closure important?	Examine three story elements of We Want to Go to School! The Fight for Disability Rights. (RL.2.1) Use the meaning of known words to predict the meaning of unknown compound words. (L.2.4.d)	Slide Deck
26	We Want to Go to School! The Fight for Disability Rights	Organize What's happening in We Want to Go to School! The Fight for Disability Rights?	Experiment How does a sense of closure work with a narrative moment?	Identify the story elements of We Want to Go to School! The Fight for Disability Rights and recount the story. (RL.2.2) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4.e)	Slide Deck

27 FQT5	We Want to Go to School! The Fight for Disability Rights	Reveal What does a deeper exploration of the beginning and the end reveal in We Want to Go to School! The Fight for Disability Rights?	Execute How do I zoom in on a narrative moment in Focusing Question Task 5?	Draw connections between the beginning and ending of We Want to Go to School! The Fight for Disability Rights. (RL 2.5) Plan a narrative that includes thoughts, feelings, actions, and a sense of closure. (W.2.3) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4.e)	Slide Deck
28 FQT5	We Want to Go to School! The Fight for Disability Rights	Distill What is the essential meaning of We Want to Go to School! The Fight for Disability Rights?	Execute How do I zoom in on a narrative moment in Focusing Question Task 5?	Determine an essential meaning of the text. (RL.2.2) Write a narrative paragraph. (W.2.3, W.2.5, RI.2.1) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4.e)	Slide Deck
29	We Want to Go to School! The Fight for Disability Rights	Know How does We Want to Go to School! The Fight for Disability Rights build my knowledge of how people might respond to injustice?	Excel How do I use a checklist to improve my narrative moment?	Identify ways that the families of children with disabilities responded to injustice in We Want to Go to School! (RL.2.3) Improve narrative moments by using a checklist. (W.2.3, W.2.5) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4.e)	Slide Deck

Focusing Question 6: How can people respond to injustice?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
30 NR3 EOM	All Module Texts	Know How do the Module 3 texts build my knowledge?	Execute How do I use narrative writing in the EOM Task?	Acknowledge differences in point of view. (RL.2.6) Collect evidence to answer the EOM task. (W.2.8) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (L.2.4.e)	Slide Deck
31	All Module Texts	Know	Execute	Compare and contrast important points in two texts on the same topic. (RI.2.9)	Slide Deck

NR4 EOM		How do the Module 3 texts build my knowledge?	How do I use narrative writing in the EOM Task?	Write a narrative moment. (W.2.3)	
32 EOM	All Module Texts	Know How do the Module 3 texts build my knowledge?	Execute How do I use narrative writing in the EOM Task?	Write a narrative moment. (W.2.3)	Slide Deck
33 VOC1	All Module Texts	Know How do the Module 3 texts build my knowledge?	Excel How do I improve narrative writing in the EOM Task?	Finish drafting a narrative moment. (W.2.3) Revise a narrative moment. (W.2.5) Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)	Slide Deck
34 SS VOC2	All Module Texts	Know How do the Module 3 texts build my knowledge?	Execute How do I speak on topic in a Socratic Seminar?	Strengthen writing based on feedback. (W.2.5) Ask and answer questions to deepen understanding. (SL.2.3) Demonstrate understanding of module words by analyzing correct or incorrect use in context. (L.2.6)	Slide Deck

Content Resources

CORE TEXTS

Picture Books (Informational)

- *I Have A Dream*, Dr. Martin Luther King, Jr.; paintings, Kadir Nelson
- *Martin Luther King, Jr. and the March on Washington*, Frances E. Ruffin; illustrations, Stephen Marchesi
- *Ruby Bridges Goes to School: My True Story*, Ruby Bridges
- *The Story of Ruby Bridges*, Robert Coles; illustrations, George Ford
- *We Want to Go to School! The Fight for Disability Rights*, Maryann Cocca-Leffler and Janine Leffler

SUPPLEMENTARY TEXTS

Photography

- *Selma to Montgomery March, Alabama* (1965), James Karales
- *U.S. Marshals Escorting Ruby Bridges*, Associated Press
- Civil rights march on Wash[ington], D.C., Library of Congress
- Woman with camera and crowd at the March on Washington 1963, Library of Congress
- "Educational Segregation in the United States Prior to *Brown V. Board of Education*," Wikipedia (map)

Poetry

- "Words like Freedom," Langston Hughes
- "Dreams," Langston Hughes

Videos

- "Civil Rights - Ruby Bridges," Jamie McGrath
- "Dr. Martin Luther King Jr.: A Leader and a Hero," Scholastic
- "Ruby Bridges Interview," Scholastic
- "The Freedom Singers Perform at the White House," infomisa

Music

- "Ain't Gonna Let Nobody Turn Me Around," author unknown (spiritual)
- "This Little Light of Mine," Harry Dixon Loes
- "America (My Country Tis of Thee)," Samuel Francis Smith

Articles

- "Different Voices," Anna Gratz Cockerille (Assessment 30A)
- "When Peace Met Power," Laura Helweg (Assessment 31A)

Websites

- "Disability," CDC

