

Grade 2 Term 3: CIVICS/HIS

| Essential Question: How does my family help me understand my history?   |   |   |
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| <p><b>Purpose:</b> The purpose of this task is to explore the concepts of ancestry and history and how they are connected to culture.</p> |   |   |
| Day   | Activities  | Resources   |
| <b>Day 1</b>  | <p>Prior to the week, distribute this letter to families.<br/>                     Introduce Vocab: history, ancestor, culture, traditions<br/>                     MyWorld Chapter 1 - intro (jumpstart activity/song: Our Family History)<br/>                     MyWorld Chapter 2 - Lesson 2: Different Kinds of Families (pg 10-11 only) focus on immigration<br/>                     MyWorld Chapter 1 - Lesson 3: Life Then and Now, MyWorld Chapter 1 - <b>Family Shield Activity</b> - focus on country of origin (if students do not know their country of origin, use the United States)</p> | <p>MyWorld Chapter 1<br/><br/>                     Family Letter<br/><br/>                     Family Shield Activity - page 1</p>  |
| <b>Day 2</b>  | <p>Ask the students, What does it mean to tell a story about ourselves that includes things like culture and tradition? You may need to define these words with students. <b>For additional resources, look at:</b><br/>                     MyWorld Chapter 6 - Lesson 1: Culture is Our Way of Life, MyWorld Chapter 6 - Lesson 2: Cultures in Our Country<br/>                     Read Celebrating Food and Family<br/> <b>Family Shield Activity</b> - focus on culture (language, food) - if students are unsure - use American Culture (hamburgers/hotdogs, English, etc.)</p>                     | <p>MyWorld Chapter 6<br/><br/>                     Celebrating Food and Family<br/><br/>                     Family Shield Activity</p>   |
| <b>Day 3</b>  | <p>Review vocabulary: culture, traditions, celebrations<br/>                     Read Carlos's Family Celebration and discuss how the characters prepare for their celebration. What traditions are present? How does their celebration represent their history?<br/> <b>Family Shield Activity</b> - focus on celebrations</p>   | <p>Carlos's Family Celebration<br/><br/>                     Family Shield Activity</p>   |
| <b>Day 4</b>  | <p>Read-Aloud: <u>Going Down Home With Daddy</u> by Kelly Starling Lyons<br/>                     This book begins with the family getting up before dawn and packing a cooler of food for the long trip to their family. It talks about the traditions of the family and how they feel connected to their ancestors. You may use these slides as you read the text (before, during, after).<br/> <b>Family Shield Activity</b> - focus on travel and/or special places you go with family (grandma's house, Brazil, restaurant, etc.)</p>  | <p><u>Going Down Home With Daddy</u> by Kelly Starling Lyons<br/><br/>                     Going Down Home With Daddy Slides<br/><br/>                     Family Shield Activity</p> |

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| <p><b>Day 5</b></p>                       | <p>Read <b>one or both</b> of the following stories which highlight how someone’s name is connected to their history and their ancestors:<br/> <u>My Name is Sangoel</u> by Karen Williams<br/> <u>Alma and How She Got Her Name</u> by Juana Martinez-Neal<br/> Have students discuss the similarities and differences of the main characters Sangoel and Alma.<br/> Guiding questions:<br/> Why are names important?<br/> How do names connect us to family?</p> <p>Activity: Name Glyph</p>   |  |
| <p>Competencies Scored</p>                | <p><b>Teachers should develop success criteria for the week. An example of some success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can compare life in the past to life today.</li> <li>● I can generate and research questions about a particular historical source.</li> </ul>   |  |
| <p>Addressed through ARC Literacy Lab</p> | <p><b>Teachers should develop success criteria for the week. An example of some success criteria:</b></p> <ul style="list-style-type: none"> <li>● I can describe the roles and responsibilities of the members of my community <b>(Civics)</b></li> <li>● I can examine how communities work to accomplish common task, establish responsibilities, and fulfill roles of authority <b>(Civics)</b></li> <li>● I can describe my roles and responsibilities in the communities that I am a part of <b>(Civics)</b></li> <li>● I can describe the importance of communities working together <b>(Civics)</b></li> </ul> |  |