

Marietta City Schools

District Unit Planner

Second Grade

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| Module Title | Civil Rights Heroes | Unit Duration (days) | 34 days |
| Enduring Understanding/ Essential Question | How can people respond to injustice? | | |

GA DoE Standards

FOCUS STANDARDS:

Foundations:

- 2.F.F.1.b Read a wide range of grade-level texts aloud with increasing automaticity.
- 2.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.

Language:

- 2.L.GC.2.a. Distinguish between simple and compound sentences, and identify the sentence type (i.e., declarative, imperative, interrogative, and exclamatory).
- 2.L.GC.2.d. Develop ideas or information in texts by using adjectives or adverbs to add details or clarify meaning.
- 2.L.V.2.a. Identify and use frequently occurring root words and affixes (e.g., prefixes, suffixes) to deconstruct words to determine or clarify meaning.
- 2.L.V.2.c. Construct words using frequently occurring root words and affixes
- 2.L.V.3.a. Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 2.L.V.3.b. Determine the relationship between words and their synonyms and antonyms.
- 2.L.V.3.c. Distinguish shades of meaning among verbs that differ in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives that differ in intensity (e.g., large, gigantic).
- 2.L.V.3.d. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Texts:

- 2.T.C.2.a. Use examples of language from the text to identify various points of view (e.g., first person, third person).
- 2.T.T.1.a. Identify and describe techniques used to craft stories, including characters, setting, major events, and dialogue.
- 2.T.T.1.b. Identify the major plot events that occur between a problem and solution.
- 2.T.T.1.c. Identify and describe how characters' responses to major challenges or events support the central message, lesson, or moral of the story.
- 2.T.T.1.e. Use knowledge of narrative techniques (e.g., characters, settings, events, dialogue) to create texts that recount real or imagined experiences and events with a sense of closure.

- 2.TT.2.b. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- 2.TT.2.c. Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply information about the topic, and provide a concluding statement or section.
- 2.TT.4.a. Identify, classify, and describe poetic techniques used to craft texts, including rhyme, alliteration, repeated lines, stanzas, and line breaks.
- 2.T.RA.1.a. Generate questions about self-selected topics of interest for research.
- 2.T.RA.2.a. Refer to specific parts of texts when supporting an idea, answer, or opinion.
- 2.TT.2.c. Use knowledge of expository techniques to create texts that introduce a topic, use facts and definitions to supply information about the topic, and provide a concluding statement or section.

Practices:

- K-12.P.EICC.1.b – Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
- K-12.P.EICC.1.e – Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.3.g – Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- K-12.P.EICC.4.f – Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g – Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.
- K-12.P.EICC.4.h – Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.AC.2.a – Integrate literary, expository, and persuasive (grades K–5) or rhetorical (grades 6–12) elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.3.a – Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.AC.3.d – Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.
- K-12.P.CP.1.a – Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b – Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c – Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a – Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c – Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.2.d – Engage in dialogue with audiences by asking and answering questions.

| Assessment | Elements that Support Success on EOM Task/Success Criteria |
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| <p>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.</p> | <p>Analyze autobiographical writing. Notice details about actions, thoughts, and feelings. Develop knowledge that can support the End-of-Module Task.</p> |
| <p>NR2: Read the poem “Dreams” by Langston Hughes and then answer questions about the repetition and meaning.</p> | <p>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.</p> |
| <p>NR3: Read “Different Voices” by Anna Gratz Cockerille and answer the questions about point of view.</p> | <p>Analyze and acknowledge difference 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.</p> |
| <p>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.</p> | <p>Identify similar points about the same topic. Compare and contrast similar points. Develop knowledge that can support the End-of-Module Task.</p> |
| <p>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.</p> | <p>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.</p> |

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

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| <p>Learning Experiences</p> |
| <p>Focusing Question 1: What injustices did people face before the Civil Rights Act of 1964?</p> |

| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals |
|---------------|--|---|---|---|
| 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. Make observations about how a historical photograph connects to the text. Explore the meaning of the word injustice, formed when a known prefix is added to a known word. |
| 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. Use sentence-level context to determine the meaning of the words protest and refuse. |
| 3 | Martin Luther King, Jr. and the March on Washington Ruby Bridges and the Civil Rights Movement Slide Show (photographs) | Organize What’s happening in Martin Luther King, Jr. and the March on Washington? | Examine Why is gathering information from sources to answer a question important? | Identify the main topic of sections of an informational text. Generate examples of Civil Rights in order to understand the importance of the Civil Rights Act of 1964. |
| 4 QS | Martin Luther King, Jr. and the March on Washington “Dr. Martin Luther King Jr.: A Leader and a Hero” (video) | Reveal What does a deeper exploration of historical connections reveal in Martin Luther King, Jr. and the March on Washington? | Experiment How does gathering information from multiple sources work? | Make connections among a series of historical events in the text. Examine what a text and video have to say about the same topic: the injustices people faced before the Civil Rights Act of 1964. Compare important points presented by two texts on the same topic. Demonstrate an understanding of word relationships by categorizing words related to integration and segregation. |
| 5 FQT1 | Martin Luther King, Jr. and the March on Washington “Ain’t Gonna Let Nobody Turn Me Around” | Distill What is the essential meaning of Martin Luther King, Jr. and the March on Washington? | Examine Why is listening for main topic important? Experiment How does listening for main topic work? Execute | Describe how repeated language conveys meaning in a song. Determine the essential meaning of an informational text by looking closely at historical photographs. Answer the Focusing Question Task using information from two sources. Explain the purpose of adverbs and identify what they modify. |

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| | | | How do I use multiple sources for Focusing Question Task 1? Examine Why do writers use adverbs? | |
| 6 QS | Martin Luther King, Jr. and the March on Washington “Ain’t Gonna Let Nobody Turn Me Around” | Know How does Martin Luther King, Jr. and the March on Washington build my knowledge of the injustices happening in America in the 1960s? | Execute How do I use multiple sources for Focusing Question Task 1? | Use multiple sources when writing an informative paragraph. Describe how repeated words connect to meaning in a song. Distinguish shades of meaning among the related verbs ask, tell, command, demand, request, order, force. |

Focusing Question 2: What was Martin Luther King Jr.’s dream for the world?

| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals |
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| 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. Use the known root word equal to determine the meaning of the words equality and equally. |
| 8 QS | 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. Identify and explain the purpose of adjectives. |
| 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. Identify and explain the purpose of adverbs. |

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| 10 | <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>Reveal</p> <p>What does a deeper exploration of topic reveal in I Have a Dream?</p> | <p>Examine</p> <p>Why is speaking on topic important?</p> <p>Experiment</p> <p>How does speaking on topic work?</p> <p>Execute</p> <p>How do I gather information from sources to answer a question in informative paragraphs?</p> <p>Examine</p> <p>Why and when do writers use adjectives and adverbs?</p> | <p>Compare and contrast the main points of two texts on Martin Luther King Jr.’s “I Have a Dream” speech.</p> <p>Collect evidence to answer a question in an informative paragraph.</p> <p>Identify and compare the purpose of adjectives and adverbs.</p> |
| 11 FQT2 QS | <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” speech.</p> <p>Use an additional source to answer a question in an informative paragraph.</p> <p>Determine the meaning of the new word formed when the prefix re- is added to a known word.</p> |
| 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.</p> <p>Write an informative paragraph, drawing evidence from two sources.</p> <p>Develop vocabulary knowledge of the word freedom through the creation of a Frayer Model.</p> |
| 13 | <p>“Words Like Freedom”</p> | <p>Know</p> | <p>Execute</p> | <p>Participate, as both a listener and speaker, in a Socratic Seminar about the power of Martin Luther King Jr.’s words.</p> |

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| SS | I Have a Dream Selma to Montgomery March, Alabama, 1965 (image) | How does I Have a Dream build my knowledge of what a just world might look like? | How do I speak on topic when participating in a Socratic Seminar? | Use the meaning of known words to predict the meaning of unfamiliar compound words. |
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Focusing Question 3: How did Ruby Bridge’s respond to injustice?

| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals |
|------------------|---|---|--|---|
| 14 NR1 QS | 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. Ask and answer questions about Ruby Bridges Goes to School: My True Story. Explain how an adverb or adjective describes a word in a sentence. |
| 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. Expand sentences, choosing between adjectives and adverbs depending on what is being modified. |
| 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. Analyze point of view in a text. Distinguish shades of meaning among the related sets of verbs. |
| 17 FQT3 QS | Ruby Bridges Goes to School: My True Story “This Little Light of Mine” Civil Rights – Ruby Bridges (video) | 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 | Determine the essential meaning of a text by rereading and answering questions. Draft a narrative moment. Compare the effects of sentence variety to understand its purpose and importance. |

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| | “Dreams,” Langston Hughes | | Why do writers rearrange sentences? | |
| 18 NR2 | “This Little Light of Mine” Ruby Bridges Goes to School: My True Story Civil Rights – Ruby Bridges (video) “Dreams,” Langston Hughes | Know How does Ruby Bridges Goes to School: My True Story build my knowledge of how people might respond to injustice? | Excel How do I improve my first person narrative moment? Excel How do I improve my work using adjectives and adverbs? | Describe how repeated words add meaning to a text. Compare an important point from two texts. Revise to include at least one thought and feeling in a narrative. Expand sentences by adding adjectives and adverbs depending on what is being modified. |

Focusing Question 4: How did Ruby Bridge’s respond to injustice?

| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals |
|------------------|---|---|---|---|
| 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. 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. |
| 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. Distinguish shades of meaning among the related sets of adjectives, including anxious, frightened, strong, mighty, terrible, and confident. |
| 21 FQT4 QS | 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. Plan the structure of a narrative moment, including thoughts, feelings, and actions. Rearrange sentences to increase sentence variety. |
| 22 FQT4 | The Story of Ruby Bridges “Ruby Bridges Interview” | Distill | Execute | Describe how Ruby Bridges responds to injustice to determine the essential meaning of the text. Write a narrative moment that includes thoughts, feelings, and actions. |

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| | | What is the essential meaning of The Story of Ruby Bridges? | How do I craft a narrative moment in Focusing Question Task 4? Experiment How do writers use adjectives and adverbs to rearrange sentences? | Rearrange sentences to increase sentence variety by beginning them with adjectives or adverbs. |
| 23 QS | 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. Elaborate on narratives by adding details. Rearrange simple and compound sentences to increase sentence variety. |

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

| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals |
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| 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. Use the meaning of known words to predict the meaning of unknown compound words. |
| 25 QS | 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. Use the meaning of known words to predict the meaning of unknown compound words. |
| 26 QS | 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. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |

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| 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. Plan a narrative that includes thoughts, feelings, actions, and a sense of closure. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 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. Write a narrative paragraph. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 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! Improve narrative moments by using a checklist. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |

Focusing Question 6: How can people respond to injustice?

| Lesson | Texts | Content Framing Question | Craft Framing Question | Learning Goals |
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| 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. Collect evidence to answer the EOM task. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| 31 NR4 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? | Compare and contrast important points in two texts on the same topic. Write a narrative moment. |
| 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. |

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| 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. Revise a narrative moment. Demonstrate understanding of module words by analyzing correct or incorrect use in context. |
| 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. Demonstrate understanding of module words by analyzing correct or incorrect use in context. |

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 Washington, 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

