unit 1: Me museum

|  |  |  |
| --- | --- | --- |
| **SUBJECT**  Social Studies | **GRADE LEVEL(S)**  2nd Grade | **LOCATION**  Willington, CT |
| **SOCIAL STUDIES FRAMEWORK THEMES**  Using evidence to learn about the past, connecting the past to the present. | | |
| **TOPICS**  Artifacts, Museums, Life in Willington, Informational Writing, Gallery Walk, Comparing Perspectives | | |

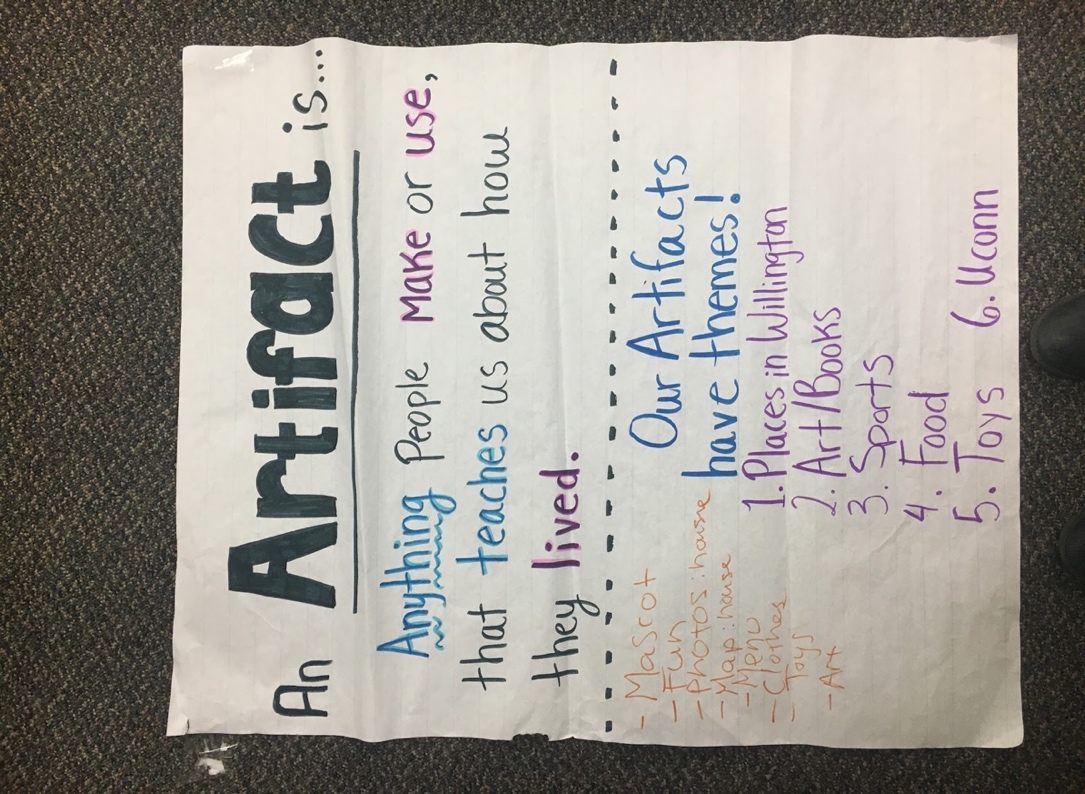
# Dimension 1: potential compelling question

###### Lesson 1: Introducing the concept of artifacts

* Students will be introduced to the concept of an artifact and explore a model “Me Museum” documenting life at the University of Connecticut. Homework is to collect artifacts documenting life in present day Willington.

## Standards

|  |  |
| --- | --- |
| **CT SOCIAL STUDIES FRAMEWORKS** **INQ K-2.3:** Identify facts and concepts associated with a supporting question.  **HIST 2.6:** Identify different kinds of historical sources.  **HIST 2.7:** Explain how historical sources can be used to study the past.  **CIV 2.2:** Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group. | **CCSS**  **CCSS.ELA-LITERACY.SL.2.1**: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  **CCSS.ELA-LITERACY.SL.2.3**: 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. |

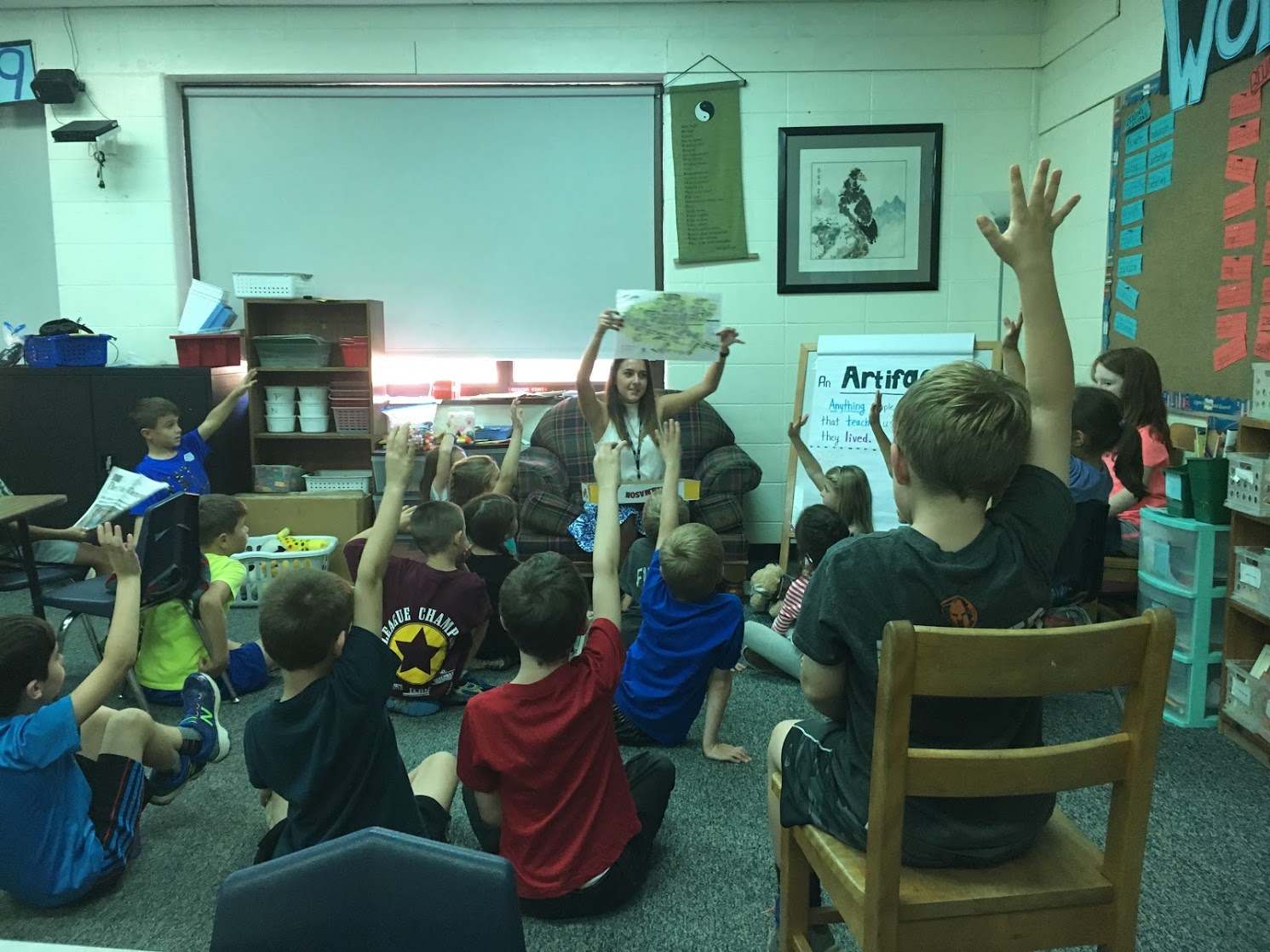




**Anchor chart**: used to teach the vocabulary word “Artifact”. **UConn Artifacts**: teacher model for me museum.



**Discussing the artifacts in the model UConn me museum**: what do they teach us about life for people at UConn?



# dimension 2: disciplineary concepts & tools

###### Lesson 2: introducing the concept of a museum & creating our me museum

* Students will be introduced to the concept of a museum.
* Students will explore an interactive map of a real museum to discover how museums are organized.
* Students will come up with themes to organize their class Me Museum.
* Students will create a class museum housed and categorized in multiple box tops with artifacts brought from home documenting their life in present day Willington.

## Standards

|  |  |
| --- | --- |
| **SOCIAL STUDIES FRAMEWORKS** **HIST 2.6:** Identify different kinds of historical sources.  **HIST 2.7:** Explain how historical sources can be used to study the past.  **CIV 2.2:** Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.  **INQ K-2.17**: Use listening, consensus-building, and voting procedures to decide on and take action in their classroom. | **CCSS**  **CCSS.ELA-LITERACY.SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **CCSS.ELA-LITERACY.SL.2.3:** 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. |



**Completed Me Museum**: with labeled categories and student artifacts.

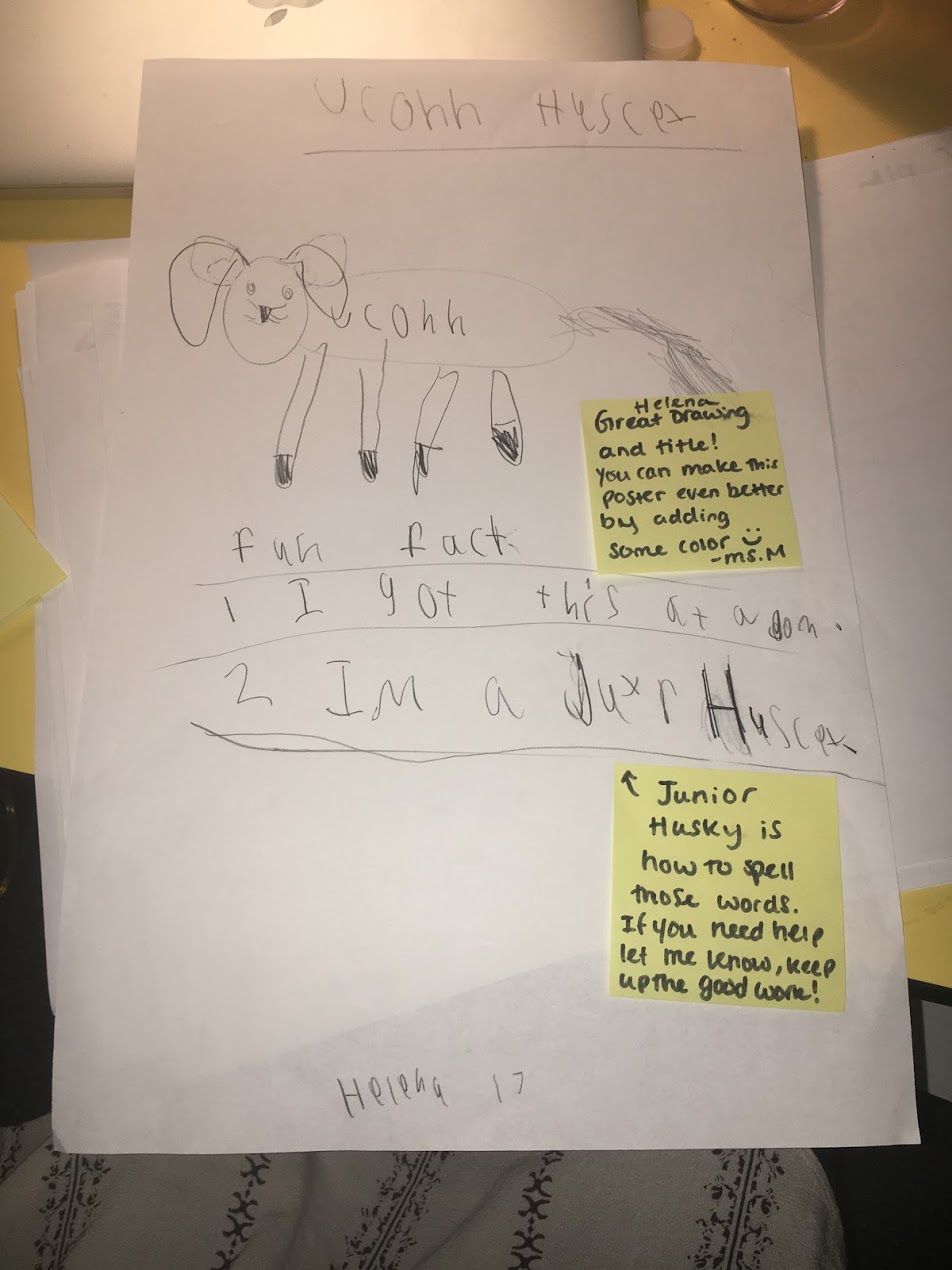
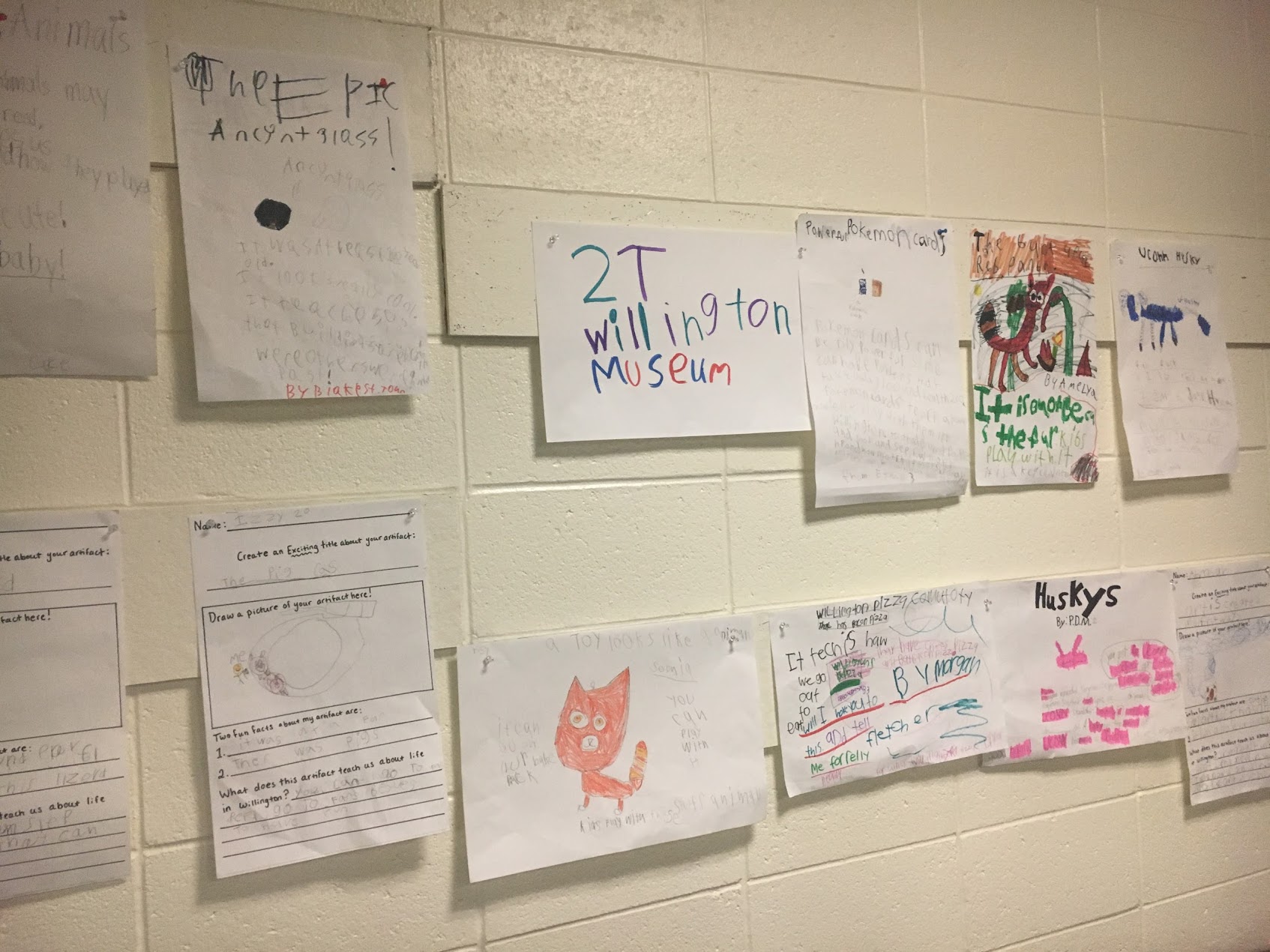
# Dimension 3: evaulating sources and using evidence

###### lesson 3: writing about an artifact

* Students choose one of the artifacts they brought in for their Me Museum and write about what you can learn about them from the artifact. 3 differentiated options.

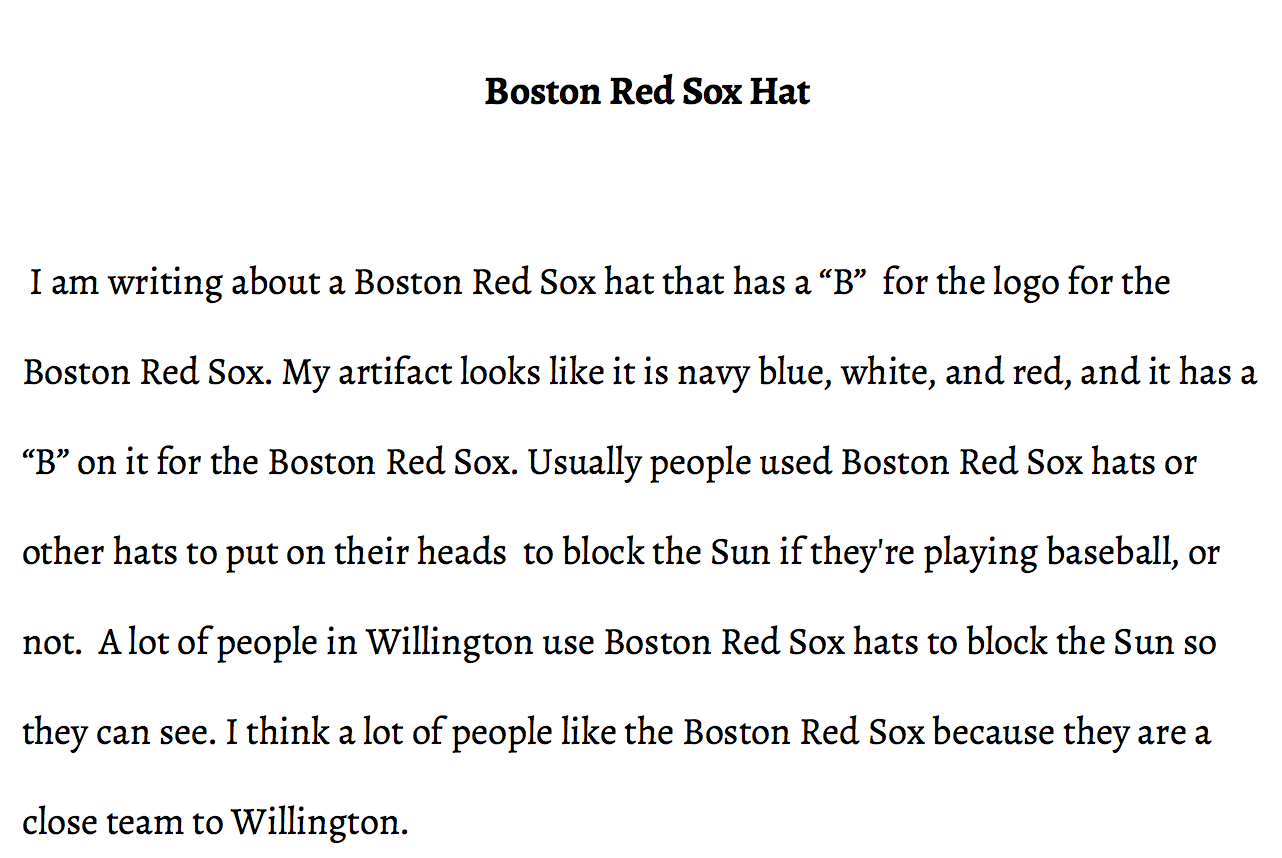
## Standards

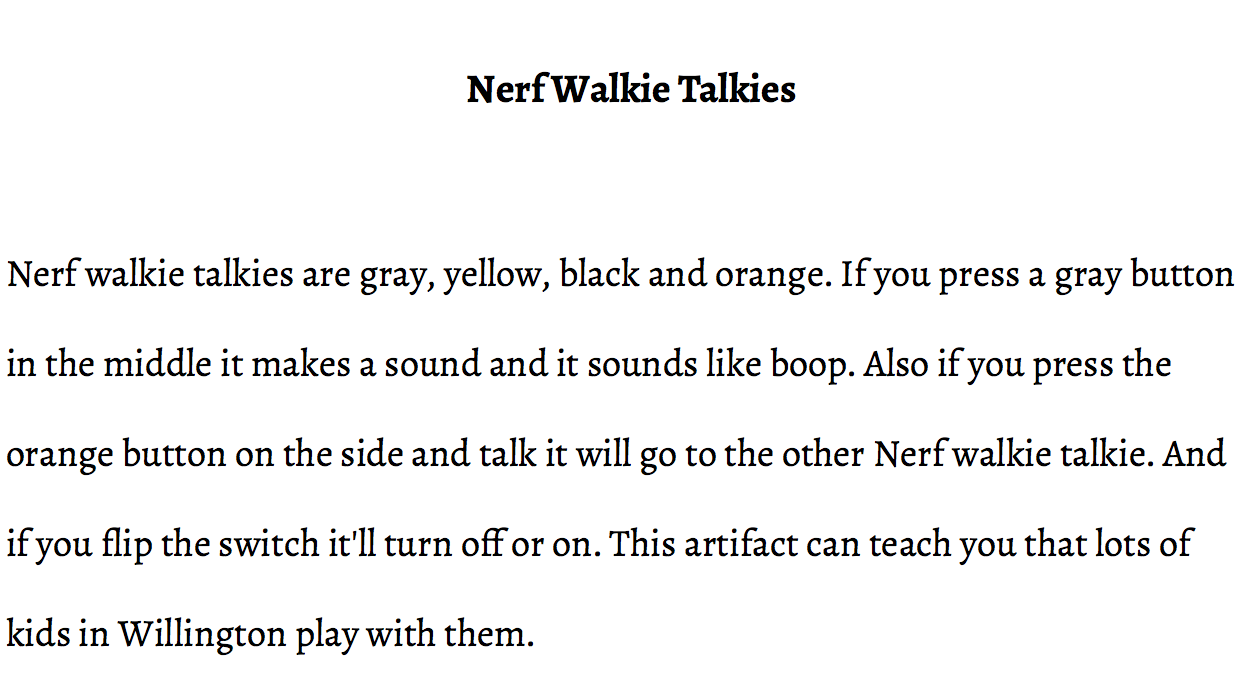
|  |  |
| --- | --- |
| **SOCIAL STUDIES FRAMEWORKS** **HIST 2.6:** Identify different kinds of historical sources.  **HIST 2.7:** Explain how historical sources can be used to study the past.  **CIV 2.2:** Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.  **CIV 2.5:** Explain how people can work together to make decisions in the classroom.  **INQ K-2.6:** Gather relevant information from one or two sources while using the origin and structure to guide the selection.  **INQ K-2.10:** Construct an argument with reasons.  **INQ K-2.12:** Present a summary of an argument using print, oral, and digital technologies. | **CCSS**  **CCSS.ELA-LITERACY.W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **CCSS.ELA-LITERACY.W.2.6:** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **CCSS.ELA-LITERACY.W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.  **CCSS.ELA-LITERACY.SL.2.5:** 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. |



**Posters** students created about artifacts in the me

Museum to advertise it to the school community.

**Student Informational Writing** about the artifacts in the me museum. They each wrote about an artifact on their Chromebook, printed it and added illustrations. Then they combined them all to create a class book. 



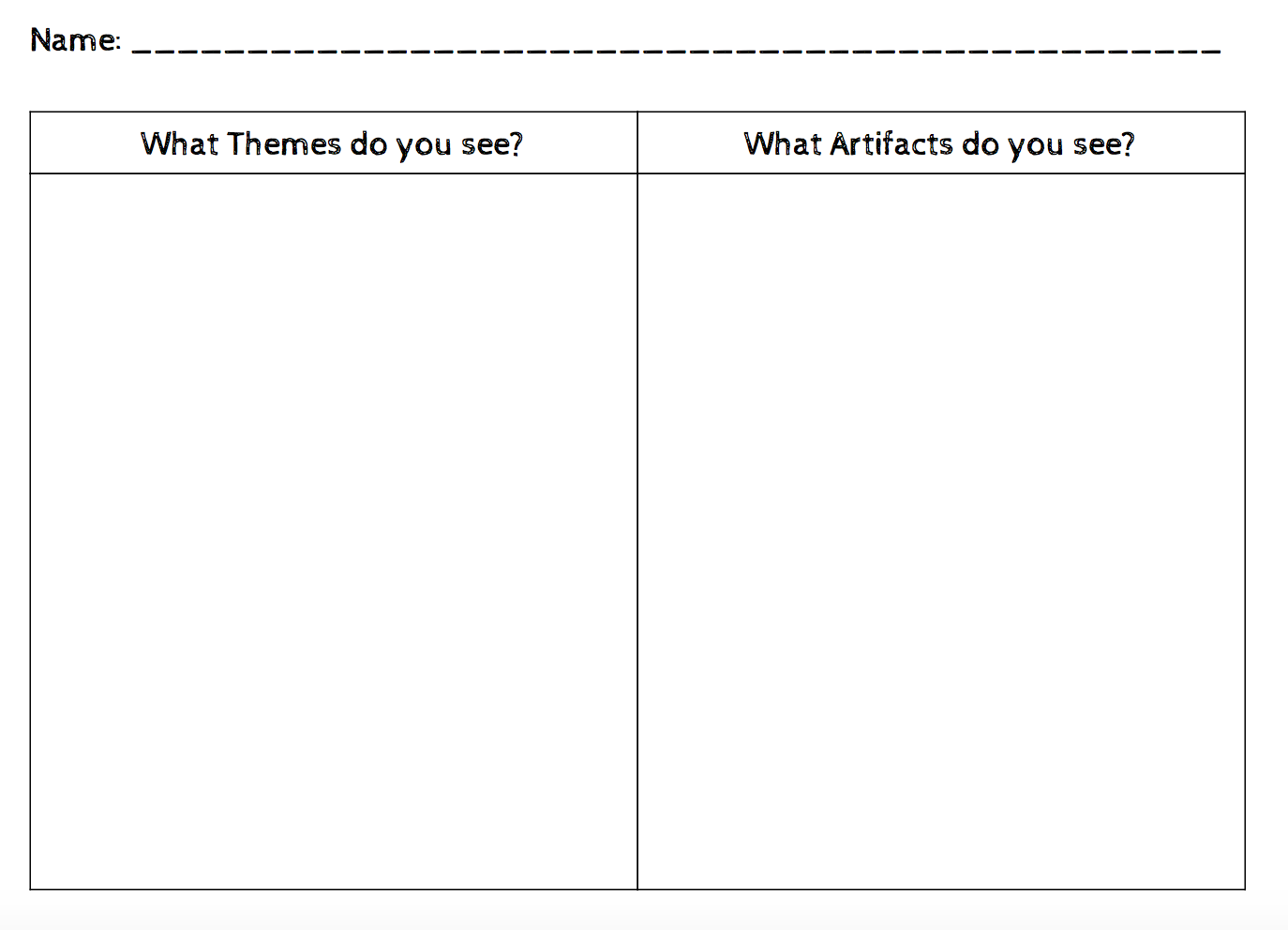
# dimension 4: communicating conclusions

###### lesson 4: gallery walk

* The two second grade classes visit each other’s Me Museums
* What is similar/different about the organization/the items in their collection? Venn Diagram on SMART Board.
* If they’re in the same community, why do you think each class has different artifacts? (Comparing Perspectives)

## Standards

|  |  |
| --- | --- |
| **CT SOCIAL STUDIES FRAMEWORKS** **HIST 2.5:** Compare different accounts of the same historical event.  **HIST 2.6:** Identify different kinds of historical sources.  **HIST 2.7:** Explain how historical sources can be used to study the past.  **CIV 2.2:** Follow agreed upon rules for discussion while responding attentively to others when addressing ideas and making decisions as a group.  **INQ K–2.11:** Construct explanations using correct sequence and relevant information.  **INQ K-2.17:** Use listening, consensus-building, and voting procedures to decide on and take action in their classroom. | **CCSS**  **CCSS.ELA-LITERACY.SL.2.1**: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.  **CCSS.ELA-LITERACY.SL.2.3**: 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. |



Worksheet students used during the gallery walk to organize their ideas. They used it during the venn diagram to remind them what themes and artifacts the other me museum had.