unit 2: Willington 100 years ago

|  |  |  |
| --- | --- | --- |
| **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, Economy, Timelines, Comparing past vs. present | | |

# Dimension 1: potential compelling question

###### Lesson 1: Thinking like a Historian

Introduce Willington’s past economy built upon mills and factories with observing and exploring different artifacts and writing about them. Students will develop questions about the artifacts and how they relate to Willington 100 years ago. They will explore artifacts on their own in groups after the teacher models how to do so to the whole class, they will keep detailed notes about their observations and thoughts.

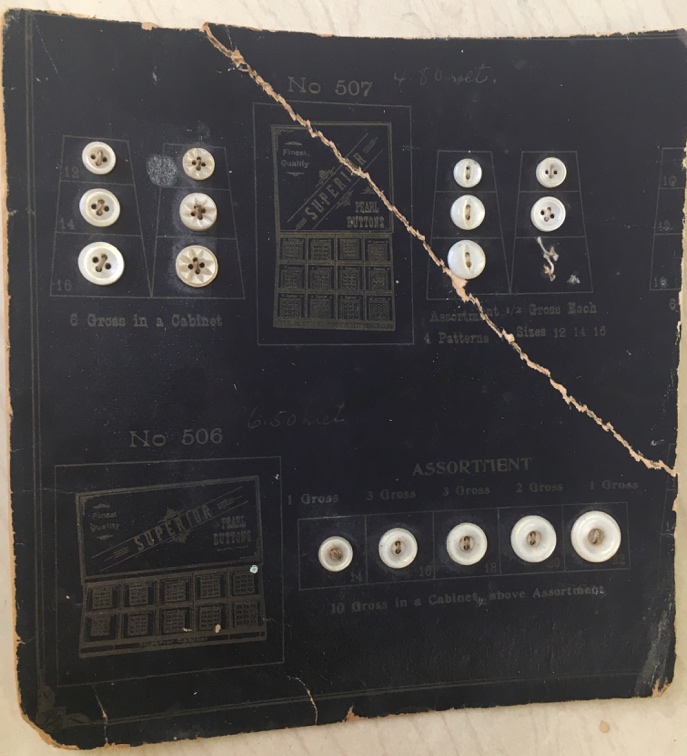
## Standards

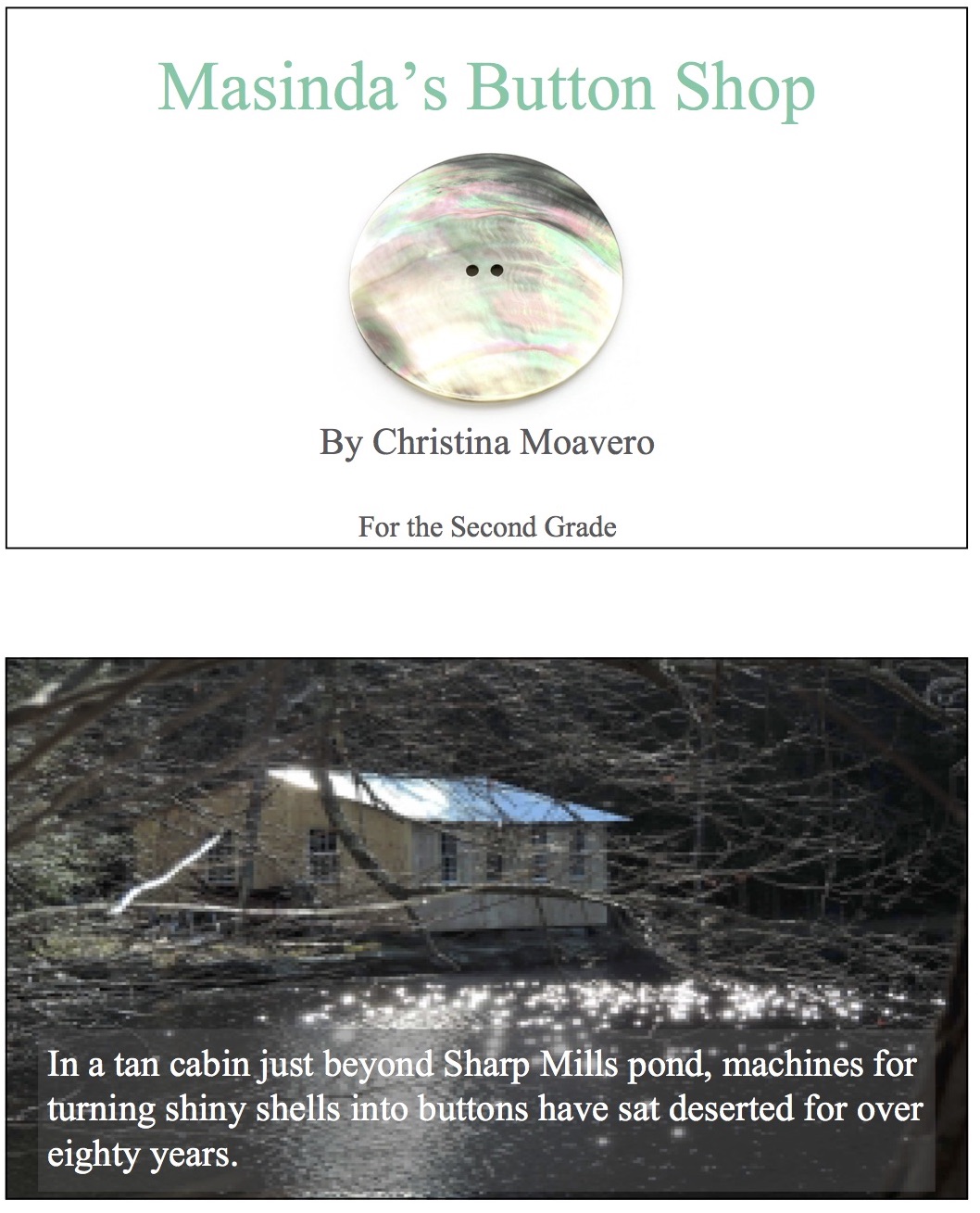
|  |  |
| --- | --- |
| **CT SOCIAL STUDIES FRAMEWORKS** **HIST 2.6:** Identify different kinds of historical sources.  **HIST 2.7:** Explain how historical sources can be used to study the past.  **HIST 2.8:** Identify the maker, date, and place of origin for a historical source from information within the source itself.  **HIST 2.9:** Generate questions about a particular historical source as it relates to a particular historical event or development.  **ECO 2.3:** Describe the goods and services that people in the local community produce and those that are produced in other communities. | **CCSS**  [**CCSS.ELA-LITERACY.SL.2.1**](http://www.corestandards.org/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**](http://www.corestandards.org/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. |

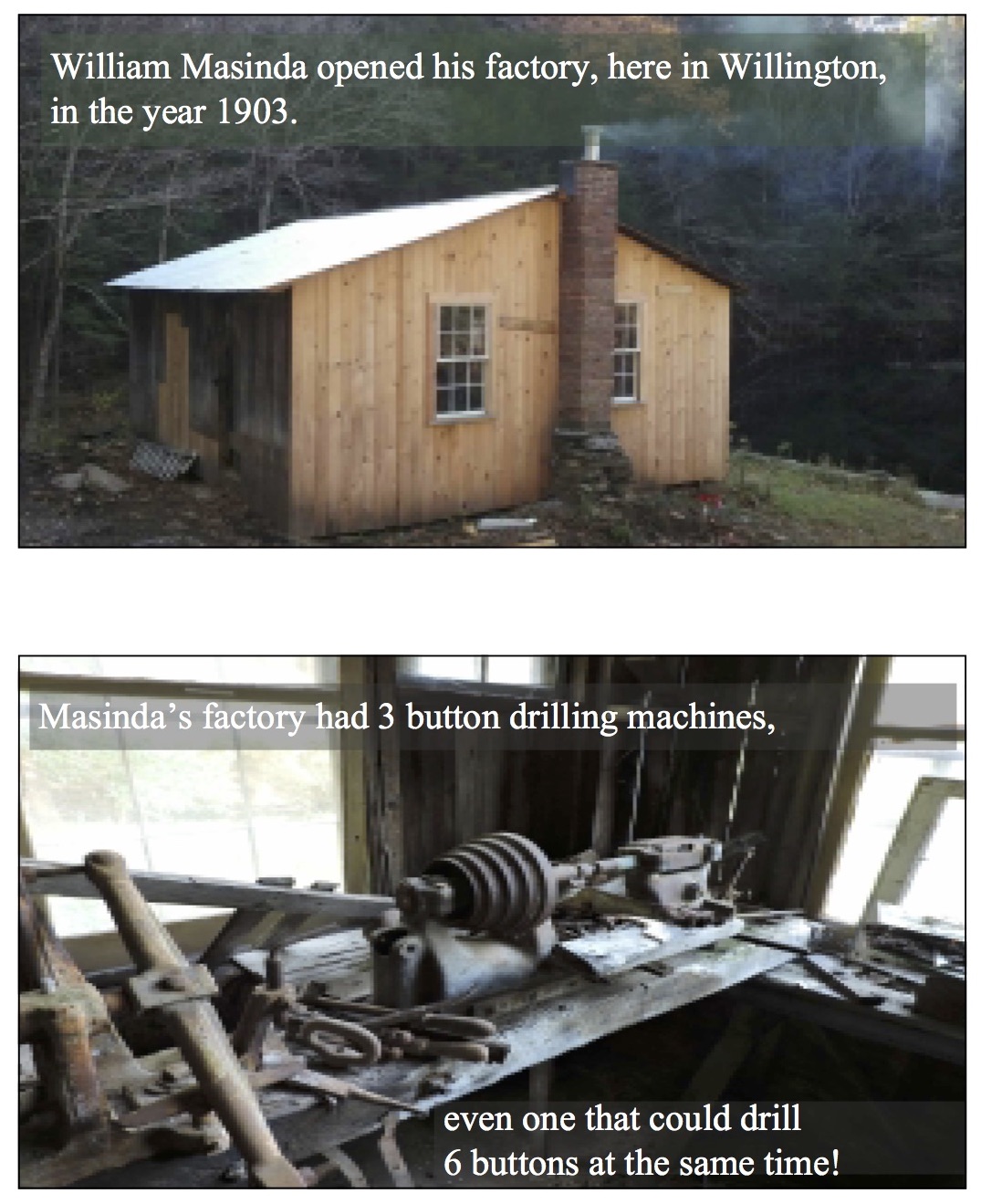
###### inquiry based learning activity: willington button shops

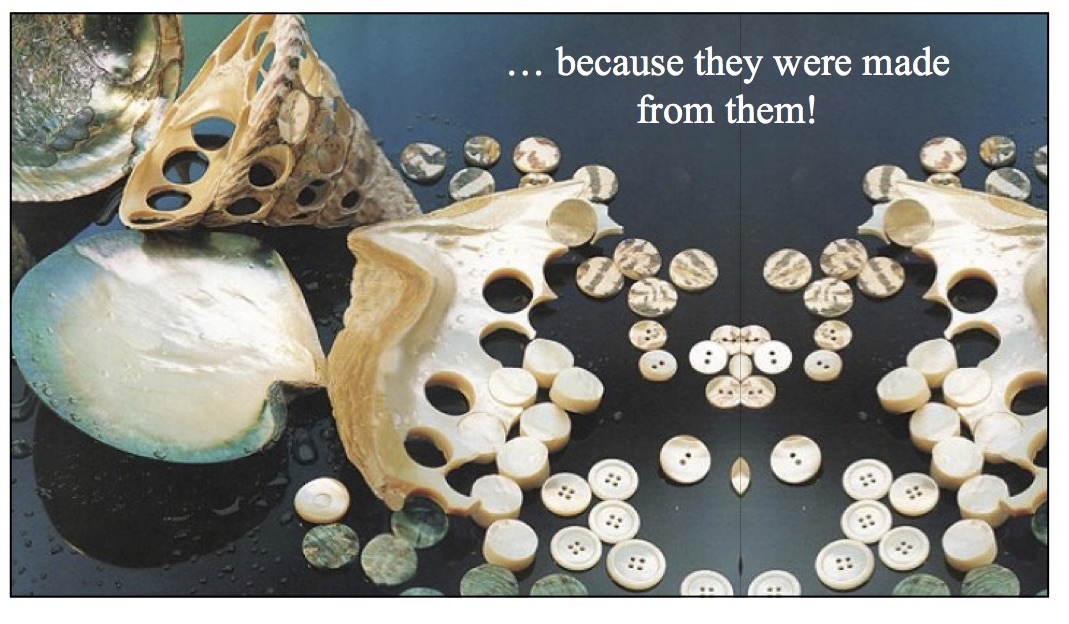
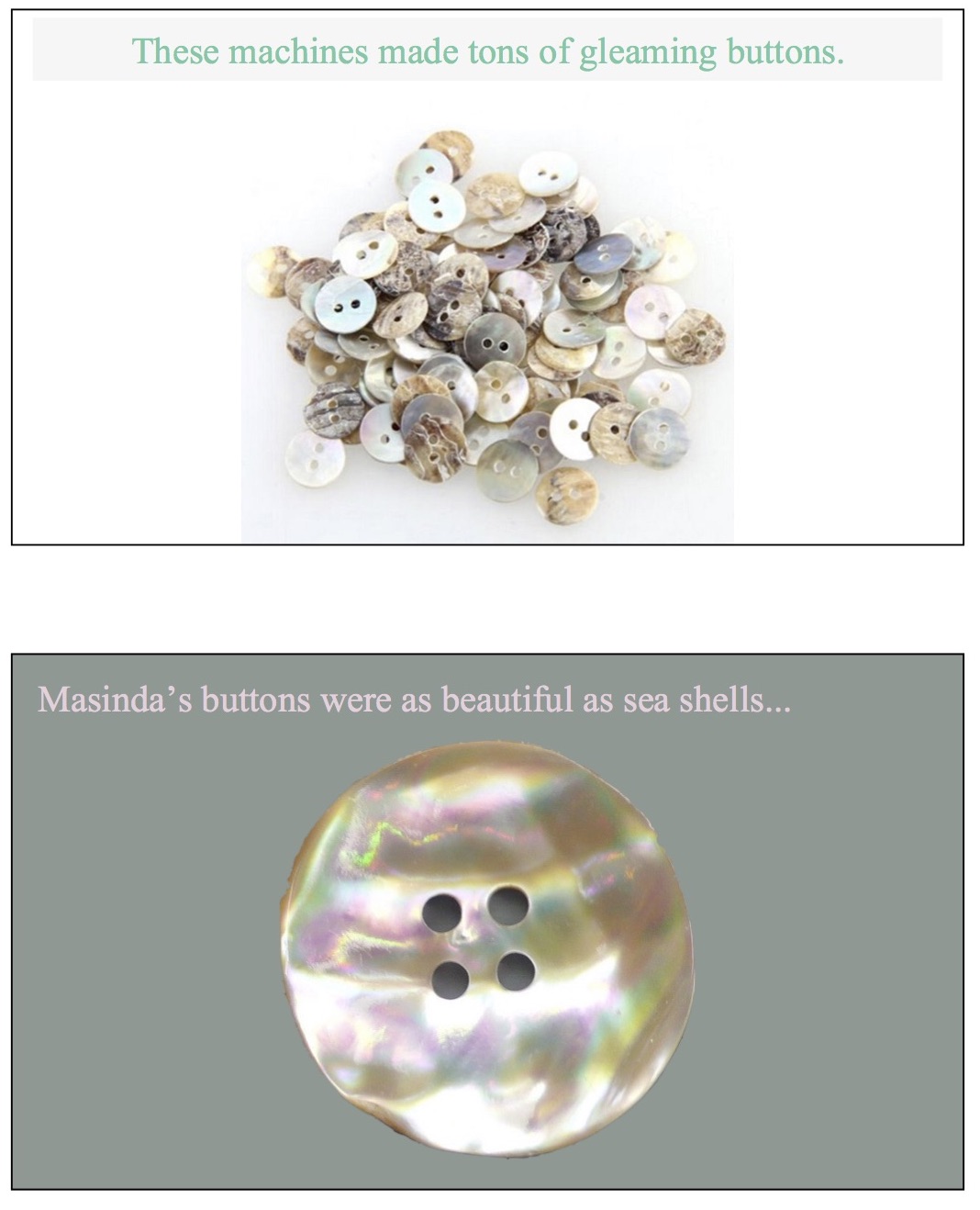












###### inquiry based learning activity: willington glass factories



###### inquiry based learning activity: willington cotton mills





# dimension 2: disciplineary concepts & tools

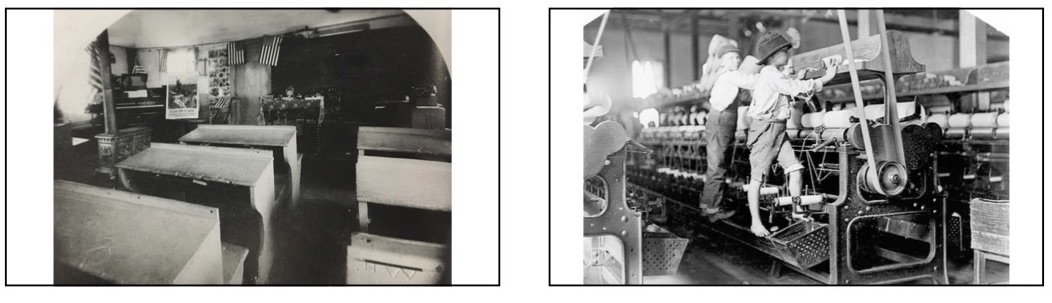
###### Lesson 2: Visual Thinking Strategies & The life of willington kids 100 years ago

Teach the students about the life of a child in Willington 100 years ago with a VTS activity of real photographs of children and places in Willington’s past. This will teach students the concept that life 100 years ago was different than it is now. It will also teach them the disciplinary tool of observing primary sources (old photographs) by using visual thinking strategies to learn about the past.

## Standards

|  |  |
| --- | --- |
| **SOCIAL STUDIES FRAMEWORKS** **INQ K–2.7:** Evaluate a source by distinguishing between facts and opinion.  **INQ K–2.6**: Gather relevant information from one or two sources while using the origin and structure to guide the selection | **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.2.1.A**: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |





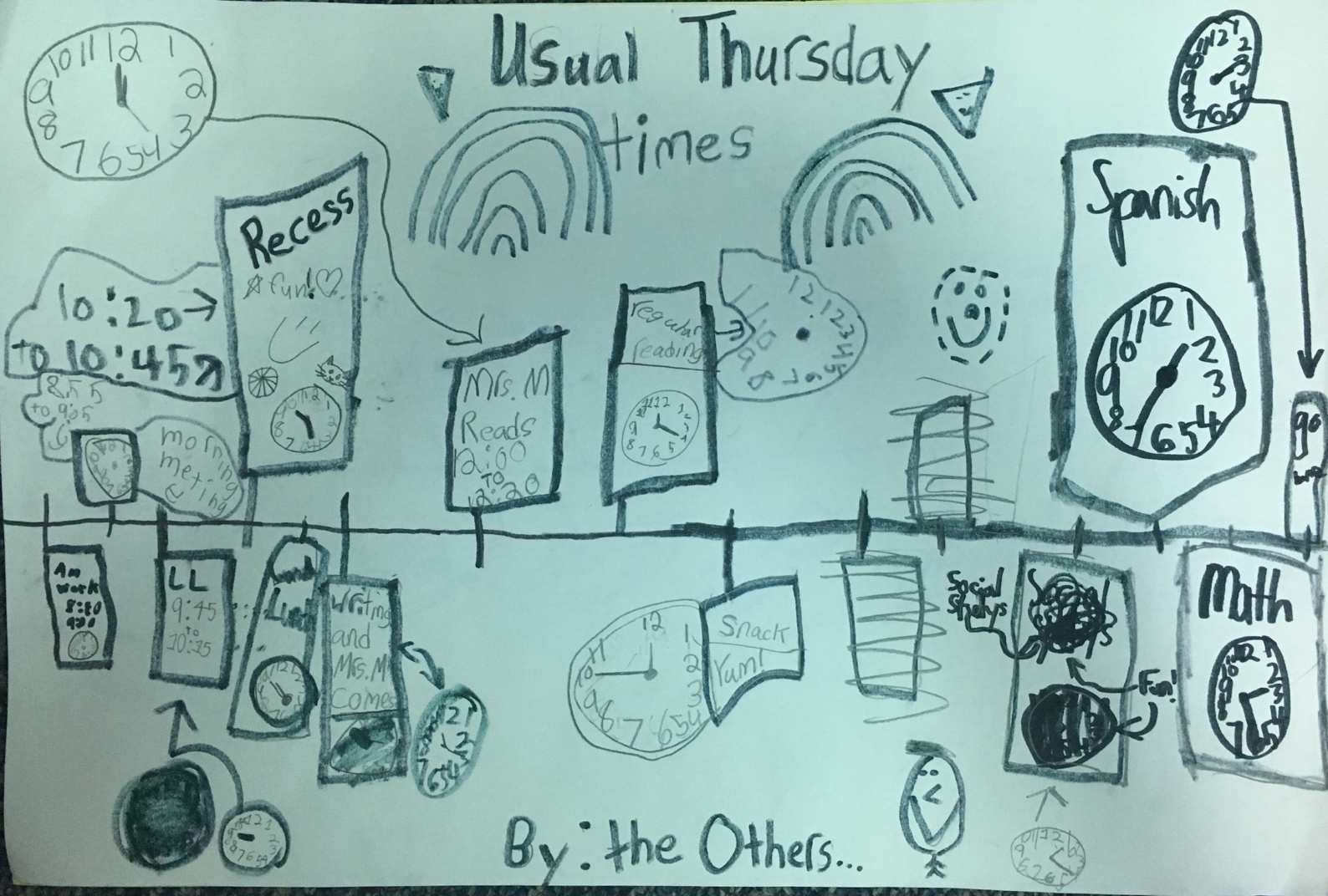
# Dimension 3: evaulating sources and using evidence

###### lesson 3: timelines of the past & present

Teach the students how to create a timeline of the average day of a Willington kid from 100 years ago, use the video as a primary source to evaluate what life was like for an average kid 100 years ago. When brainstorming what they could do during the day when you model how to make a timeline, use evidence from the video or even the pictures from Lesson 2 to backup your ideas. Students will then create their own timelines about a day in their life.

## Standards

|  |  |
| --- | --- |
| SOCIAL STUDIES FRAMEWORKS  HIST 2.1: Create a chronological sequence of multiple events.  HIST 2.2: Compare life in the past to life today. | CCSS  CCSS.MATH.CONTENT.2.MD.B.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. |



# dimension 4: communicating conclusions

###### lesson 4: comparing the past and present

Students compare and contrast their timelines with the class’ timeline of a kid from 100 years ago. They will write what the differences and similarities are and why they think life is different now. They will be posed with the question, is life better now than it was 100 years ago? How do you think you can make life in Willington better for the future?

## Standards

|  |  |
| --- | --- |
| **CT SOCIAL STUDIES FRAMEWORKS** **HIST 2.2:** Compare life in the past to life today.  **HIST 2.4:** Explain perspectives of people in the past to those of people in the present.  **CIV 2.4:** Compare their own point of view with others’ perspectives.  **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.SL.2.1**](http://www.corestandards.org/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.W.2.1**: 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. |