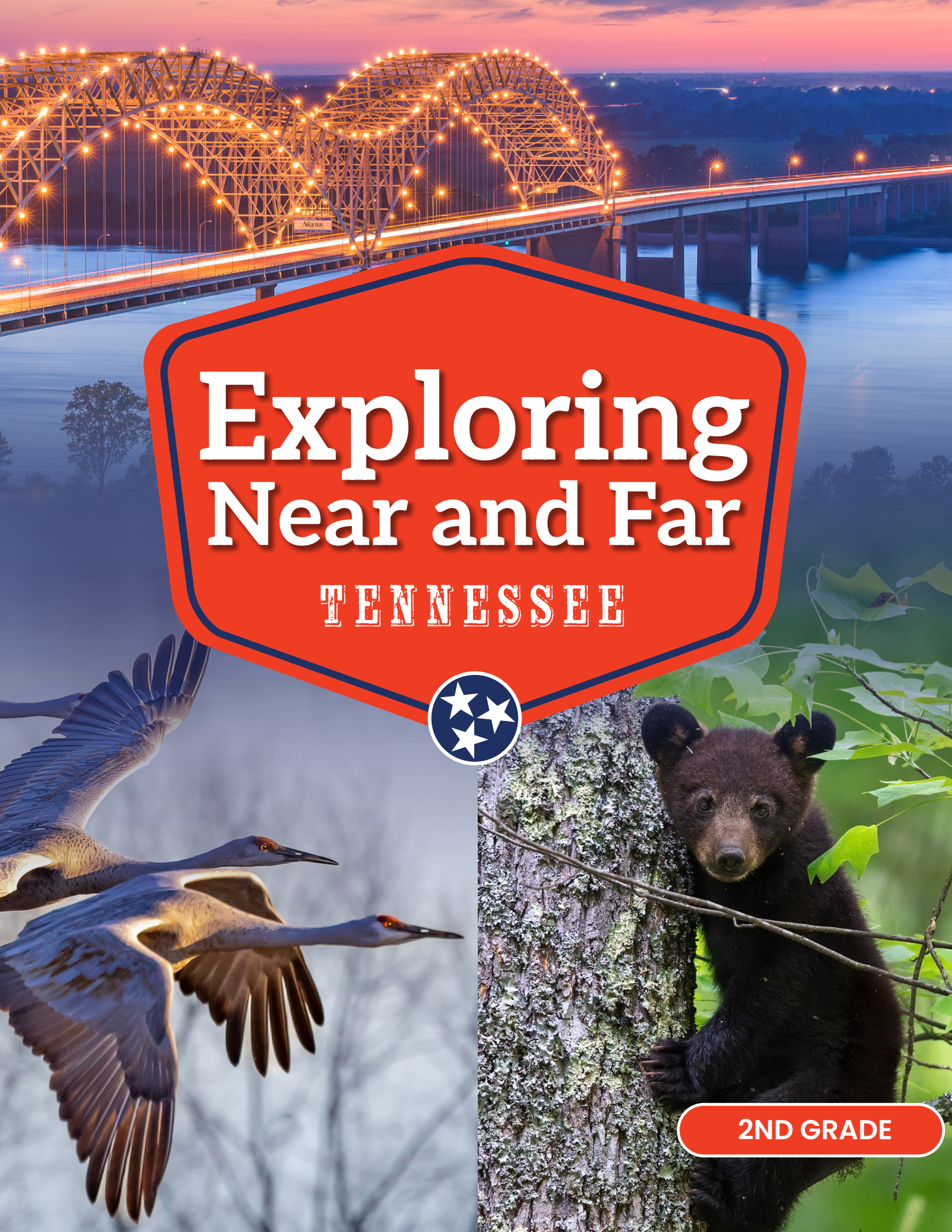




Exploring Near and Far

TENNESSEE



2ND GRADE

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UNIT

2

History





The Big Question ?

What is history, and how do we learn about the past?

Lesson 1

Studying the Past

Lesson 2

Perspectives and Sources

Lesson 3

Then and Now

Story Time

Mid-Autumn Festival

This student researcher is working with a dinosaur fossil in a laboratory.

Perspectives and Sources

Ready for Reading

Three Great Rules

The Three Great Rules will help you with spelling when adding a suffix, or ending, to a base word. The Three Great Rules are the Doubling Rule, the Drop Rule, and the Change Rule. Review each rule with your teacher before adding suffixes to base words.



As you study history, look at stories from different points of view. This will help you learn about the past.

When someone tells a story, they share their own experiences. This is called point of view, or ***perspective***. Historians look at many different perspectives of events in the past.

Learning Goals

- I can describe the importance of different perspectives when learning about the past.
- I can identify how historical figures have contributed to their communities.
- I can explain how different sources can help historians learn about the past.

Key Terms

biography
excerpt
indigenous
influence
perspective
racism

What Is Perspective?

People experience the world differently. Everyone has their own point of view or perspective. Beliefs, cultures, and experiences can **influence** a person's perspective. It is important for us to try to understand other perspectives.

Primary and secondary sources can show the perspectives of a person, place, or event from history. Studying perspectives from the past helps us learn how people once saw the world.



Optical illusions can trick our brain into seeing something that looks different or is not there. Your perspective can play a role in how you see an optical illusion. The image above is an example of an optical illusion. **What do you see?**

Annotate It! 3-2-1



3

interesting facts



2

things I have a question about



1

thing that surprised me

Word Alert!

perspective

\per|spĕc|tĭve\:

a way of thinking or understanding something

influence

\ĭn|flū|ĕnce\:

to have an effect on something

FACT VS FICTION

Fact: Your perspective of the world can change over time. As you grow, learn more, and have new experiences, your perspective can change.

Fiction: Your perspective never changes. How you view things now will always stay the same.

What Do YOU Think

Imagine you have a disagreement with a friend. Why would a historian think it was important to understand both of your perspectives? Write complete sentences to answer the question. Draw a picture to illustrate your response.



Downtown Chattanooga, Tennessee, in 1933



Downtown Chattanooga, Tennessee, in 2023

These photos show two views of Downtown Chattanooga, Tennessee.
When was each photo taken? What details do you see in each photo?

Visual Sources

Visual sources show us how people lived in the past and how things have changed over time.

Photos and Movies

Photographs and movies are examples of visual sources. Photos and movies may show us early examples of objects and places as they were long ago. Early photos may be compared to photos from today. We can look at how those objects and places have changed over time.



Merrymobile ice cream truck in 1959



An ice cream truck in 2023

How are the photos on this page the same? How are they different?

The image displays four identical sets of primary writing lines, arranged vertically. Each set is composed of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line. These lines are evenly spaced and extend across the entire width of the page, providing a template for handwriting practice.

A collection of five speech bubbles on a purple background. From left to right: an orange bubble with a white checkmark, a white bubble with a black exclamation mark, a white bubble with a yellow star, an orange bubble with a white question mark, and a white bubble with a black exclamation mark. There are also small white lines radiating from the top-left and top-right bubbles, suggesting sound or emphasis.

[illegible]

Art

Art, paintings, sculptures, and music can give us details about the past. Artists can show how people saw themselves and the world around them. They can also express their feelings or emotions about what they see.

What can these two paintings tell you about the Mississippi River and the Tennessee River?



This painting is of a boat on the Mississippi River. It is one of the most important rivers in the United States.

How are paintings different from photographs?



Painting of the Tennessee River

Create Your Own Landscape Portrait

Directions: A landscape is a drawing or painting of the outdoors. Artist often create portraits, or pictures, of landscapes to share their point of view through art. Design your own landscape portrait that has the following:

3 types of
landforms

2 types of
transportation

1 human-made
feature

Oral History

Oral histories are another way for historians to learn about the past. An oral history is when someone tells their personal knowledge of past events.

Historians study video recordings, interviews, and audio recordings of people talking about their life experiences. We can also learn history by listening to someone tell us about it.



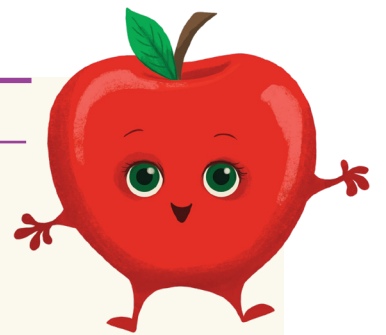
If someone has told you about what life was like when they were younger or during their past, you were listening to an oral history.

Folktales

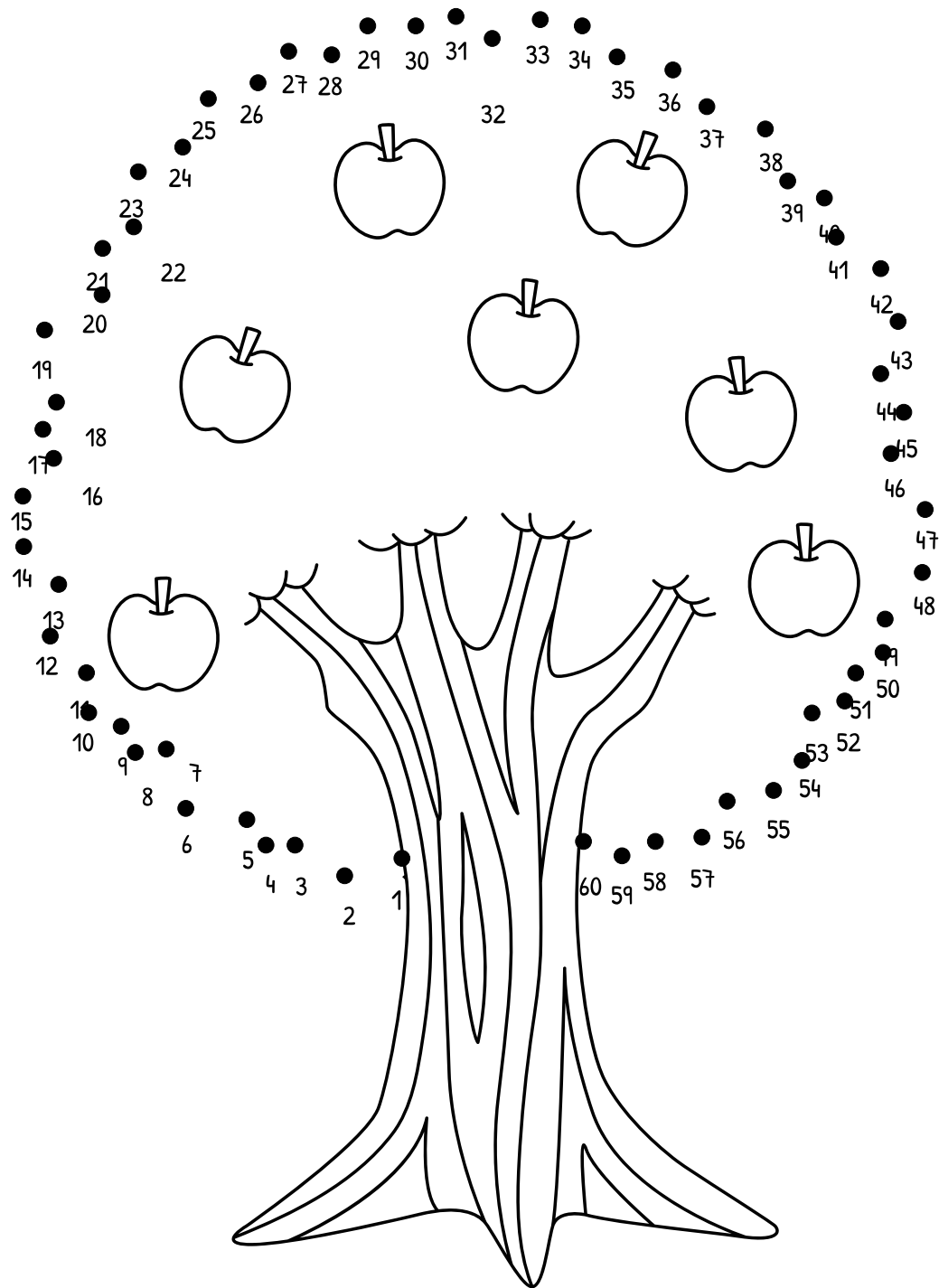
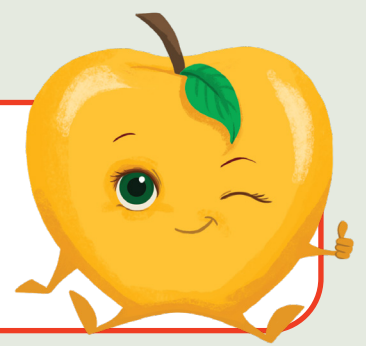
A folktale is a type of oral history. It is a story that has been told orally and passed down within a culture.

Different cultures tell different stories. Some cultures tell stories that teach a lesson. Others may tell stories of heroes. Folktales may also explain why certain things exist.

A US folktale is the story of Johnny Appleseed. It is about an American frontiersman who loved nature. He wanted to spread his love for apples across the land. He planted apple seeds everywhere and gave them to everyone he met. The story is meant to teach a lesson on the importance of planting trees, kindness, and hard work.



Directions: After reading about folktales and Johnny Appleseed, answer the question below. Then connect the numbers and color the picture to complete the apple tree.



1. What are three words that you would use to describe Johnny Appleseed?



The Alex Haley Museum is in Henning, Tennessee. It was the home of Alex Haley. He was a Black writer who shared stories about African American history. In the museum, there are displays that teach about African American history. You can also listen to family stories and learn about Alex's life growing up.

Word Alert!

racism

\rā|cǐ|sm\: treating someone unfairly because of their background or the color of their skin

Indigenous

\Īn|dĭ|gě|nōus\: the first people to live in a place

Black American Stories

Black American oral history plays an important part in understanding African American history. It is a form of storytelling.

These stories are about the achievements, struggles, culture, and memories of the Black community. Some Black American stories provide perspectives from those who have experienced **racism**. They tell of the fight for equal opportunities for all people.

Indigenous Oral Tradition

Storytelling is an oral tradition that **Indigenous** people use to teach about their history and culture. Indigenous cultures pass down traditions, beliefs, and values to future generations through storytelling. These stories often honor and pay respect to their ancestors and the environment. Dancing, singing, and instruments can all be used to tell a story.

What Do **YOU** Think



What do you think you can learn about your ancestors from storytelling?



Each October, the Tennessee Indian Education Pow Wow brings people together to celebrate Native American culture. Families and friends enjoy the music, storytelling, and traditions of more than 40,000 Native Americans in Tennessee.

Have you ever been to a celebration that shares culture and traditions?

Oral History Interview

Directions: Conduct an oral history interview with an older relative, friend, or neighbor. Ask each question, then write down their responses. When you are finished with the interview, write a paragraph on the next page to share the information you have gathered from the interview.

1. What is your full name?

2. Where did you grow up?

3. What type of music did you listen to when you were in middle school?

4. What did you like about school?

5. What did you dislike about school?

6. What is your favorite holiday or tradition?

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Cultural Dances

A cultural dance is a dance that is shared by a special community. These dances are passed down from parents to children over the years. These dances often tell a story about the history and beliefs of a community.

Some cultural dances are performed during important events, celebrations, or ceremonies. Other cultural dances are performed just for fun. Dancers might wear costumes or traditional clothing while performing. Below are two examples of different cultural dances.



The Lindy Hop started in the African American communities of Harlem, New York City. This dance was a way for people to connect with others and express themselves through music and movement. This dance brought joy to the African American community and others during challenging times.



The hula dance originated in the Hawaiian Islands. The hula tells stories about the history of Hawaiian culture and traditions. The dance is performed using movement, instruments, and chants.

Songs

Songs can also teach us about the history of people and places. People use songs to pass down stories. A song can describe a place. Below, write a song to describe your school, your home, or someone in your family.



A series of horizontal lines for writing a song. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Biographies

Historians study the lives of people of the past. One way to learn about a person is through a **biography**. This is a story of a person's life written by someone who has studied that person. Biographies are secondary sources.

A biography teaches us what a person liked and disliked. We can learn about the challenges they faced. We learn about their important accomplishments.

Word Alert!

biography

\bī|ō|grā|phī\ : a story of a person's life written by another person

Biographical Portrait

Martin Luther King Jr.

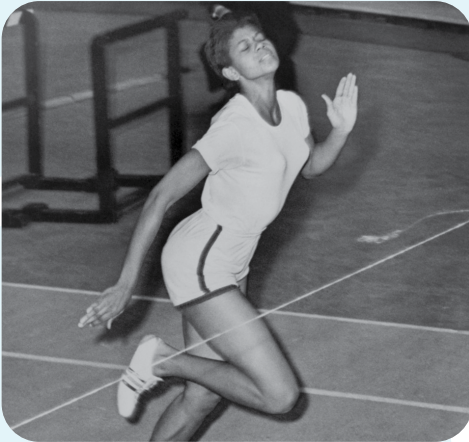
Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia. He was born at a time when the nation was segregated, or separated by race. People were separated in places such as schools, restaurants, and public transportation.

King became a pastor in Montgomery, Alabama, and spoke out about the unfair treatment of African Americans. In 1955, an African American woman by the name of Rosa Parks refused to give her bus seat to a White passenger. King organized the Montgomery Bus Boycott. It encouraged African Americans not to ride city buses. This helped end segregation on public transportation. Each year in the United States we celebrate Martin Luther King Jr. and his dedication to ensure fairness for all citizens.



Who's Who of Tennessee?

Directions: Draw a line to match the descriptions in the middle to the correct person.



Wilma Rudolph

I am the Grand Ole Opry's first Black performer. My nickname is the "Harmonica Wizard."

I am the first American woman to win three gold medals at the same Olympic games.



Theodore Rhodes



Dolores Gresham

I am the first woman to cross the Rocky Mountains in a light aircraft and to receive an airplane mechanics license.

I am the nation's first Black professional golfer.



Phoebe Omlie



Carlos DeFord Bailey

I am known as the Father of Tennessee.

I am the first Latina elected to the Tennessee state legislature.



James Robertson

Sharpen Your Skills!

PORTRAIT QUESTIONNAIRE

Instructions: Interview your classmate by asking the questions. Take notes about what they share with you in the space provided.

1. What is your full name?

2. When were you born?

3. Where were you born?

4. What is your favorite color?

5. What is your favorite meal?

6. What is your favorite after-school activity?

7. What career would you like to have?

8. What is your favorite subject in school?

9. What is one important event that has occurred during your life?

10. What else do you want me to know about you?

Sharpen Your Skills!

BIOGRAPHICAL PORTRAIT

Instructions: Using the information that you collected while interviewing your classmate, write a paragraph about their life. You may select which information from the interview you would like to include. Write about the events and information that were shared in the order that they occurred. Draw a picture of your classmate in the space provided.

Biographical Portrait

Handwriting practice lines for writing the biographical portrait. The lines consist of solid top and bottom lines with a dashed midline for letter height guidance. There are 10 sets of these lines.

A large blank rectangular area for drawing a picture of the classmate.

Autobiographies

An autobiography is a story written by someone about their own life. It is a primary source. Historians use autobiographies to learn about the perspectives that different people had.

Below is an **excerpt**, or small section, of an autobiography written by Benjamin Franklin. Benjamin Franklin was one of the Founding Fathers of the United States. He did many things in his life. Benjamin was a writer, inventor, scientist, and publisher. He was a leader who always wanted to know more about the world.

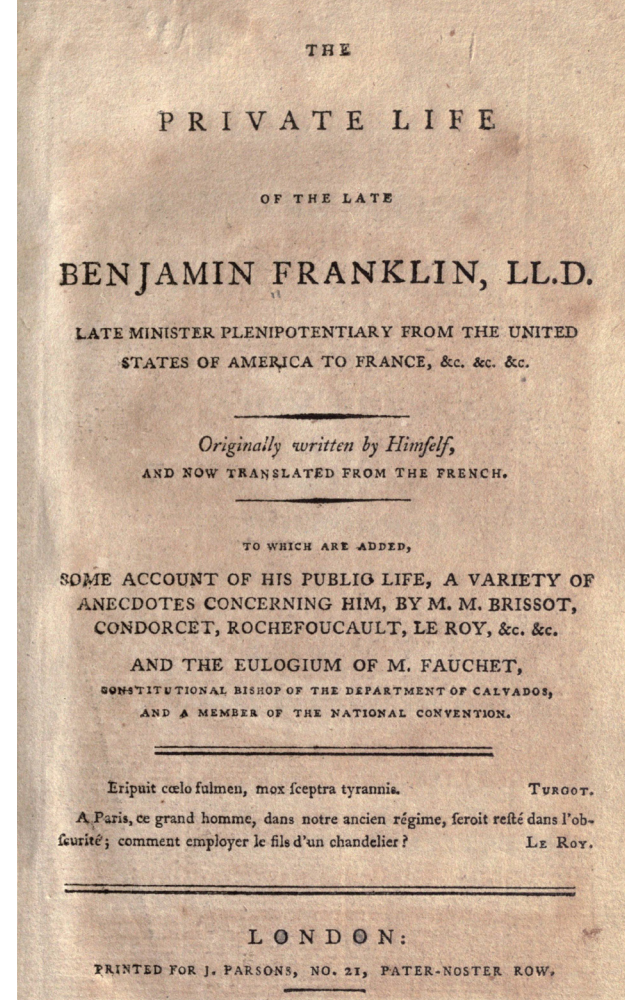
I was the youngest son, and the youngest child but two, and was born in Boston, New England.

I was put to the grammar-school at eight years of age, my father intending to devote me, as the tithe of his sons, to the service of the Church. My early readiness in learning to read (which must have been very early, as I do not remember when I could not read) and the opinion of all his friends, that I should certainly make a good [expert], encouraged him in this purpose of his.

GLOSSARY

devote: to commit to

tithe: to pay or give



This is an excerpt from *The Autobiography of Benjamin Franklin*. **What can historians learn about Franklin from this excerpt of his autobiography?**

Word Alert!

excerpt \ĕx|cerpt\
a passage or small section of a longer piece of writing

My Autobiography

Directions: Fill in the autobiography with information about your life.

My Name

Where I Live

Age

Birthday

School I Go To

Favorites

Animal:

Color:

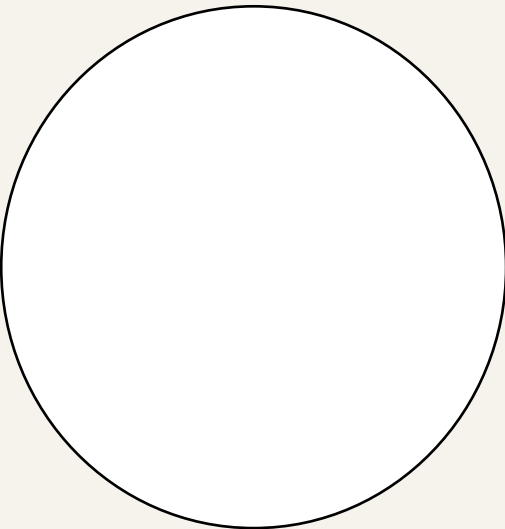
Food:

Book:

Movie:

TV Show:

What I Look Like



Things I Am Good At

Things I Like

In My Family

Use Many Sources

We look at many sources when we study history. That is because a story can change with the storyteller. A journal entry may tell us what a person was thinking. A photo might tell us what they were doing. A newspaper article might share perspectives of what took place.

Different sources help answer questions about people, places, and events. Asking questions like ones below can help us understand history.

- What happened?
- Where did it happen?
- What was there?
- When did it happen?
- Why did it happen?
- What did it change?

Circle the title of the newspaper article below.
Put a ★ star next to clues that connect the newspaper article and the picture.



IMPORTING OF FRUITS AN IMPORTANT INDUSTRY

From Indies and South America They Come.

Interested Sights on the Wharves of Mobile When the Ships are Unloaded and Freight Cars and Warehouses Receive the Products.

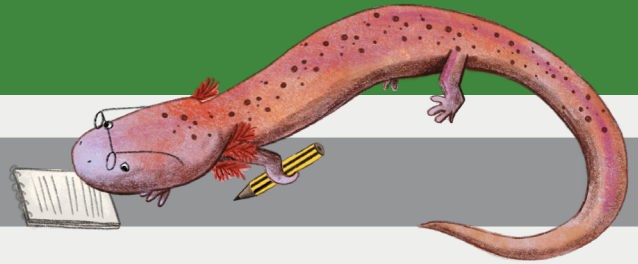
By Will T. Sheehan.
Mobile, Nov. 28.—(Staff Correspondence.)—"Red below," "yellow above,"

commerce has caught up with the cove oyster and is keeping step with it, side by side, even in the remote country grocery stores. The cheapened banana has found its way not only to the railroad towns and cities but even to the little rural towns that have to be reached by express or mail.

The United Fruit Company has done more to cheapen the banana than any single thing, person or corporation. The United Fruit Company has been called the Standard Oil Company of the fruit trade. It is described as being as pre-eminent in the fruit business as is the Standard Oil Company in the oil business. It is its supremacy in the fruit business which fits it for comparison with the Standard Oil Company and not its methods of dealing with competition. So far as is known the big fruit concern has never been

What questions do you have about these sources?

Dig

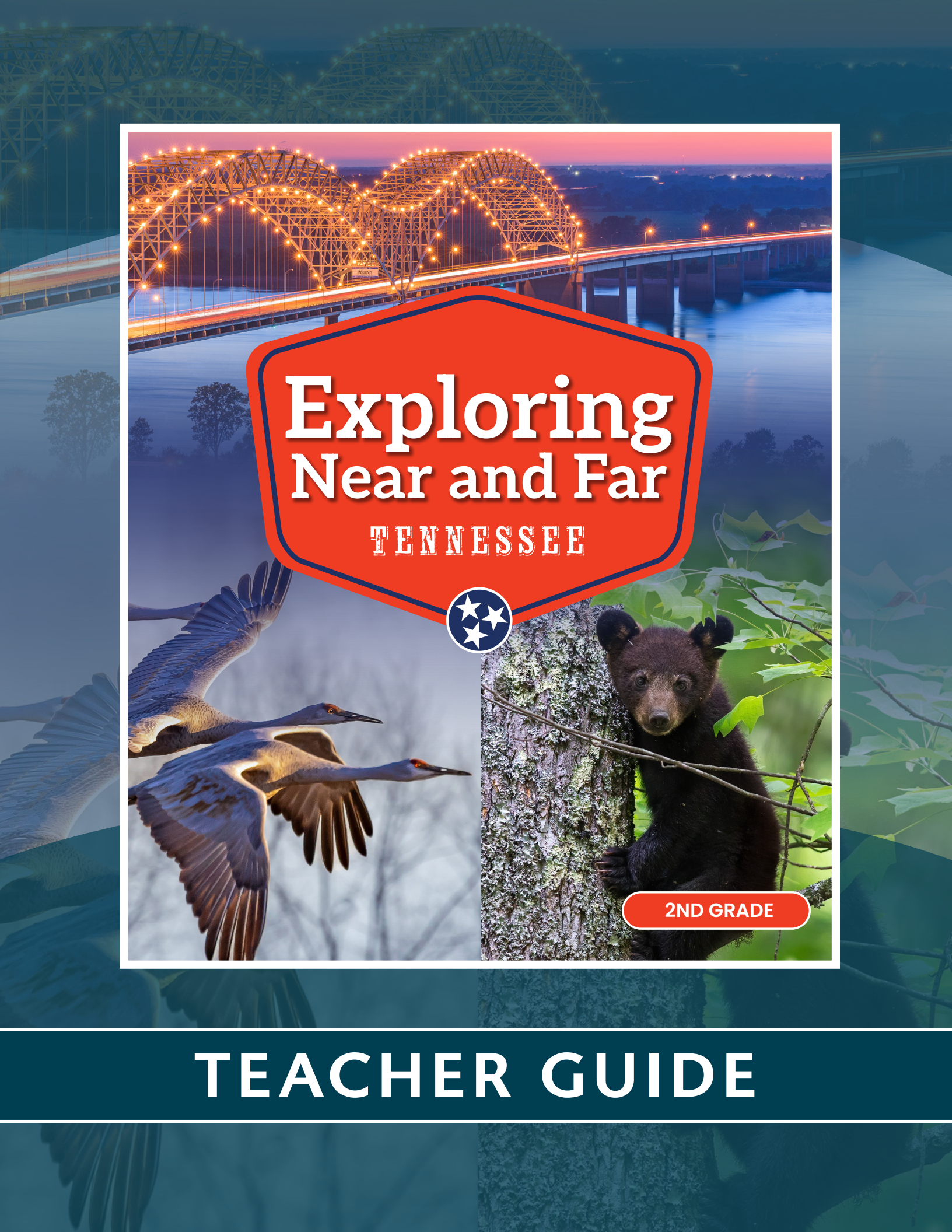


1. What is one type of source historians study?

2. What is a biography?

Dig Deeper

3. How might studying different sources help historians learn about the past?



Exploring Near and Far

TENNESSEE



2ND GRADE

TEACHER GUIDE

Teacher Guide

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Unit 1: Geography

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Unit Overview & Planning Guide

The overview and planning guide is your primary tool to determine what content to teach and when. The overview will show you the standards alignment within the unit to help you determine where you need to spend the bulk of your time. The planning guide offers a snapshot of each activity, such as whether it includes a discussion/debate element, a differentiation suggestion, or if the activity requires a rubric or evaluation. It also includes the approximate time the activity should take so that you can plan shorter and longer lessons as appropriate to your classroom needs.

It is not necessary to teach every activity in every lesson and unit. Each standard is covered in a variety of activities, so you may pick and choose what you and your students are most interested in and still meet each target.

Suggestions on teaching strategies, ML differentiation, remote learning tips, and great educator resources are available to take the guesswork out of your practice.

Thorough standards-based alignment throughout each unit and activity

Fully customizable to fit the time, interests, and needs of your class. Each activity includes an approximate time but is adaptable and offers a variety of options that may shorten or lengthen the time you spend. Times listed are an approximation for an average class with diverse learners.

A wide variety of activity types anchored in student-facing content

Teacher Tip

The **Teacher Tools** section includes an assortment of customizable and reusable activity worksheets. Use your favorites to extend or support any activity!

There are seven symbols in the Teacher Guide:

Project-Based: activities featuring learning skills that take information from the text and apply it to hands-on exercises

Discussion/Debate: activities that promote speaking and listening skills, as well as forming and supporting opinions

Cross-Curricular: activities that promote analysis through the lens of different disciplines (e.g., art, reading, math)

ML Adaptation: activities include specific opportunities to support ML students

Differentiation: activities include opportunities to differentiate instruction for advanced and approaching-level students

Remote Essentials: activities that are designed to be adaptable for blended or remote learning classrooms

Evaluate/Rubric: indicates that the activity requires a rubric and/or evaluation to assess student work and evidence that the student has met the Success Criteria

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP06; 2.14; 2.RL.KID.1; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PK1.6; 2.WR.WJ.10	Introduce the Big Question and explore the opening image.	18		60 Minutes
Go to the Source! SSP01; SSP02; SSP03; SSP06; 2.RL.RRTC.10; 2.RL.KID.3; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PK1.6; 2.WR.BPK.8; 2.WR.WJ.10	Changes Over Time: Use primary and secondary sources to analyze how a location in the United States has change over time.	44		50 Minutes
Culture Search SSP04; 2.01; 2.RL.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PK1.6; 2.WR.WJ.10	What is Culture?: Describe culture by writing an informative text.	69		70 Minutes
Think Like a Geographer SSP06; 2.04; 2.RL.KID.1; 2.RL.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PK1.6; 2.WR.BPK.8; 2.WR.WJ.10	At the Speed of Mail: Use geographic thinking skills to analyze how forms of transportation have been used to decrease the time it takes to carry ideas through the mail.	84		30 Minutes
Story Time SSP01; SSP06; 2.RL.KID.2; 2.RL.KID.3; 2.RL.CS.5; 2.RL.RRTC.10; 2.SL.PK1.6; 2.WR.WJ.10	Roan Mountain Speaks: Identify ways that geographers study the world in a story.	86		30 Minutes
Stop and Think! SSP06; 2.RL.KID.1; 2.RL.CS.4; 2.RL.CS.5; 2.RL.CS.6; 2.RL.RRTC.10; 2.SL.CC.1; 2.SL.CC.2; 2.SL.CC.3; 2.SL.PK1.6	Answer questions to improve comprehension and retention.	87		15 Minutes
Reading Tip SSP06; 2.FL.WC.4; 2.FL.F.5; 2.FL.VA.7a; 2.FL.VA.7b	Practice pronunciation to improve literacy and reading fluency.	88		15 Minutes
Story Time Review SSP06; 2.RL.KID.1; 2.RL.KID.3; 2.RL.CS.4; 2.RL.CS.5; 2.RL.RRTC.10; 2.WR.BPK.8; 2.WR.WJ.10	Complete the formative story assessment to check for understanding.	91		15 Minutes
Content Connections SSP01; SSP06; 2.14; 2.15	Complete the formative assessment to check for understanding.	92		30 Minutes
Career Corner SSP01; SSP04; SSP06; 2.RL.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PK1.6; 2.WTTP.3; 2.WR.BPK.8; 2.WR.WJ.10	Historical Horticulturist: Investigate career choices by examining what a historical horticulturist does.	94		35 Minutes
Choose Your Own Project SSP01; SSP04; SSP06; 2.RL.RRTC.10; 2.SL.CC.2; 2.SL.CC.3; 2.SL.PK1.6; 2.WTTP.1; 2.WR.BPK.8; 2.WR.WJ.10	Choose Your Own Project: Choose a project to demonstrate understanding of Unit 1 .	95		70 Minutes
Prove It! SSP01; SSP02; SSP04; 2.12; 2.14; 2.RL.KID.1; 2.WR.WJ.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question . *Note: The Prove It! is found in the Unit Assessments .	UA 5		60 Minutes

Exploring Near and Far, Tennessee Edition | Teacher Guide

IB

Fun Fact

Reading Tip!

Stop and Think!

FACT VS FICTION

Word Alert!

Turn & Talk!

Student-facing call-outs in story features provide support for early readers, develop critical thinking skills, enhance retention, and enrich textbook content.

Teacher Resources & Unit Features

Teacher Materials

The Teacher Resources include the **Teacher Guide**, **Unit Assessments**, **Student Support Guide**, and **Teacher Tools**.

- The **Teacher Guide** features standards-aligned activities and instruction wrapped around **Student Edition** pages. A range of activities promote higher level thinking for all students.
- The **Unit Assessments** contain a catalog of assessment questions for each unit and lesson. All materials are organized by DOK level and pegged to standards.
- The **Teacher Tools** features an assortment of maps, graphic organizers, rubrics, extensions, and games. Some activities in the **Teacher Guide** will direct you to specific resources in **Teacher Tools**, but we encourage you to use them as you see fit to customize your curriculum to the needs of your class.

★ **Note:** Some text in the **Student Edition** and **Teacher Materials** is written at a Lexile higher than the second-grade reading level to support student development of social studies content knowledge. The narrative, features, instructions, questions, and worksheets included in this program may be read in different styles to promote fluency. You may choose to read sections aloud to the class or have students read the text independently or collaboratively. Literacy strategies are included to promote student success in decoding vocabulary and reading words and sentences with automaticity by the end of the school year. Throughout this program, students will also have opportunities to develop writing skills. As you teach, look for skills that align with your related instruction to assess student growth.

Spark It!

Each Spark It! activity is designed to kindle prior knowledge and ignite curiosity. Mix and match each component or use all of them to spark interest and engagement before reading. Each unit utilizes backward design, starting with the Big Question, and provides skill and content objectives to measure student mastery as they explore the text.

Go to the Source!

The Go to the Source! feature directs students to analyze primary sources such as maps, photographs, and artifacts. These activities prompt students to move beyond surface-level questions and think critically about what they are studying.

Culture Search

By exploring various traditions, beliefs, foods, clothing, and communities around the world, students will develop an understanding of and cultivate an appreciation for people and events in world cultures. These activities also provide students with an opportunity to explore their own personal cultures and groups to which they belong, and recognize some of the components that further make up their personal identity.

Think Like a ...

This feature emphasizes social studies skills used to understand and interpret the world. These skills include geography, history, economics, and civic engagement, and the activities focus on analysis, forming fact-based opinions, conducting research to defend a position, and more.

Choose Your Own Project

Each unit features a way for students to demonstrate their comprehension and retention in a variety of ways. By allowing students agency in how they demonstrate their learning, teachers can meet each student at their level and focus on developing strengths and skills. Choices range from writing and hands-on projects to technology-based activities.

Content Connection

This summative assessment allows students to demonstrate comprehension and retention. The questions are rooted in key take-aways and standards-based topics from each lesson to support the Big Question and enable students to read with purpose. The questions are designed to help students focus on important concepts and make connections between new material and prior knowledge.

Career Corner

The Career Corner feature highlights the wide variety of job opportunities available that utilize social studies skills and details how students can apply these skills in future career fields. These activities prompt students to consider how social science skills are relevant beyond a classroom.

Story Time

Students will read stories about concepts covered in the unit. These stories include strategies and prompts to support comprehension, retention, and growth in literacy skills. This supports interconnected pedagogical strategies and the ability to fluidly combine social studies and literacy instruction.

Prove It!

The Prove It! feature is a multilayered summative and self-assessment to check student understanding of the concepts and skills they have studied. These assessments are a tool to gauge student understanding of the unit and their ability to synthesize what they have learned by answering the Big Question.

Lesson Features

Sneak Peek

Each lesson includes Learning Goals and Key Terms in the Student Edition that directly relate to the Big Question. When we phrase Success Criteria in “I can” language, students are able to take ownership of their learning and achievement. All Learning Goals align to the state standards and the Big Question. The Key Terms enable students to gain and understand academic and domain-specific vocabulary.

Ready for Reading

Each lesson includes specific strategies to help students increase their reading aptitude. Strategies are based in Science of Reading and are spiraled and scaffolded to support acquisition of literacy skills. Many activities ask students to use and reuse strategies they encountered in previous sections of the text.

Sharpen Your Skills!

The Sharpen Your Skills! feature encourages students to use skills like periodization, contextualization, analysis of continuities and changes, inquiry, compare and contrast, and more. Students will consider the ways in which these skills can be applied to multiple facets of their everyday lives.

Spotlight On...

The Spotlight On... feature goes into depth about important topics that are more succinct in the Student Edition by promoting kinesthetic and project-based learning. These activities allow students to not just study social studies, but to connect it and experience it as well.

Flex It!

It is critical for educators to be able to teach not just history, but other disciplines as well. The Flex It! feature is designed to connect what your students study to other disciplines. Each lesson includes a unique cross-curricular content connection to science, art, health, drama, music, math, English, or reading.

Connect It

It is the job of social studies educators to provide students with the knowledge, intellectual processes, and dispositions required to be active and engaged participants in public life. The Connect It features are designed to interconnect lessons with social studies disciplines.

What Do YOU Think?

The What Do YOU Think? feature is anchored in student-facing content and encourages students to develop and share their opinions with each other and the class as a whole. The questions provided in the Teacher Guide build upon those introduced in the Student Edition. These open-ended questions prompt students to delve deeper into subjects, while allowing you the flexibility to gauge student understanding and extend the learning depending on the needs of your class.

Turn & Talk!

Turn & Talk! features encourage the development of peer-reliability and communication skills within structured activity settings. You can encourage your students to develop rapport with their classmates and focus on behavioral skills as students build communities and interact with each other.

Links and Thinks

The Links and Thinks links offer another technology-based way to take the text to a new level. In the Teacher Guide, you will find URLs of links found in the digital Student Edition, as well as extension activities. You determine which ones you want your students to explore depending on time and the needs of your class.

Extra! Extra!

Extra! Extra! indicates opportunities to extend an activity. These extensions are meant to take learning a step further, engage students through another lens, or deepen understanding through additional critical thinking. Extra! Extra! can also serve as activities for advanced students who may complete the primary activity more quickly.

ML Adaptations

We encourage you to accommodate your students in any way that makes sense for your classroom and their needs. Each activity is adaptable to students of varying needs and abilities. Utilize the ML options to offer an equally rich and engaging learning experience to all students. There may be ML activities that can be applied to other curriculum or your entire classroom.

Differentiation

Throughout the Teacher Guide you will find opportunities to simplify or enhance various activities. Guidance is provided to support differentiated instruction by including appropriate alternatives for students who are approaching targeted expectations. Additional enrichment opportunities are provided to engage students who have advanced beyond the performance expectations.

Word Alert!

These student-facing call-outs provide support for early readers with definitions of domain-specific vocabulary and pronunciation guides that follow Science of Reading strategies. To create consistent visual cues for students to develop reading skills, we have introduced three diacritical marks:

- Short vowels use the breve (˘) mark and are pronounced like the short vowels in căt, ěgg, dĭg, fŏx, and rŭn.
- Long vowels use the macron (¯) mark and are pronounced like the long vowels in lāke, mē, bīke, hōme, and rŭle.
- Unstressed vowels use the schwa symbol (ə) and are pronounced similarly to the short vowels in dĭg or rŭn, depending on the word.

To avoid overwhelming students, the pronunciations featured in the text are created without replacing consonants or removing silent letters in the word for phonetic spelling.

GSE Bookshelf+

The digital learning platform from Gibbs Smith Education

GSE Bookshelf+ hosts award-winning educational programs from Gibbs Smith Education. Accessible on the web and mobile devices, GSE Bookshelf+ brings the power of the digital textbook and digital interactivity to you and your students.



GSE Bookshelf+ Subscription Features

Student Features

The student materials bring the interactive content and tools of your program to life. The platform allows students to:

- Annotate, highlight, mark up, and bookmark content and sync that data across their devices
- Download sections and read offline using the mobile apps
- Easily jump to specific units, lessons, pages, key words, bookmarks, notes, and highlights using the GSE Bookshelf+ advanced navigation features
- Take advantage of text-to-speech audio capability
- Translate into specified languages on-the-fly and utilize translated text-to-speech features
- Submit activities within the platform for grading and evaluation
- Use pop-up definitions and pronunciations of glossary terms
- Explore in-platform links to online content such as articles and videos

Teacher Features

In addition to the student features, teachers can:

- Access teacher-facing materials digitally or easily download PDF versions straight from the platform.
- Assign individual activities and sections of the text
- Use AI-assisted grading
- Build and customize printable assessments using the Dynamic Question Bank
- Access robust analytics for grading and standards alignment

Note: All third-party links have been reviewed to ensure credibility and reliability. However, links should be used at the teacher's discretion in line with your school or district's standards regarding data privacy and security.

*These links provide content and activities that are supplemental to the material;
all standards are addressed in a variety of other places within your materials.*

For help navigating GSE Bookshelf+ or to learn more about how to use its features, visit the

[Gibbs Smith Education Knowledge Base](#).

**To gain access to GSE Bookshelf+, contact your school administrator,
district technology director, or curriculum coordinator.**

Apps for all your devices



Unit 2: History

Big Question: What is history, and how do we learn about the past?

STUDENT OUTCOME: Students will be able to explain how historians learn about the past by identifying events on a timeline, analyzing historical sources, and describing how people and places have changed over time.

Curriculum Overview

Tennessee Social Studies Standards: Second Grade

Standard	Student Edition
SSP.02 Critically examine a primary or secondary source in order to: » Summarize significant ideas and relevant information » Distinguish between fact and opinion » Draw conclusions » Recognize author’s purpose and point of view	GTTS TLAH
SSP.05 Develop historical awareness by: » Sequencing past, present, and future in chronological order » Understanding that things change over time	L2 GTTS TLAH
2.02 Compare and contrast beliefs, customs, ceremonies, and traditions of various cultures represented in the United States.	CS ST
2.02 Distinguish how people from various cultures in the students’ community and nation share principles and common goals.	CS ST
2.26 Define and identify primary and secondary sources.	L1
2.27 Examine the significant contributions of historic figures.	L2
2.28 Analyze and interpret events placed chronologically on a timeline using terms including years, decades, and centuries.	L1 L2 L3

L1 = Lesson 1; L2 = Lesson 2; L3 = Lesson 3; GTTS = Go to the Source!; CS = Culture Search; TLAH = Think Like a Historian; ST = Story Time

Symbol Key

Project-Based

Discussion/Debate

Cross-Curricular

ML Integration

Differentiation

Remote Essentials

Evaluate/Rubric

Unit Features

Use any or all of the following activities to best meet the needs of your classroom.



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Spark It! SSP.04; SSP.05; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.2; 2.SL.CC.3; 2.SL.PKI.4; 2.SL.PKI.6; 2.W.RW.10	Introduce the Big Question and explore the opening image.	96		70 Minutes
Go to the Source! SSP.01; SSP.02; SSP.03; 2.26; 2.27; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RBPK.8; 2.W.RW.10	Archaeology Dig: Use primary and secondary sources to analyze the work of archaeologists.	118		45 Minutes
Culture Search SSP.01; SSP.03; SSP.04; SSP.05; 2.01; 2.02; 2.RI. RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Cherokee Culture: Explore Cherokee culture and compare and contrast cultural outfits.	144		70 Minutes
Think Like a Historian SSP.01; SSP.02; SSP.03; SSP.04; SSP.05; 2.26; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.2; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RBPK.8; 2.W.RW.10	Inventions Change: Use historical thinking skills to analyze how inventions, such as computers, change over time.	162		30 Minutes
Story Time SSP.05; 2.01; 2.02; 2.RI.KID.1; 2.RI.CS.4; 2.RI. CS.6; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.2; 2.SL. CC.3; 2.SL.PKI.4; 2.SL.PKI.6; 2.W.RBPK.8; 2.W.RW.10	Mid-Autumn Festival: Connect reading to culture by exploring a story about the Mid-Autumn Festival.	164		40 Minutes
Reading Tip! SSP.06; 2.FL.VA.7a; 2.FL.VA.7b; 2.FL.VA.7c; 2.RI. CS.4; 2.RI.CS.5; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6	Use within-text tools and external tools to contextualize a story and support comprehension.	165		25 Minutes
Stop and Think! SSP.05; 2.01; 2.02; 2.SL.CC.1; 2.SL.CC.3; 2.SL. PKI.6	Answer questions to improve comprehension and retention.	167		20 Minutes
Story Time Review SSP.05; 2.01; 2.02; 2.RI.CS.4; 2.RI.CS.5; 2.RI. RRTC.10; 2.W.RBPK.8; 2.W.RW.10	Complete the formative story assessment to check for understanding.	185		20 Minutes
Content Connections SSP.05; 2.26; 2.28; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL. CC.3; 2.SL.PKI.6; 2.W.RW.10	Complete the formative assessment to check for understanding.	186		30 Minutes
Career Corner SSP.01; SSP.03; SSP.05; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RBPK.7; 2.W.RBPK.8; 2.W.RW.10	Archivist: Investigate career choices by examining what an archivist does.	188		70 Minutes
Choose Your Own Project SSP.04; SSP.05; 2.26; 2.28; 2.RI.RRTC.10; 2.SL. CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RBPK.7; 2.W.RBPK.8; 2.W.RW.10	Choose Your Own Project: Choose a project to demonstrate understanding of Unit 2 .	189		70 Minutes
Prove It! SSP.01; SSP.02; SSP.04; 2.26; 2.28; 2.RI.KID.1; 2.RI.KID.1; 2.W.RBPK.8; 2.W.RW.10	Check for understanding through a summative assessment, reflection, and by answering the Big Question . ★ Note: The Prove It! is found in the Unit Assessments .	UA 17		60 Minutes

Lesson Features Lesson I: Studying the Past



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 2.RI.CS.4; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Notice and Wonder: Preview the lesson, introduce Key Terms , and activate curiosity.	98		60 Minutes
Ready for Reading 2.FL.PWR.3; 2. FL.WC.4; 2.RI.CS.4; 2.RI.CS.5; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Three-Consonant Blends: Recognize, annotate, and decode words that contain three-consonant blends, including those that contain a digraph.	99		70 Minutes
What Do YOU Think? SSP.02; SSP.03; SSP.04; SSP.05; 2.26; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6	Studying Sources: Discuss why historians should study both primary and secondary sources when learning about the past.	102		15 Minutes
Sharpen Your Skills! SSP.01; SSP.03; SSP.04; SSP.05; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.2; 2.SL.CC.3; 2.SL.PKI.4; 2.SL.PKI.6; 2.W.RBPK.8; 2.W.RW.10	Fossil Forms: Examine fossils and identify how they were formed.	104		60 Minutes
Flex It! SSP.01; SSP.04; SSP.05; 2.28; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Century Timeline: Use a cross-curricular learning lens to engage with history through math by creating a two-century timeline.	105		70 Minutes
Spotlight On... SSP.04; SSP.05; 2.28; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Mesozoic Era Timeline: Create a timeline of the plants and animals that lived during the Mesozoic Era.	106		60 Minutes
Sharpen Your Skills! SSP.01; SSP.02; SSP.05; 2.RI.KID.1; 2.RI.CS.4; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.TTP.2; 2.W.RBPK.8; 2.W.RW.10	Prehistoric Tools: Examine and describe tools used during the Stone Age, Bronze Age, and Iron Age.	109		35 Minutes
Flex It! SSP.01; SSP.04; SSP.05; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.4; 2.SL.PKI.6; 2.W.TTP.3; 2.W.RW.10	Classical Era Statue: Use a cross-curricular learning lens to engage with history through art by creating a model classical era statue.	111		30 Minutes
Sharpen Your Skills! SSP.01; SSP.02; SSP.03; SSP.05; 2.28; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.2; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Reviewing Periods in History: Summarize learning about time periods in history.	114		35 Minutes
What Do YOU Think? SSP.02; SSP.03; SSP.04; SSP.05; 2.26; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6	Study the Past for the Future: Discuss how people learn from their decisions and examine the past in order to inform the present and the future.	116		35 Minutes
Check It! SSP.01; SSP.03; SSP.04; SSP.05; 2.RI.CS.4; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	117		45 Minutes

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric



Lesson Features Lesson 2: Perspectives and Sources

Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 2.RI.CS.4; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Notice and Wonder: Preview the lesson, introduce Key Terms , and activate curiosity.	120	  	60 Minutes
Ready for Reading 2.FL.PWR.3; 2. FL.WC.4; 2.FL.F.5; 2.RI.CS.4; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Three Great Rules: Identify and utilize the Three Great Guidelines of spelling when adding suffixes to base words.	121		50 Minutes
What Do YOU Think? SSP.02; SSP.04; SSP.05; 2.26; 2.SL.CC.1; 2.SL. CC.3; 2.SL.PKI.6	Multiple Perspectives: Discuss how multiple perspectives may emerge when multiple people experience a common event.	122		25 Minutes
Turn & Talk! 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6	Preference Changes: Discuss how the preferences of people and popularity of products may change over time.	125		15 Minutes
Flex It! SSP.01; SSP.03; SSP.04; SSP.05; SSP.06; 2.RI. RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Landscape Portrait: Use a cross-curricular learning lens to engage with history through art by creating a landscape portrait.	127	 	25 Minutes
Flex It! SSP.01; SSP.04; SSP.05; 2.SL.CC.1; 2.SL.CC.2; 2.SL.CC.3; 2.SL.PKI.4; 2.SL.PKI.6; 2.W.TTP.3; 2.W.RBPK.8; 2.W.RW.10	Storytelling: Use a cross-curricular learning lens to engage with history through English language arts by summarizing and telling a story.	130	  	60 Minutes
What Do YOU Think? SSP.02; SSP.04; SSP.05; 2.26; 2.SL.CC.1; 2.SL. CC.3; 2.SL.PKI.6	Oral History: Discuss how oral history supports learning about ancestors.	131		20 Minutes
Spotlight On... SSP.01; SSP.02; SSP.03; SSP.04; SSP.05; 2.RI. RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.4; 2.SL. PKI.6; 2.W.TTP.3; 2.W.RBPK.8; 2.W.RW.10	Oral History Interview: Conduct an oral history to learn about the past and present life of a loved one.	132	  	70 Minutes
Sharpen Your Skills! SSP.04; SSP.05; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL. PKI.4; 2.SL.PKI.6; 2.W.RW.10	State Song: Analyze “My Homeland, Tennessee” and determine how it contributes to the culture of Tennessee.	135	 	15 Minutes
Sharpen Your Skills! SSP.01; SSP.04; SSP.05; 2.27; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.TTP.2; 2.W.RW.10	Biographical Portrait: Interview a peer and write a brief biography.	136	 	70 Minute
Sharpen Your Skills! SSP.04; SSP.05; 2.27; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Who’s Who?: Identify the contributions of historic Tennesseans.	137	 	70 Minutes
Flex It! SSP.01; SSP.04; SSP.05; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.TTP.3; 2.W.PDW.5; 2.W.RBPK.8; 2.W.RW.10	Creative Arts Autobiography: Use a cross-curricular learning lens to engage with history through creative arts by composing a creative autobiography.	140	 	70 Minutes
Check It! SSP.03; SSP.04; SSP.05; 2.26; 2.RI.KID.2; 2.RI. CS.4; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL. PKI.6; 2.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	143	 	45 Minutes

Lesson Features Lesson 3: Then and Now



Activity Standards & Indicators	Description	Page	Curriculum Components	Time
Sneak Peek 2.RI.CS.4; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Notice and Wonder: Preview the lesson, introduce Key Terms , and activate curiosity.	146		60 Minutes
Ready for Reading 2.FL.PWR.3; 2.FL.WC.4; 2.FL.F.5; 2.FL.VA.7b; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Consonant -le Syllables: Identify and annotate consonant -le syllables.	147		50 Minutes
Sharpen Your Skills! SSP.01; SSP.05; 2.28; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	A Year in My Life Timeline: Create a digital timeline of important events from the last year.	149		60 Minutes
Spotlight On... SSP.01; SSP.03; SSP.04; SSP.05; 2.RI.KID.1; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Invention Research: Conduct a research project and complete a presentation with peers to learn about an invention.	150		70 Minutes
Turn & Talk! 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6	Memphis Zoo: Discuss how the Memphis zoo has changed over time.	151		10 minutes
Sharpen Your Skills! SSP.01; SSP.03; SSP.04; SSP.05; 2.28; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.TTP.2; 2.W.RW.10	Inventions That Changed the World: Identify how certain inventions have changed the way people live.	152		60 Minutes
What Do YOU Think? SSP.04; SSP.05; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6	Schools in the Past and Future: Discuss how learning in school was different in the past and how it might change in the future.	155		30 Minutes
Turn & Talk! 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6	Changes in Play: Discuss games that are played today and whether they may have been played in the past.	157		15 Minutes
Sharpen Your Skills! SSP.05; 2.RI.RRTC.10; 2.SL.CC.1; 2.SL.CC.3; 2.SL.PKI.6; 2.W.RW.10	Life in the Past and Present: Compare and contrast life in the past to life today.	160		60 Minutes
Check It! SSP.01; SSP.02; SSP.03; SSP.04; SSP.05; 2.28; 2.RI.KID.1; 2.RI.KID.3; 2.RI.CS.4; 2.RI.RRTC.10; 2.W.RW.10	Complete the formative lesson assessment and self-assessment to check for understanding.	161		45 Minutes

Online Resource Addresses



Links and Thinks	Description and Website	Page
★ Identify Primary and Secondary Resources	Primary Resources Sort game: https://wordwall.net/resource/29310422/reading/primary-resources-sort	103
★ Analyze Photographs	Analyzing Photographs video: https://www.youtube.com/watch?v=R4pgzelBEcc	124
★ Johnny Appleseed	Story of Johnny Appleseed read aloud: https://www.dailymotion.com/video/x9ltgkm	128
★ Cultural Dances	If Cities Could Dance video: https://www.pbs.org/video/lindy-hoppers-bring-back-roots-of-this-black-american-dance-2yrdz3	134
★ Cause and Effect	Cause and Effect game: https://wordwall.net/resource/29849493/cause-and-effect	148

★ Resources indicated with this symbol feature an additional optional activity.

Online Resource Addresses



Features	Description and Website	Page
Sharpen Your Skills! Fossil Forms	What Are Fossils? video: https://www.youtube.com/watch?v=mAFilblnUQ8 Fantastic Fossils - Florida Museum of Natural History Exhibit Tour: https://my.matterport.com/show/?m=HFu2Df8PdPW	104
Flex It! Century Timeline	Britannica This Day in History website: https://www.britannica.com/on-this-day	105
Spotlight On... Mesozoic Era Timeline	The Age of Reptiles in Three Acts video: https://www.youtube.com/watch?v=ZoHO3fAj_78 Google: https://www.google.com/ Kiddle search engine: https://kids.kiddle.co	106
Flex It! Classical Era Statue	Ancient Greek Sculpture Facts for Kids: https://kids.kiddle.co/Ancient_Greek_sculpture	111
Sharpen Your Skills! State Song	"My Homeland Tennessee" song video: https://www.youtube.com/watch?v=FzU5239UoNE&list=RDFzU5239UoNE&start_radio=1	137
Flex It! Creative Arts Autobiography	What Is Art? video: https://www.youtube.com/watch?v=QZQyV9BB50E	140
Sharpen Your Skills! A Year in My Life Timeline	Date and Time Calendar website: https://www.timeanddate.com/calendar/?year=2025&country=I ReadWriteThink Timeline tool: https://www.readwritethink.org/classroom-resources/student-interactives/timeline	149
Spotlight On... Invention Research	Kids Encyclopedia: https://kids.kiddle.co/ Piktochart: https://piktochart.com	150
Career Corner Archivist	Archivists Career video: https://www.youtube.com/watch?v=vPSxEEphI98	188

Tips	Description and Website	Page
Prehistoric Time Periods	Neolithic Times video: https://www.youtube.com/watch?v=WBrkYxf4798 Age of Metals video: https://www.youtube.com/watch?v=4QMILsRS7vY	108
Classical Era and the Middle Ages	BBC Resources for Ancient Rome: https://www.bbc.co.uk/bitesize/topics/zwmpfg8 National Geographic Kids Ancient Rome: https://kids.nationalgeographic.com/history/article/ancient-rome BBC Resources for Ancient Greece: https://www.bbc.co.uk/bitesize/topics/z87tn39 National Geographic Greece (Including a Brief History): https://kids.nationalgeographic.com/geography/countries/article/greece Britannica Middle Ages: https://kids.britannica.com/kids/article/Middle-Ages/353464	110
Early Modern Era	Kiddle Renaissance Facts for Kids: https://kids.kiddle.co/Renaissance Britannica Indigenous Peoples of the Americas: https://kids.britannica.com/kids/article/Indigenous-Peoples-of-the-Americas/353288#:~:text=The%20Indigenous%20peoples%2C%20or%20original,northern%20parts%20of%20North%20America.	112
Moon Phases	Phases of the Moon video: https://www.pbs.org/video/crash-course-astronomy-4/	170

Symbol Key



Project-Based



Discussion/Debate



Cross-Curricular



ML Integration



Differentiation



Remote Essentials



Evaluate/Rubric

Spark It!

Ignite Curiosity & Activate Prior Knowledge

- Display the **Big Question**: *What is history, and how do we learn about the past?*
 - ▶ **Ask**: What are some ways that you can learn about the past?
 - ▶ **Ask**: Why do you think learning about the past is important?
- Explain to students that the study of history allows people to learn how Earth has changed over time and how people have adapted to those changes. In many ways, people today live differently than they did in the past, but because humans' basic needs have not changed, there are ways that people live similarly to the past, as well. By learning about history, people can learn about what occurred in the past, why those events occurred, and how the past has impacted the ways that we live today.
- Distribute the **Memory Challenge** worksheet on page 89 of the **Teacher Tools**. Have students think about their recent past and answer the questions.
 - ▶ **Ask**: Was it easy to remember the recent past? Why or why not?
 - ▶ **Ask**: If it was difficult to remember the past, what tools could you have used to help you remember? *Answers will vary, but students may recognize that tools such as calendars, journals and other written documents, and photos can help them remember what occurred in the past.*
- Inform students that this unit is about how and why people study history, the tools they have to help them learn about the past, and how time is divided into different periods to reflect how people lived, thought, and created. There is even information about the time before people lived on Earth.
 - ▶ **Ask**: What have you already learned about history?
 - ▶ **Ask**: What are you interested in learning about history this year? Why?

UNIT

2

History



Put Yourself in the Picture

- Direct students to imagine they are in the picture on the opening spread. Encourage them to examine the photo and then close their eyes to help activate their senses.
 - ▶ **Ask**: What do you smell? What sounds do you hear? What details do you see?
- Inform students that the artifact they see in this photo is a natural artifact. It was created from Earth's natural processes. Human-made artifacts are those that are created by humans. Historians and scientists study both natural and human-made artifacts to learn about Earth and how people live. Students will learn more about the various artifacts that can help us understand the past in this unit.
 - ▶ **Ask**: What do you imagine you might learn about the past from studying the artifact you see pictured here?



The Big Question ?

What is history, and how do we learn about the past?

Lesson 1

Studying the Past

Lesson 2

Perspectives and Sources

Lesson 3

Then and Now

Story Time

Mid-Autumn Festival

This student researcher is working with a dinosaur fossil in a laboratory.

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Learning Objectives

Skills Objectives

- Students will use Science of Reading guidelines to decode three-consonant blends, add suffixes to base words, and identify and annotate consonant “-le” syllables.
- Students will use primary and secondary sources to analyze the work of archaeologists at a dig site.
- Students will explore the Cherokee culture and complete a compare and contrast with their culture.
- Students will use historical thinking skills to analyze how inventions, such as computers, change over time.

Content Objectives

- Students will explain how people study the past by identifying events on a timeline and describing different time periods in history.
- Students will examine the importance of using a variety of sources to learn about different perspectives of the past.
- Students will explain why people and places have changed over time and describe how life in the past was different from life today.

Notes

Sneak Peek

Notice and Wonder

- As a class, read the **Learning Goals** for this lesson. Explain to students that by exploring the lesson with the **Learning Goals** in mind, they have the opportunity to consider what they are curious to learn about history.
- Distribute copies of the **Notice and Wonder** chart on page 24 of the **Teacher Tools**. Instruct students to take note of what they notice as they preview the lesson. Next to each observation, have students record what they wonder, or want to learn about the detail they noticed. This may take the form of a question or a statement.
- Students will revisit the **Learning Goals** at the end of each lesson in the **Check It!** activities. Have students hold up fingers to indicate their level of understanding for each goal:
1—they do not get it
2—they kind of get it, but still need help
3—they definitely get it and are ready to move on

Key Terms

- Distribute the **Key Terms Memory Game** worksheet on pages 94–95 in the **Teacher Tools**. Direct students to define each term on the blank game pieces using a dictionary or their glossary. Then instruct them to cut out and shuffle the **Key Terms** and definition game pieces. Have students play a memory game by turning two cards over at a time to match the **Key Terms** to their definitions.
 - » **biography** (noun): a story of a person's life written by another person
 - » **excerpt** (noun): a passage or small section of a longer piece of writing
 - » **Indigenous** (adjective): the first people to live in a place
 - » **influence** (verb): to have an effect on something
 - » **perspective** (noun): a way of thinking or understanding something
 - » **racism** (noun): treating someone unfairly because of their background or the color of their skin

LESSON

2

Perspectives and Sources

Ready for Reading

Three Great Rules

The Three Great Rules will help you with spelling when adding a suffix, or ending, to a base word. The Three Great Rules are the Doubling Rule, the Drop Rule, and the Change Rule. Review each rule with your teacher before adding suffixes to base words.



As you study history, look at stories from different points of view. This will help you learn about the past.

When someone tells a story, they share their own experiences. This is called point of view, or **perspective**. Historians look at many different perspectives of events in the past.

Learning Goals

- I can describe the importance of different perspectives when learning about the past.
- I can identify how historical figures have contributed to their communities.
- I can explain how different sources can help historians learn about the past.

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Key Terms

biography
excerpt
indigenous
influence
perspective
racism

Unit 2

ML Support: Sneak Peek

- Consider having ML students review the **Check It!** questions for the lesson and discuss the answers before reading in the **Student Edition**. This will help develop any prior knowledge required to comprehend the topic, personalize the information, increase motivation for reading, and provide a clear focus for retention.
- ★ **Note:** Consider providing paraprofessionals or support specialists the **Student Support Guide** that corresponds with this lesson to assist their interventions and individualized instruction with approaching or multilingual learners in your class.

What Is Perspective?

People experience the world differently. Everyone has their own point of view or perspective. Beliefs, cultures, and experiences can **influence** a person's perspective. It is important for us to try to understand other perspectives.

Primary and secondary sources can show the perspectives of a person, place, or event from history. Studying perspectives from the past helps us learn how people once saw the world.



Optical illusions can trick our brain into seeing something that looks different or is not there. Your perspective can play a role in how you see an optical illusion. The image above is an example of an optical illusion. **What do you see?**

FACT VS FICTION

Fact: Your perspective of the world can change over time. As you grow, learn more, and have new experiences, your perspective can change.

Fiction: Your perspective never changes. How you view things now will always stay the same.

History

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Differentiation: Sneak Peek

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** After playing the memory game, have students define each term in their own words on the back of the **Key Terms** game pieces and attach those to the definition game pieces to use as a study reference.
- **Approaching Learners:** When playing the memory game, allow students to keep the **Key Terms** game pieces separate from the definition game pieces so that students choose one card from each section.

Annotate It! 3-2-1



3

interesting facts



2

things I have a question about



1

thing that surprised me

Word Alert!

perspective

\per|spĕc|tĭv\:

a way of thinking or understanding something

influence

\ĭn|flū|ĕnc\:
to have an effect on something

Ready for Reading

Success Criteria: Students will identify and utilize the three great rules of spelling when adding suffixes to base words.

Three Great Rules

- Read the **Ready for Reading** feature on page 120 of the **Student Edition** as a class. Explain that there are three great rules to use when adding suffixes to words. Review each of the following guidelines as a class:
 - » Doubling guideline: The final consonant in **I-I-I** words should be doubled before a suffix beginning with a vowel is added. Remind students that **I-I-I** words are those with one syllable, one short vowel, and one ending consonant. Students will not double the final consonant when a suffix begins with a consonant, and they will not double the letter **x**.
 - » Drop guideline: Silent **e** should be dropped before a suffix that begins with a vowel. The silent **e** should remain when a suffix begins with a consonant except when that word ends with a soft **c** or **g**.
 - » Change guideline: Change **y** to an **i** if there is a consonant before the **y** when adding a suffix. The **y** should remain if there is a vowel before the **y** or when adding **-ing**.
- Distribute the **Three Great Guidelines** worksheets on pages 96–98 of the **Teacher Tools**. Your Science of Reading program may teach each of the Three Great Guidelines individually; consider using each worksheet in conjunction with your reading lessons.
- Once students finish, have them complete a self-assessment by comparing their worksheets with a partner. If the pair's work differs, have them work together to determine what corrections are needed.

Answer Key: Doubling Guidelines

- | | | |
|-------------------|--------------------|--------------------|
| 1. <i>dabbed</i> | 5. <i>jogged</i> | 9. <i>spotting</i> |
| 2. <i>grinned</i> | 6. <i>dabbing</i> | 10. <i>jogging</i> |
| 3. <i>stopped</i> | 7. <i>grinning</i> | |
| 4. <i>spotted</i> | 8. <i>stopping</i> | |

Answer Key: Drop Guidelines

- | | | |
|------------------|------------------|------------------|
| 1. <i>cared</i> | 3. <i>smiled</i> | 5. <i>saved</i> |
| 2. <i>raking</i> | 4. <i>voting</i> | 6. <i>liking</i> |

Answer Key: Change Guidelines

- | | | |
|--------------------|--------------------|---------------------|
| 1. <i>employed</i> | 5. <i>copied</i> | 9. <i>destroyed</i> |
| 2. <i>played</i> | 6. <i>babies</i> | 10. <i>supplied</i> |
| 3. <i>tried</i> | 7. <i>ladies</i> | |
| 4. <i>studied</i> | 8. <i>dismayed</i> | |

What Do YOU Think

Multiple Perspectives

- Review page I21 in the **Student Edition**. In addition to writing and illustrating their response in the textbook on page I22 prompt students to answer the **What Do YOU Think?** question as a part of a class discussion.
 - ▶ **Ask:** When is a time that you and a friend or family member saw or were a part of the same event, but remembered it differently?
 - ▶ **Ask:** Why do you think people might see or participate in the same event but understand it differently?
 - ▶ **Ask:** What might happen if we only heard one side of an important story?

What Do YOU Think

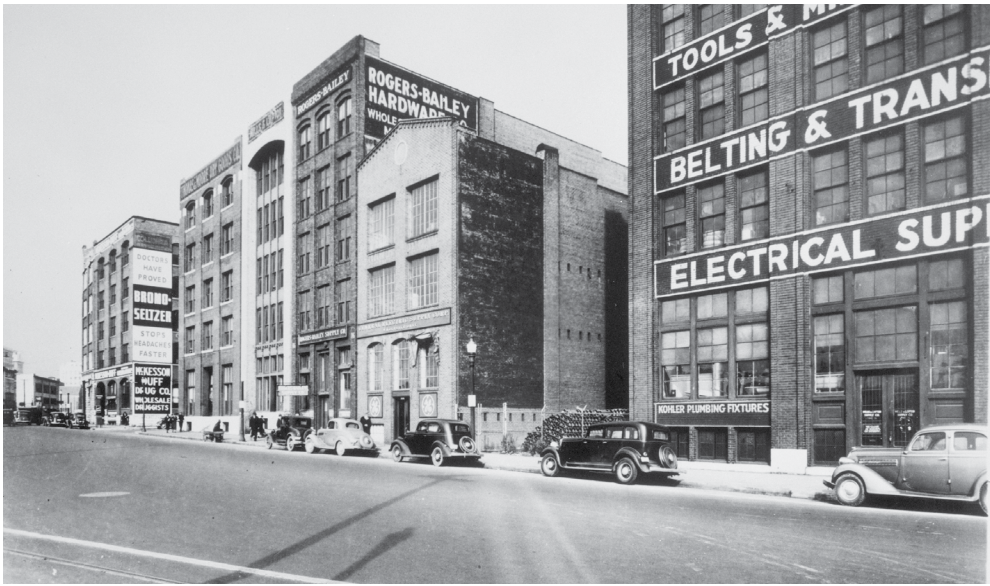
Imagine you have a disagreement with a friend. Why would a historian think it was important to understand both of your perspectives? Write complete sentences to answer the question. Draw a picture to illustrate your response.



I22

Unit 2

Notes



Downtown Chattanooga, Tennessee, in 1933



Downtown Chattanooga, Tennessee, in 2023

These photos show two views of Downtown Chattanooga, Tennessee.
When was each photo taken? What details do you see in each photo?

ML Tip



Remember that ML students who tend to be “silent” may do so because of cultural differences and not because they do not understand the material. Understanding of other cultures is necessary to work collectively with students.

Notes

Analyze Photographs

- Show students the [Analyzing Photographs](#) video. Distribute copies of the **Analyze a Picture** chart on page 50 of the **Teacher Tools**.
 - Instruct students to examine the photographs on pages I23–I24 of the **Student Edition**. Have students choose one of the two historical photos to analyze by answering the questions on their charts. You may choose to have students work on their charts individually, in pairs, or in groups of three to four.
 - On the back of their charts, have students compare and contrast the historical photo with its corresponding current-day photo. Consider having students draw and complete a Venn diagram with the similarities and differences they observe between the photos from different time periods.
- **Ask:** How can analyzing photographs and other visual sources help us learn about life in the past?

Visual Sources

Visual sources show us how people lived in the past and how things have changed over time.

Photos and Movies

Photographs and movies are examples of visual sources. Photos and movies may show us early examples of objects and places as they were long ago. Early photos may be compared to photos from today. We can look at how those objects and places have changed over time.



Merrymobile ice cream truck in 1959



An ice cream truck in 2023

How are the photos on this page the same? How are they different?

ML Tip



Once speech emergence happens for multilingual learners, it is important to focus on key content and concepts, expand vocabulary with “how” and “why” questions, provide contextual support, and perform frequent comprehension checks.

Turn & Talk!



Instructions:

Ice cream trucks were more popular in the past than they are today. Why do you think their popularity has changed? Write complete sentences to answer the question. Draw a picture to illustrate your response, and then share your work with a partner.

Turn & Talk!

- Give students a few minutes to independently reflect on the **Turn & Talk!** questions on page 125 of the **Student Edition**. Have students prepare for their partner discussion by writing down and illustrating their response.
- Instruct students to use complete sentences when discussing with their partner. Students should share appropriate facts and relevant descriptive details when speaking.
- Have students demonstrate active listening by asking questions about what the speaker says in order to clarify comprehension, gather additional information, and deepen understanding of what was shared.

Notes

Notes

Art

Art, paintings, sculptures, and music can give us details about the past. Artists can show how people saw themselves and the world around them. They can also express their feelings or emotions about what they see.

What can these two paintings tell you about the Mississippi River and the Tennessee River?



This painting is of a boat on the Mississippi River. It is one of the most important rivers in the United States.

How are paintings different from photographs?



Painting of the Tennessee River

TALK ABOUT IT

How do you think landscapes have changed over time? How do you think they might continue to change over time?

Create Your Own Landscape Portrait

Directions: A landscape is a drawing or painting of the outdoors. Artist often create portraits, or pictures, of landscapes to share their point of view through art. Design your own landscape portrait that has the following:

- 3 types of landforms
- 2 types of transportation
- 1 human-made feature

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through English art by creating a landscape portrait.

Landscape Portrait

- Have students read the instructions on page 127 in the **Student Edition**. Inform students that artists are often inspired, or motivated, to paint the outdoors due to its beauty and charm.
 - ▶ **Ask:** Have you ever thought the outdoors was beautiful? What about the outdoors did you find beautiful?
- Review the types of landforms, transportation, and human-made features with students. Have students complete their landscape portrait with the requirements of:
 - » three types of landforms
 - » two types of transportation
 - » one human-made feature
- When students have finished drawing, have them share their work with a peer. Students should share with their peers the landforms, transportation, and feature they drew.
 - ▶ **Ask:** How did you decide what you were going to draw? In what ways did you capture the beauty and charm of nature?

Notes

Links and Thinks

Johnny Appleseed

- Review oral history and folktales on page 128 of the **Student Edition**. Show the story of [Johnny Appleseed](#) to students.
- **Ask:** What lesson can you learn from the story of Johnny Appleseed?

Teacher Tip

Use multimedia resources in your lesson such as documentaries, podcasts, and online articles to provide students with diverse sources of information.

Oral History

Oral histories are another way for historians to learn about the past. An oral history is when someone tells their personal knowledge of past events.

Historians study video recordings, interviews, and audio recordings of people talking about their life experiences. We can also learn history by listening to someone tell us about it.



If someone has told you about what life was like when they were younger or during their past, you were listening to an oral history.

Folktales

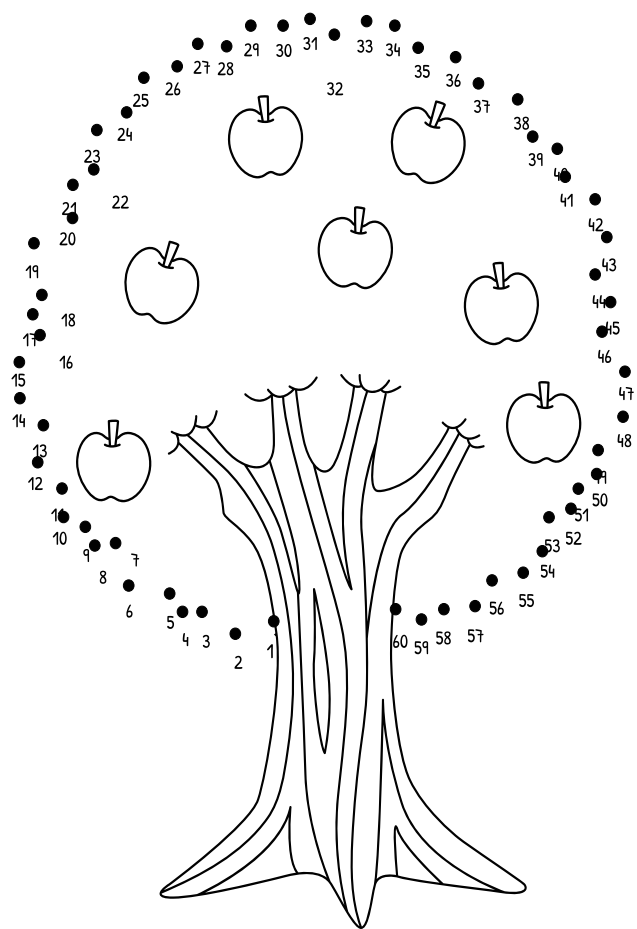
A folktale is a type of oral history. It is a story that has been told orally and passed down within a culture.

Different cultures tell different stories. Some cultures tell stories that teach a lesson. Others may tell stories of heroes. Folktales may also explain why certain things exist.

A US folktale is the story of Johnny Appleseed. It is about an American frontiersman who loved nature. He wanted to spread his love for apples across the land. He planted apple seeds everywhere and gave them to everyone he met. The story is meant to teach a lesson on the importance of planting trees, kindness, and hard work.



Notes



129

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Flex It!

Success Criteria: Students will use a cross-curricular learning lens to engage with history through English language arts by summarizing and telling a story.

Storytelling

- Read page I30 in the **Student Edition**. Inform students that storytelling is an important part of many cultures. There is a rich tradition of storytelling in the United States. Stories can be told by anyone of any age. Often, stories are passed down to the next generation, from older adults to younger people.
- Have students consider any stories that they have been told or have read. Instruct students to choose one that is meaningful to them or that they know well because they have heard or read the story many times.
 - ▶ **Ask:** How did you come to know the story that you chose? Why is the story meaningful to you, your family, and your culture?
- In their journal or on a separate sheet of paper, have students summarize their story using complete sentences. Instruct students to include details such as the characters and their traits, actions, and emotions, the setting of the story, the central message or moral of the story, and any supporting details that contribute to the main idea.
- When students have finished writing, have them review their work using the CUPS method to ensure that their story has appropriate capitalization, understanding (their story is sequential and will make sense to a reader who has never heard their story), punctuation, and spelling. Instruct students to edit and revise their work as needed.
- Divide students into small groups to share their stories with one another. Encourage students to read or tell their stories dramatically with attention to their pacing, tone, and expression. After each story is told, have students ask and answer any clarifying questions to gain additional information. If storytellers are asked a question about their story that they do not know the answer to, encourage them to write down the question and decide on an answer to further develop their story as part of the storytelling process.



The Alex Haley Museum is in Henning, Tennessee. It was the home of Alex Haley. He was a Black writer who shared stories about African American history. In the museum, there are displays that teach about African American history. You can also listen to family stories and learn about Alex's life growing up.

Word Alert!

racism
\\rā|c|sm\\: treating someone unfairly because of their background or the color of their skin

Indigenous
\\n|d|j|gě|n|ous\\: the first people to live in a place

Black American Stories

Black American oral history plays an important part in understanding African American history. It is a form of storytelling.

These stories are about the achievements, struggles, culture, and memories of the Black community. Some Black American stories provide perspectives from those who have experienced **racism**. They tell of the fight for equal opportunities for all people.

I30

Unit 2

ML Adaptation: Flex It!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Accommodated Option:** Provide students with a list of words that describe different traits, actions, and emotions. Provide visuals that go along with each word to help students associate the meaning.
- **Integrated Option:** If applicable, have your ML students create their story summary using vocabulary from both their primary language and English.
- **Cooperative Option:** If applicable for your class, strategically pair students with Advanced Learners to discuss different stories that they have heard. Have pairs tell each other their stories and summarize their partner's story.

Indigenous Oral Tradition

Storytelling is an oral tradition that **Indigenous** people use to teach about their history and culture. Indigenous cultures pass down traditions, beliefs, and values to future generations through storytelling. These stories often honor and pay respect to their ancestors and the environment. Dancing, singing, and instruments can all be used to tell a story.



Each October, the Tennessee Indian Education Pow Wow brings people together to celebrate Native American culture. Families and friends enjoy the music, storytelling, and traditions of more than 40,000 Native Americans in Tennessee.

Have you ever been to a celebration that shares culture and traditions?

History

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What Do **YOU** Think



What do you think you can learn about your ancestors from storytelling?

What Do **YOU** Think



Oral History

- Review page 131 in the **Student Edition** as a class and prompt students to answer the **What Do YOU Think?** question as part of a class discussion.
 - ▶ **Ask:** What do you already know about your ancestors? How did you learn that information?
 - ▶ **Ask:** What do you think you can learn about your ancestors from an oral history?
 - ▶ **Ask:** Who do you know that could provide an oral history about your ancestors?

Notes

Spotlight On...

Success Criteria: Students will conduct an oral history to learn about the past and present life of a loved one.

Oral History Interview

- Explain to students that anyone who is interested in learning about a person's life and events that occurred in the past may conduct an oral history.
- Have students think about someone in their life whom they would like to learn more about. They may choose a person they know at school, at home, or in their community. In their journal or on a separate sheet of paper, instruct students to write an introductory paragraph describing what they already know about the person they chose.
- Instruct students to draft a list of questions to help learn more about the person they chose. Students should include questions about the person's life in the past, how it is different from their life today, and any important events that the person may have witnessed. Explain that this list of questions is known as an interview protocol.
- Once students finish their introductions and interview protocols, have them discuss both drafts in pairs. Direct students to ask and answer questions about their peer's work. Have students revise their drafts as needed based on the peer feedback they received.
- Inform students that when they conduct their interview, they may have additional questions that they did not add to their protocol. Oral historians are welcome to ask additional questions not planned in advance as they are holding conversations with their interviewee. Students may do the same.
- Have students conduct an interview with their person of interest using their protocol. Students should take notes in their journals, then summarize the information they learned into a five-paragraph narrative essay. Essays should be presented chronologically, with their first paragraph being the introduction they previously wrote. The other four paragraphs of their essay should address the following:
 - » early life/life in the past
 - » present life/life today
 - » any other important information they learned
 - » a conclusion
- Have students take turns reading their essays aloud. You may choose to record them using voice memo technology on a tablet or other digital technology to be played at a later date.

Oral History Interview

Directions: Conduct an oral history interview with an older relative, friend, or neighbor. Ask each question, then write down their responses. When you are finished with the interview, write a paragraph on the next page to share the information you have gathered from the interview.

1. What is your full name?

2. Where did you grow up?

3. What type of music did you listen to when you were in middle school?

4. What did you like about school?

5. What did you dislike about school?

6. What is your favorite holiday or tradition?

132

Unit 2



Differentiation: Spotlight On...

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Pair student with another Advanced Learner to peer review their essays. Have students use the CUPS method they have practiced throughout this chapter to provide feedback to their peers to strengthen their writing. Additionally, instruct students to ask and answer questions to one another to clarify understanding and gain additional details from the oral history that students may want to include to as they edit their work.
- **Approaching Learners:** Instruct Approaching Learners to write three paragraphs in their narrative essay instead of five paragraphs.

Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

History

Notes

Notes section with multiple horizontal lines for writing.

Remote Learning Tip

Give remote students an opportunity for feedback by breaking large projects into smaller assignments or providing checkpoints to ensure they are making progress.



Cultural Dances

- After students have read about cultural dances on page 134 in the **Student Edition**, show students the video [Lindy Hoppers](#).
- You may choose to have students choose a partner to practice doing the Lindy Hop dance.
 - **Ask:** How does the Lindy Hop differ from other dance styles you have learned about?
 - **Ask:** What dances are important to your culture?

Cultural Dances

A cultural dance is a dance that is shared by a special community. These dances are passed down from parents to children over the years. These dances often tell a story about the history and beliefs of a community.

Some cultural dances are performed during important events, celebrations, or ceremonies. Other cultural dances are performed just for fun. Dancers might wear costumes or traditional clothing while performing. Below are two examples of different cultural dances.



The Lindy Hop started in the African American communities of Harlem, New York City. This dance was a way for people to connect with others and express themselves through music and movement. This dance brought joy to the African American community and others during challenging times.



The hula dance originated in the Hawaiian Islands. The hula tells stories about the history of Hawaiian culture and traditions. The dance is performed using movement, instruments, and chants.

Notes

Songs

Songs can also teach us about the history of people and places. People use songs to pass down stories. A song can describe a place. Below, write a song to describe your school, your home, or someone in your family.

[illegible]

History

135

Sharpen Your Skills!

Success Criteria: Students will analyze one of the state songs of Tennessee.

State Song

- Inform students that Tennessee has ten official state songs. The first song was adopted by the state legislature in 1925.
- Play the [My Homeland, Tennessee](#) video. Have students read from the song lyrics in the video as they sing the song aloud together.
- ▶ **Ask:** What can you learn about the geography of Tennessee from this song? What lyrics helped you to do that?
- ▶ **Ask:** How does music, including “My Homeland, Tennessee,” add to the culture of the state? Why do you think it was chosen as the very first state song?

Notes

Sharpen Your Skills!

Success Criteria: Students will interview a peer and write a brief biography.

Biographical Portrait

- Display and read page 136 of the **Student Edition** as a class. Divide students into pairs. Have students turn to pages 138–139 in their textbook as you give instructions.
- Instruct students to interview one another using the questions on page 138 of the **Student Edition**. Students should answer questions in complete sentences while interviewers record their responses. Encourage interviewers to ask additional questions to clarify comprehension, gather additional information, or deepen understanding. If time permits, have students exchange textbooks to draw a self-portrait on the interview questionnaire.
- On page 139 of the **Student Edition**, have students write a biographical portrait of their peer using the information they gathered in the interview. Students may choose which information from the questionnaire they would like to include. Portraits should be written sequentially using temporal words to signify the order of events. Topics from the past should be first, then information about the present day, and plans for the future written last. Then instruct students to add a drawing of their peer in the space provided on the page.
- When students have finished writing, have pairs review one another's work to check for accuracy and make any necessary adjustments based on the discussion.
- Consider displaying all **Biographical Portraits** in the classroom. Divide the class into two large groups to conduct a gallery walk to examine their peers' work. Biographers in one group should stand at their portraits and answer any questions students in the observing group may have about their biography. Then have groups switch roles and repeat this process.

Biographies

Historians study the lives of people of the past. One way to learn about a person is through a **biography**. This is a story of a person's life written by someone who has studied that person. Biographies are secondary sources.

A biography teaches us what a person liked and disliked. We can learn about the challenges they faced. We learn about their important accomplishments.

Word Alert!

biography
ˈbī|ō|grā|phē|: a story of a person's life written by another person

Biographical Portrait

Martin Luther King Jr.

Martin Luther King Jr. was born on January 15, 1929, in Atlanta, Georgia. He was born at a time when the nation was segregated, or separated by race. People were separated in places such as schools, restaurants, and public transportation.

King became a pastor in Montgomery, Alabama, and spoke out about the unfair treatment of African Americans. In 1955, an African American woman by the name of Rosa Parks refused to give her bus seat to a White passenger. King organized the Montgomery Bus Boycott. It encouraged African Americans not to ride city buses. This helped end segregation on public transportation. Each year in the United States we celebrate Martin Luther King Jr. and his dedication to ensure fairness for all citizens.



136

Unit 2

TALK ABOUT IT

Who would you like to read a biography about?
Why do you want to learn more about them?

Who's Who of Tennessee?

Directions: Draw a line to match the descriptions in the middle to the correct person.



Wilma Rudolph



Dolores Gresham



Carlos DeFord Bailey

I am the Grand Ole Opry's first Black performer. My nickname is the "Harmonica Wizard."

I am the first American woman to win three gold medals at the same Olympic games.

I am the first woman to cross the Rocky Mountains in a light aircraft and to receive an airplane mechanics license.

I am the nation's first Black professional golfer.

I am known as the Father of Tennessee.

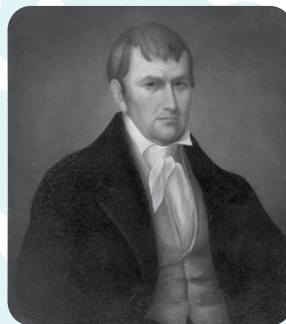
I am the first Latina elected to the Tennessee state legislature.



Theodore Rhodes



Phoebe Omlie



James Robertson

History

137

Sharpen Your Skills!

Success Criteria: Students will identify the contributions of historic Tennesseans.

Who's Who?

- Have students read the directions on page 137 of the **Student Edition**.
 - **Ask:** Have you heard of anyone in history from Tennessee? Who?
 - **Ask:** What kinds of things can someone do to be remembered in history?



Differentiation: Sharpen Your Skills!

Consider the following alternative approaches to this activity to meet the needs of your class.

- **Advanced Learners:** Have students research a historic person from Tennessee or someone who had an impact on the state that are not listed on page 137 of the **Student Edition**. Have them write a short description on the person they researched on a sheet of paper. Instruct students to give a brief summary of that person's achievements or contributions to the class.
- **Approaching Learners:** Instruct Approaching Learners to draw a line matching the descriptions to the correct person for three of the six people. Have students write a two-sentence summary on someone that they learned about in class as an exit ticket.

Special Education Tip



Keeping a structured, organized classroom will help students stay on track, achieve their daily goals, and minimize distractions. Set a daily routine and try to stick to it as much as possible.

Sharpen Your Skills!

PORTRAIT QUESTIONNAIRE

Instructions: Interview your classmate by asking the questions. Take notes about what they share with you in the space provided.

1. What is your full name? _____
2. When were you born? _____
3. Where were you born? _____
4. What is your favorite color? _____
5. What is your favorite meal? _____
6. What is your favorite after-school activity? _____
7. What career would you like to have? _____
8. What is your favorite subject in school? _____
9. What is one important event that has occurred during your life? _____
10. What else do you want me to know about you? _____

Sharpen Your Skills!

BIOGRAPHICAL PORTRAIT

Instructions: Using the information that you collected while interviewing your classmate, write a paragraph about their life. You may select which information from the interview you would like to include. Write about the events and information that were shared in the order that they occurred. Draw a picture of your classmate in the space provided.

Biographical Portrait

This image shows a full page of handwriting practice paper. It features ten identical rows of horizontal guidelines. Each row is composed of three lines: a solid top line, a dashed midline, and a solid bottom line. The rows are evenly spaced across the entire page, providing ample space for practicing letter formation and alignment. There are no margins, text, or other markings on the paper.

History

139

Notes

[illegible]

Success Criteria: Students will use a cross-curricular learning lens to engage with history through creative arts by composing a creative autobiography.

- Read page 140 in the **Student Edition**. Inform students that, though many autobiographies are written, some stories of your own life can be shared through the creative arts. Show students the [What Is Art?](#) video.

- Have students consider an art form that they enjoy and would be comfortable using to tell a story about their life. Provide examples of the creative arts that students may choose from:
 - » music or singing by writing a song
 - » spoken word by writing a poem
 - » visual arts by drawing, painting, or creating a colorful collage
 - » dramatic arts by composing a monologue or scene that could be part of a play
 - » dance or creative movement
- In their journal or on a separate sheet of paper, have students list life event(s) they would like to include in a creative autobiography. Students should also consider how they may convey the actions, emotions, and impacts of the event(s) using their creative art form.
- Explain that when a story is told in the creative arts, it does not need to be literal or exact. Instead, the story can be representational by demonstrating the ideas and emotions of the artist around the events that take place in the story.
- Allow students time to compose their creative autobiography. Some students may need more space to move. Consider reserving the gym or an outdoor space, such as a field if the weather permits, so that all students have enough room. Have students who are creating a visual or written piece take their materials to the alternative space. As students work, observe their efforts and provide feedback and support, as needed.

- ## Autobiographies

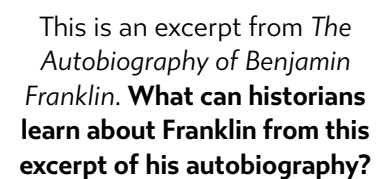
An autobiography is a story written by someone about their own life. It is a primary source. Historians use autobiographies to learn about the perspectives that different people had.

Below is an **excerpt**, or small section, of an autobiography written by Benjamin Franklin. Benjamin Franklin was one of the Founding Fathers of the United States. He did many things in his life. Benjamin was a writer, inventor, scientist, and publisher. He was a leader who always wanted to know more about the world.

I was the youngest son, and the youngest child but two, and was born in Boston, New England.

I was put to the grammar-school at eight years of age, my father intending to devote me, as the tithe of his sons, to the service of the Church. My early readiness in learning to read (which must have been very early, as I do not remember when I could not read) and the opinion of all his friends, that I should certainly make a good [expert], encouraged him in this purpose of his.

devote: to commit to
tithe: to pay or give



excerpt \ˈɛk|cerpt :
a passage or small
section of a longer
piece of writing

My Autobiography

Directions: Fill in the autobiography with information about your life.



Where I Live



School I Go To

Things I Am Good At

In My Family

141

Notes

[illegible]

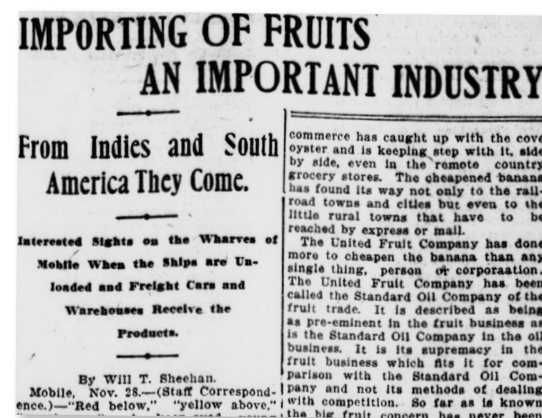
Use Many Sources

We look at many sources when we study history. That is because a story can change with the storyteller. A journal entry may tell us what a person was thinking. A photo might tell us what they were doing. A newspaper article might share perspectives of what took place.

Different sources help answer questions about people, places, and events. Asking questions like ones below can help us understand history.

- What happened?
- Where did it happen?
- What was there?
- When did it happen?
- Why did it happen?
- What did it change?

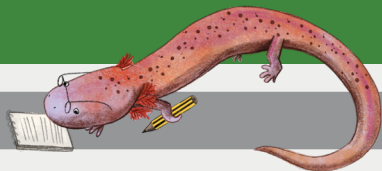
Circle the title of the newspaper article below. Put a ★ star next to clues that connect the newspaper article and the picture.



What questions do you have about these sources?

TALK ABOUT IT

Have students examine the photos on this page and follow the directions in the **Student Edition** to annotate the images. Inform students that this excerpt is from 1904. The photograph was published in 1937.



Dig

1. What is one type of source historians study?

2. What is a biography?

Dig Deeper

3. How might studying different sources help historians learn about the past?

Check It!



Check for Understanding

Use this formative assessment to check for understanding and ability to meet the **Learning Goals**, and reteach as necessary.

- After students finish the assessment, read the answers and have them check their work. Discuss their ideas for Question 3 as a class. Alternatively, students can answer the questions, discuss their ideas, and receive feedback using the **GSE Online** digital platform.
- Have students complete the **Lesson 2 Check It!** self-assessment and reflection worksheet found on page 15 in the **Unit Assessments**.

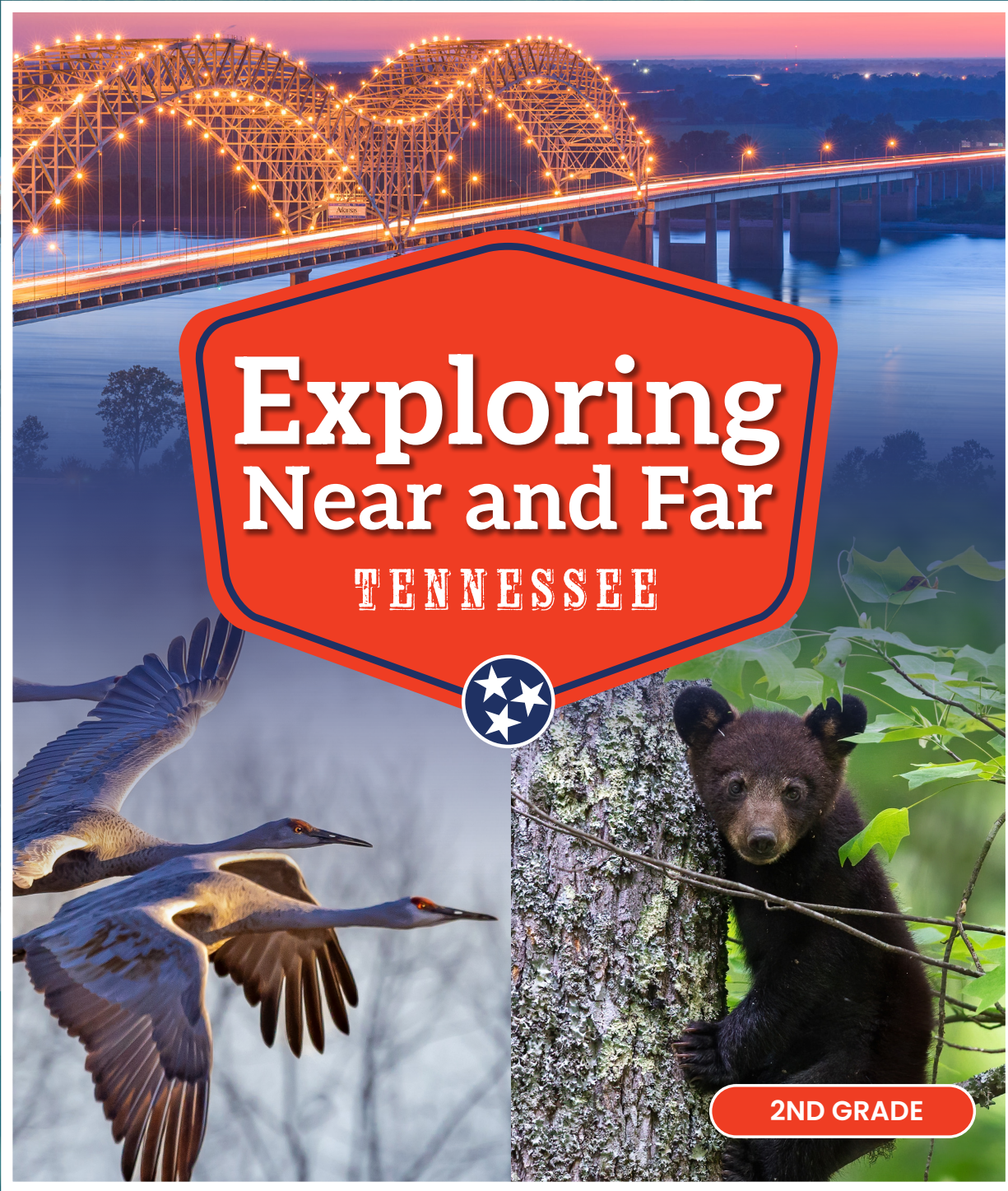
Dig

- 1. *Historians study primary and secondary sources.*
- 2. *A biography is a story of a person's life written by someone who has studied that person.*

Dig Deeper

- 3. *Answer will vary, but students may suggest that when historians study different sources, they can learn about how different people once understood the world.*

Notes



Exploring Near and Far

TENNESSEE



2ND GRADE

STUDENT SUPPORT GUIDE

Learning Goals



- I can describe the importance of different perspectives when learning about the past.
- I can identify how historical figures have contributed to their communities.
- I can explain how different sources can help historians learn about the past.

Skills Objectives



- I can practice categorization skills by sorting different types of historical sources.

Key Terms

- **biography**
- **Indigenous**
- **perspective**
- **excerpt**
- **influence**
- **racism**

Main Ideas



- When someone tells a story, they share their own experiences. This is called point of view or **perspective**. Historians look at many different perspectives of events in the past.
- Beliefs, cultures, and experiences can **influence** a person's perspective. Primary and secondary sources can show different perspectives of a person, place, or event from history.
- Visual sources show us how people lived in the past and how things have changed over time. Photos and movies may show us early examples of objects and places as they were long ago. Art, paintings, sculptures, and music can give us details about the past.
- Oral history is when someone tells their personal knowledge of past events. Historians study video recordings, interviews, and audio recordings of people talking about their experiences.
- Black American stories provide the perspective from those who have experienced **racism** and fought for equal opportunities for all people.
- Storytelling is an oral tradition that **Indigenous** people use to teach about their history and culture. They pass down traditions, beliefs, and values to future generations.
- Cultural dances often tell a story about the history and beliefs of a community. People also use songs to pass down stories.
- A **biography** is a story of a person's life written by someone who has studied that person. Biographies are secondary sources.
- An autobiography is a story written by someone about their own life. Autobiographies are primary sources.
- An **excerpt** is a small section of a longer piece of writing.
- When we study history, it is important that we look at many sources. We need different sources to answer questions about people, places, and events.



Downtown Chattanooga, Tennessee, in 1933

Skills Practice



Instructions: Look at the word bank. Are the historical sources visual, verbal, or written? Sort them on the chart.

audio
painting

journal
interview

biography
sculpture

video
photo

autobiography

Historical Sources		
Visual	Verbal	Written

Circle all primary sources **blue** and all secondary sources **orange**.

Check It!**Instructions:**

Answer each question in a complete sentence.

1. What is one type of source historians study?

One type of source historians study is

2. What is a biography?

A biography is

3. How might studying different sources help historians learn about the past?

Studying different sources can help historians by

The Big Question



Instructions: Draw a picture of something you learned in this lesson.

A large, empty rectangular box with a green border, intended for a student to draw a picture of something they learned in the lesson.

Use this to help you answer the **Big Question**: What is history, and how do we learn about the past?

History is

We can learn about the past by

biography



- \bī|ŏ|grā|phī\
- **part of speech:** noun
- **definition:** a story of a person's life written by another person

excerpt



- \ĕx|cerpt\
- **part of speech:** noun
- **definition:** a passage or small section of a longer piece of writing

Indigenous



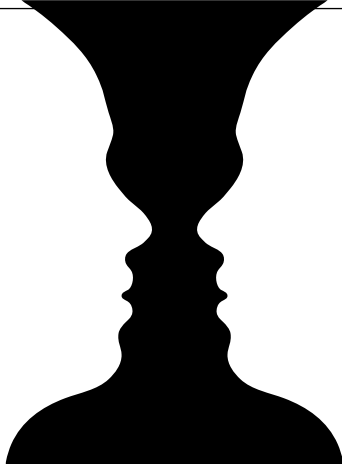
- \ĩn|dĩ|gĕ|nŏus\
- **part of speech:** noun
- **definition:** the first people to live in a place

influence



- \ĩn|flū|ĕnce\
- **part of speech:** verb
- **definition:** to have an effect on something

perspective

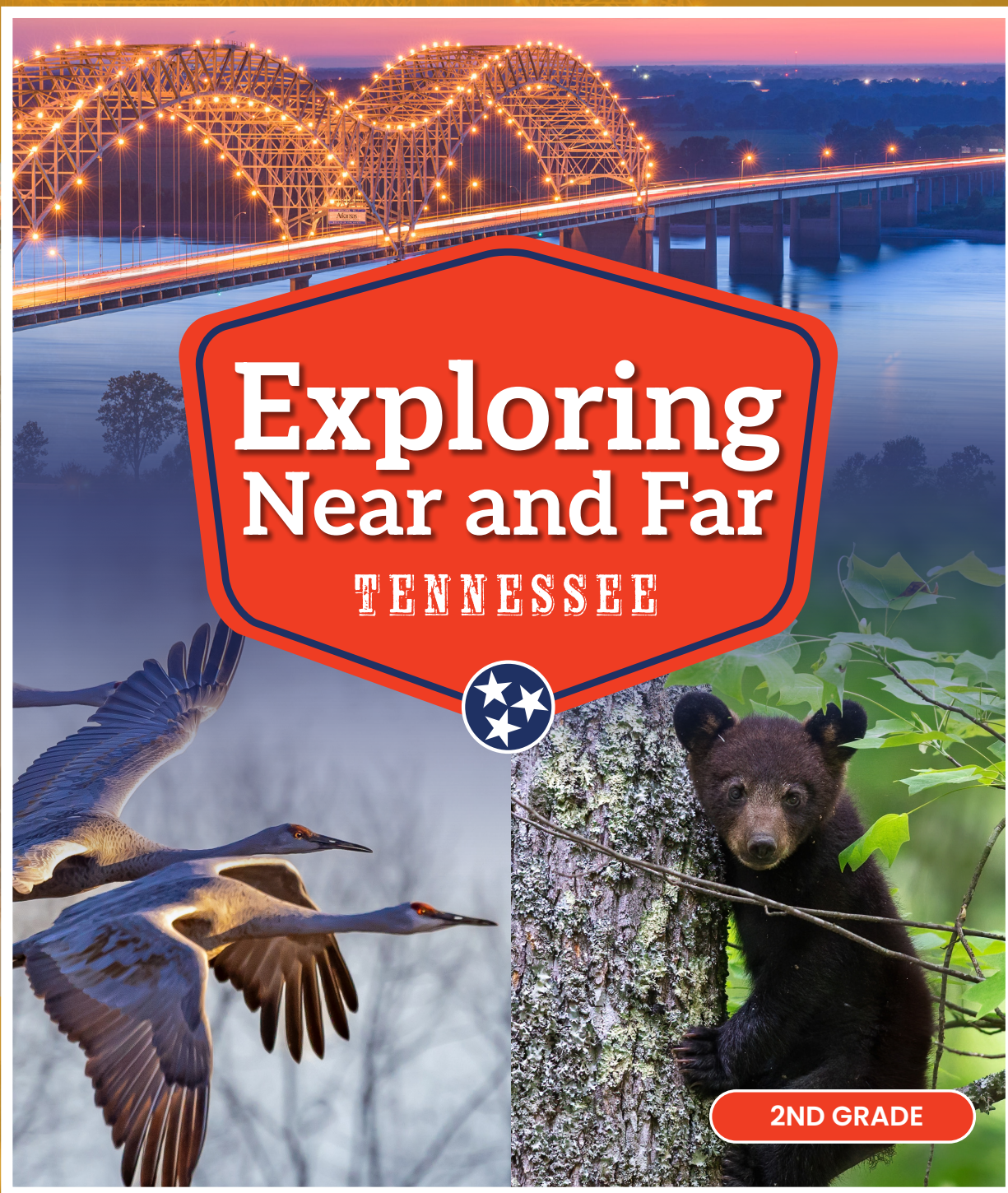


- \per|spěc|tīve\
- **part of speech:** noun
- **definition:** a way of thinking or understanding something

racism



- \rā|cĭ|sm\
- **part of speech:** noun
- **definition:** treating someone unfairly because of their background or the color of their skin



Exploring Near and Far

TENNESSEE

2ND GRADE

UNIT ASSESSMENTS

Name: _____

Date: _____

Check It! | UNIT 2

Instructions: At the end of each lesson, circle the number of stars that most closely shows your success in meeting the goal. Then write sentences to explain your thinking.



Did not meet goal



Somewhat met goal



Totally met goal

Lesson 2

- I can describe the importance of different perspectives when learning about the past. ★ ★ ★
- I can identify how historical figures have contributed to their communities. ★ ★ ★
- I can explain how different sources can help historians learn about the past. ★ ★ ★

Why I gave myself these scores:

What I still have questions about:

What I can do better next time:

Prove It! | Part I: Choose It! and Name It! | UNIT 2

Choose It! Instructions: Circle the correct answer for each statement or question.

- I. _____ are the remains of plants and animals from long ago.
 - A. Secondary sources
 - B. Fossils
 - C. Artifacts
2. What is an **artifact**?
 - A. something that was used or made by people of the past
 - B. remains of plants and animals from long ago
 - C. group of people with their own way of life
3. _____ show us how people lived in the past and how things have changed over time.
 - A. Written sources such as journals, letters, and autobiographies
 - B. Visual sources such as photos, movies, and art
 - C. Secondary sources such as textbooks, newspaper articles, and biographies
4. What is a **biography**?
 - A. story that is spoken to another person
 - B. story of a person's life written by another person
 - C. story written by someone about their own life
5. _____ is the reason that something happens.
 - A. Cause
 - B. Effect
 - C. History
6. _____ is a unit of time that includes 10 years.
 - A. Decade
 - B. Century
 - C. Era
7. _____ is a unit of time that includes 100 years.
 - A. Decade
 - B. Century
 - C. Era
8. ____ historian

Name It! Instructions: Match the people, things, places, and events from the list on the left to their descriptions on the right.

- | | |
|---------------------------|---|
| 9. ____ archaeologist | A. This is a way of thinking or understanding something. People experience the world differently, so everyone has their own. |
| 10. ____ primary source | B. This is an original material or object that was created at the time of an event. Examples include photographs, journals, letters, and artifacts. |
| 11. ____ secondary source | C. This is something that is made for the first time to solve problems and to make life easier. |
| 12. ____ timeline | D. This is a person who studies the past. They might focus on a specific time period or topic in history. |
| 13. ____ ancient | E. This shows the order that events happened. You may read it from left to right or from top to bottom. |
| 14. ____ perspective | F. This is the result of an event that occurred, or what happened after that event. |
| 15. ____ oral history | G. This source is very old, or existing for a long time. |
| 16. ____ invention | H. This is a scientist who studies the history of people and artifacts from the past. They may dig in the earth to collect evidence of the past. |
| 17. ____ effect | I. This is spoken information about the past that one person tells to another person. It is a way for historians to learn about the past. |
| | J. This is something that is written or made by people who study events. Examples include textbooks, newspaper articles, and biographies. |

Name:

Date:

Prove It! | Part 2: Key Terms | UNIT 2

Key Terms: Choose **two** Key Terms from each lesson. For each Key Term you chose, write the definition in your own words and write one sentence that uses the Key Term correctly.

Lesson I:

ancient
archaeologist

artifact
civilization

fossil
republic

Definition:

Sentence:

Definition:

Sentence:

Name: _____

Date: _____

Prove It! | Part 2: Key Terms | UNIT 2

Key Terms: Choose **two** Key Terms from each lesson. For each Key Term you chose, write the definition in your own words and write one sentence that uses the Key Term correctly.

Lesson 2:

biography excerpt	Indigenous influence	perspective racism
----------------------	-------------------------	-----------------------

Definition:

Sentence:

Definition:

Sentence:

Name: _____

Date: _____

Prove It! | Part 2: Key Terms | UNIT 2

Key Terms: Choose **two** Key Terms from each lesson. For each Key Term you chose, write the definition in your own words and write one sentence that uses the Key Term correctly.

Lesson 3:

cause	effect	invention
chronology	electricity	

Definition:

_____ _____ _____
_____ _____ _____
_____ _____ _____

Sentence:

_____ _____ _____
_____ _____ _____
_____ _____ _____

Definition:

_____ _____ _____
_____ _____ _____
_____ _____ _____

Sentence:

_____ _____ _____
_____ _____ _____
_____ _____ _____

Name: _____

Date: _____

Prove It! | Part 3: Source-Based Questions | UNIT 2

Instructions: These images below show a school bus in the past and in the present. Use the images to answer the questions.



Library of Congress Prints and Photographs
Division, LC-DIG-nclc-04374



Julie Clopper/Shutterstock.com

1. What similarities do you notice in these images? What differences do you notice?

2. How might riding the school bus today be similar to and different from riding a school bus in the past?

Name: _____ **Date:** _____

Date: _____

Prove It! | Part 4: Self-Assessment and Reflection | UNIT 2

Instructions: After completing the unit and the various activities, answer the following questions.

Using complete sentences, answer the **Big Question**: What is history, and how do we learn about the past?

The image shows a full page of handwriting practice paper. It contains five identical sets of horizontal lines, each set consisting of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and run horizontally across the entire page, providing a guide for letter height and placement.

Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

[illegible]

Prove It! | Accommodated Assessment | UNIT 2

Instructions: Answer the following questions.

1. What is a primary source?

For questions 2–6, match the people, things, places, and events from the list to their descriptions below.

2. _____ timeline

3. _____ ancient

4. _____ perspective

5. _____ cause

6. _____ effect

A. This is the reason that something happens.

B. This is a way of thinking or understanding something. People experience the world differently, so everyone has their own.

C. This is the result of an event that occurred, or what happened after the event.

D. This word means something is very old, or existing for a long time.

E. This shows the order that events happened. You may read it from left to right or from top to bottom.

7. What is a biography?

Name: _____

Date: _____

Prove It! | Accommodated Assessment | UNIT 2

Instructions: Answer the following questions.

8. Describe one way that life today is different than life in the past.

9. Using complete sentences, answer the **Big Question**: What is history, and how do we learn about the past?

10. Describe your favorite part of this unit and tell why it is your favorite. (It could be a person, event, activity, or idea that you studied.)

Prove It! | Answer Key | UNIT 2

Prove It! Standards Alignment: SSP.01; SSP.02; SSP.04; 2.26; 2.28; 2.RL.KID.1; 2.RI.KID.1; 2.W.RBPK.8; 2.W.RW.10

Part 1: Choose It! and Name It!

- | | | |
|--------|---------|---------|
| 1. (B) | 7. (B) | 13. (G) |
| 2. (A) | 8. (D) | 14. (A) |
| 3. (B) | 9. (H) | 15. (I) |
| 4. (B) | 10. (B) | 16. (C) |
| 5. (A) | 11. (J) | 17. (F) |
| 6. (A) | 12. (E) | |

Part 2: Key Terms

Lesson 1.

- **ancient** (adjective): very old, or existing for a long time
- **archaeologist** (noun): a scientist who studies people and artifacts from the past
- **artifact** (noun): something used or made by people of the past
- **civilization** (noun): a group of people with their own way of life
- **fossil** (noun): the remains of plants and animals from long ago
- **republic** (noun): a form of government in which people choose their leaders

Lesson 2.

- **biography** (noun): a story of a person's life written by another person
- **excerpt** (noun): a passage or small section of a longer piece of writing
- **Indigenous** (noun): the first people to live in a place
- **influence** (verb): to have an effect on something
- **perspective** (noun): a way of thinking or understanding something
- **racism** (noun): treating someone unfairly because of their background or the color of their skin

Lesson 3.

- **cause** (noun): the reason something happened
- **chronology** (noun): the order in which events happen
- **effect** (noun): the result of what happened
- **electricity** (noun): a form of energy
- **invention** (noun): something that is made for the first time

Part 3: Source-Based Questions

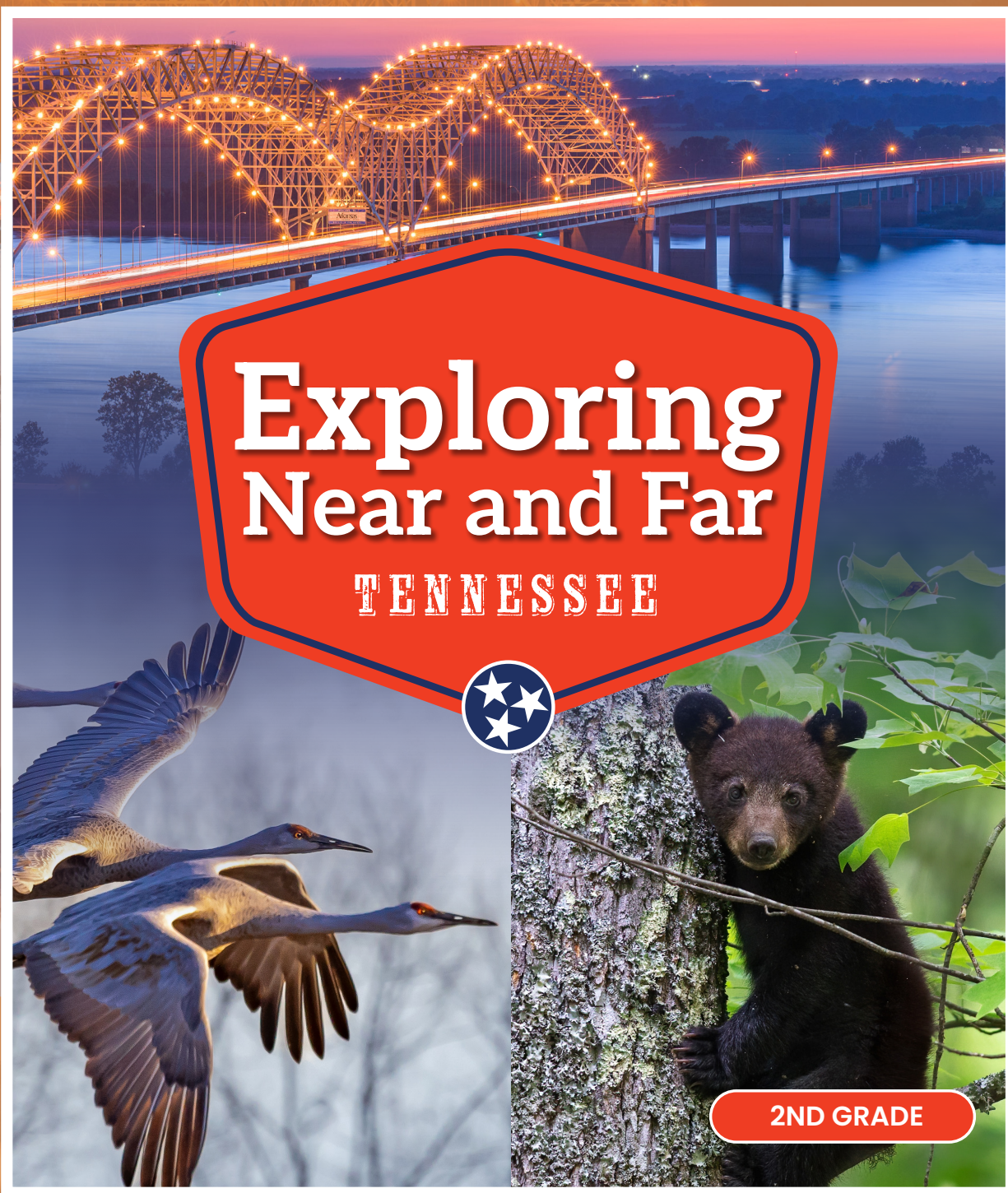
1. Answers will vary, but students may notice that the school bus from the past does not have windows or a door and appears to have fewer wheels than the present-day school bus. Students may recognize that both buses allow many students to be transported to school together.
2. Answers will vary, but students may recognize that present-day buses may be climate controlled because they are enclosed, while the bus from the past has open-air seating. Present-day buses likely move more quickly and travel farther, as well.

Part 4: Self-Assessment and Reflection

Answers will vary but should reflect students' ability to accurately describe what history is and how we can learn about the past.

Accommodated Assessment

1. A primary source is an original material or object that was created at the time of an event. Examples include photographs, journals, letters, and artifacts.
2. (E)
3. (D)
4. (B)
5. (A)
6. (C)
7. A biography is a story of a person's life written by another person.
8. Answers will vary, but students may describe how life is different today than life in the past by addressing one or more of these areas of change: communities, schools, work, play, communication, and daily life.
9. Answers will vary, but students should demonstrate the ability to answer the **Big Question**: What is history, and how do we learn about the past?
10. Answers will vary.



TEACHER TOOLS

Notice and Wonder

Notice	Wonder
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____
4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____	5. _____ _____ _____

Source Analysis

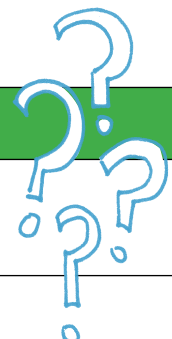
Analyze a Picture

Instructions: Use this form to analyze images.



Meet the image.	Observe its parts.	Try to make sense of it.
What do you see? Is the picture ... ? ☐ BLACK AND WHITE ☐ COLOR Is there a caption? ☐ YES ☐ NO If so, what does the caption tell you?	Circle what you see in the picture.    PEOPLE OBJECTS BOTH What are the people doing in the picture? What are the objects in the picture used for? Write two words that describe the picture.	Who do you think made this picture? Where do you think this picture was made? List something that helps you prove where it was made. Why do you think the picture was made? How does this picture compare to modern times?
Use it as historical evidence. Where do you think we could find out more information about the people or objects in the picture?		

Courtesy of National Archives



Spark It! | Memory Challenge | Unit 2

Instructions: Think about what you have done in the recent past and answer the questions.

1. What did you have for lunch yesterday?

2. Name and describe one activity you completed at school yesterday.

3. What did you wear on Saturday?

4. Name and describe one activity you completed over the weekend.

5. Name and describe one social studies topic you learned about last week.

6. Name and describe one after-school activity you completed last week.

7. What is something you did for fun last month?

8. Where is one location you went last summer?

9. What did you do for your birthday last year?

Sneak Peek | Key Terms Memory Game | Unit 2: Lesson 2

Instructions: Use a dictionary or your textbook glossary to define each term on the blank card. Then cut out all the cards, shuffle them, and play a memory game by matching the terms to their definitions.

biography

excerpt

Indigenous

influence

Sneak Peek | Key Terms Memory Game | Unit 2: Lesson 2

Instructions: Use a dictionary or your textbook glossary to define each term on the blank card. Then cut out all the cards, shuffle them, and play a memory game by matching the terms to their definitions.

perspective

racism

Ready for Reading |

Three Great Guidelines: Doubling Guidelines | Unit 2: Lesson 2

Instructions: Use the doubling guidelines to create a new word by combining the base word and the suffix.

Doubling Guidelines: The final consonant in I-I-I words should be doubled before a suffix beginning with a vowel is added. I-I-I words are those with one syllable, one short vowel, and one ending consonant. Do not double the final consonant when a suffix begins with a consonant. Do not double the letter **x**.

Base Word	Suffix	New Word
dab	-ed	
grin	-ed	
stop	-ed	
spot	-ed	
jog	-ed	
dab	-ing	
grin	-ing	
stop	-ing	
spot	-ing	
jog	-ing	

Ready for Reading | Three Great Guidelines: Drop Guidelines | Unit 2: Lesson 2

Instructions: Use the drop guidelines to create a new word by combining the base word and the suffix.

Drop Guidelines: Silent **e** should be dropped before a suffix that begins with a vowel is added. The silent **e** should remain when a suffix begins with a consonant except when that word ends with a soft **c** or **g**.

Base word

Suffix

New Word

care	-ed	
rake	-ing	
smile	-ed	
vote	-ing	
save	-ed	
like	-ing	

Ready for Reading |

Three Great Guidelines: Change Guidelines | Unit 2: Lesson 2

Instructions: Use the change guidelines to create a new word by combining the base word and the suffix.

Change Guidelines: Change **y** to an **i** if there is a consonant before the **y** when adding a suffix. The **y** should remain if there is a vowel before the **y** or when adding **-ing**.

Base word	Suffix	New Word
employ	-ed	
play	-ed	
try	-ed	
study	-ed	
copy	-ed	
baby	-es	
lady	-es	
dismay	-ed	
destroy	-ed	
supply	-ed	



Exploring Near and Far

TENNESSEE



Jorm Sangsorn/Shutterstock.com

Exploring
Near and Far
TENNESSEE

 GibbsSmith Education

Lesson 2

Perspectives and Sources

I can describe the importance of different perspectives when learning about the past.

I can identify how historical figures have contributed to their communities.

I can explain how different sources can help historians learn about the past.

The Big Question

What is history, and how do we learn about the past?



Gift of Don and Diana Lee Lucker/Minneapolis Institute of Arts

Culture Search



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