

Grade 2 Social Studies

Link Community Charter School

UNITS (8/8 SELECTED)	SUGGESTED DURATION
<div></div> Unit 1: Communities Change Over Time	20 lessons
<div></div> Unit 2: Celebrating Hispanic Culture Month	20 lessons
<div></div> Unit 3: Let's Learn about Celebrations!	12 lessons
<div></div> Unit 4: Kindness	20 lessons
<div></div> Unit 5: Celebrating Black History: Harlem Renaissance	20 lessons
<div></div> Unit 6: Color and Colorism	24 lessons
<div></div> Unit 7: Economics	24 lessons
<div></div> Unit 8: Juneteenth Jamboree	10 lessons

Unit 1: Communities Change Over Time

Grade 2 Social Studies - Last Updated on October 2, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

- 6.1.2.CivicsPI.1:
- 6.1.2.CivicsPI.2:
- 6.1.2.CivicsPI.3:
- 6.1.2.CivicsPI.4:
- 6.1.2.CivicsPI.5:
- 6.1.2.CivicsPI.6:
- 6.1.2.CivicsPD.1:
- 6.1.2.CivicsPD.2:
- 6.1.2.CivicsPR.4:
- 6.1.2.CivicsCM.1:

Unit 1: Communities Change Over Time

Grade 2 Social Studies - Last Updated on October 2, 2023

DESIRED RESULTS

Established Goals

In this 6-week unit, learners will explore changes in communities over time. Students learn about communities formed by women from Gee's Bend, Alabama. Students also partner-read articles about memory quilts. Students will also engage and respond to prompts about the text.

At the end of the unit, children will create a quilt square, telling the story of a family experience or tradition. The squares will be pieced together as a classroom quilt.

Transfer

Students will be able to independently use their learning to...

get a firsthand feel for how communities change as they grow and develop by reading poems that span over time.

Meaning

Big Ideas & Understandings

Students will understand:

- That communities change as they grow
- The importance of quilting as a form of art and activism
- Cultural traditions are passed down through generations
- And explore the connections between the civil rights movement and Gee's Bend, Alabama
- that communities in Alabama have experienced voter rights suppression

Essential Questions

Students will keep considering...

- Why do communities grow and change?
- What was significant about the women from Gee's Bend Alabama?
- What were some positive changes that were taking place in Gee's Bend Alabama?
- What are traditions and why are they important?
- How do traditions carry on from generation to generation?
- How do quilts tell stories? •
- How can art portray love and beauty?

Unit 1: Communities Change Over Time

Grade 2 Social Studies - Last Updated on October 2, 2023

Acquisition	
Knowledge	Skills
Students will: <ul style="list-style-type: none">• Develop an awareness of how communities change.• Recognize changes in a model community.• Make decisions on how a community might change.• Identify positive and negative changes that have taken place in a community	Students will be skilled at... <ul style="list-style-type: none">• developing an awareness of how communities change.• recognizing changes in a model community.• making decisions on how a community might change.• identifying positive and negative changes that have taken place in a community

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: https://www.soulsgrowndeeep.org/gees-bend-quiltmakers	Performance Task(s): Create a square of a quilt telling the story of you and your family, traditions, state origin/country, etc. We will put the squares together to create a class quilt for display.
	Other Evidence:

Unit 1: Communities Change Over Time

Grade 2 Social Studies - Last Updated on October 2, 2023

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1 [Click Here for the Weekly Lesson Materials](#)

Week 2 [Click Here for the Weekly Lesson Materials](#)

Week 3 [Click Here for the Weekly Lesson Materials](#)

Week 4 [Click Here for the Weekly Lesson Materials](#)

Week 5 [Click Here for the Weekly Lesson Materials](#)

Week 6 [Click here for the Project Based Learning Project](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[Global Oneness Project](#)

[Stitchin and Pullin: Patricia McKissak](#)

Unit 2: Celebrating Hispanic Culture Month

Grade 2 Social Studies - Last Updated on November 13, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPI.1:

6.1.2.CivicsPI.4:

6.1.2.CivicsPI.5:

6.1.2.CivicsPD.1:

6.1.2.CivicsPR.1:

6.1.2.CivicsPR.4:

6.1.2.CivicsCM.2:

6.1.2.CivicsCM.3:

Unit 2: Celebrating Hispanic Culture Month

Grade 2 Social Studies - Last Updated on November 13, 2023

DESIRED RESULTS

Established Goals

During this 3 week unit on Hispanic culture, children will celebrate diversity and appreciate the differences that make everyone unique. During our unit, we will experience stories, folktales, food, celebrations and contributions of Hispanic people all over the world. Hispanic Heritage Month (HHM) takes place September 15 to October 15 every year as a time to recognize and celebrate the many contributions, diverse cultures, and extensive histories of the American Latino community. Learning about different cultural aspects offers new experiences for children. It also helps them realize that we're all humans, despite differences in how we look or dress, or what we eat or celebrate.

Transfer

Students will be able to independently use their learning to...

appreciate other cultures and increase global awareness, build essential tools like critical thinking and problem solving, and foster a deep understanding of cultures that make up our school and global community.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• learning about other cultures will lead to critical thinking skills• Hispanics have made tremendous contributions• learning another language can lead to greater understanding, and problem solving.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• Why is Hispanic Culture Month so important?• How can I be proud of who I am while also celebrating others and their cultures?• What are the many contributions Hispanics have contributed to in Art, Music, History, food and culture?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• that Hispanic refers to a person with ancestry from a country whose primary language is Spanish.• Latinos refer to a person with origins from anywhere in Latin America: Mexico, South and Central America and the Caribbean.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• locating and identifying Hispanic and Latino countries on a map/ globe• knowing the contributions of Cesar Chavez and Dolores Huerta and their impact.• locating Mexico on a map, and identifying specific

Unit 2: Celebrating Hispanic Culture Month

Grade 2 Social Studies - Last Updated on November 13, 2023

Acquisition

<ul style="list-style-type: none">• Team Clemente and Team Huerta are named for 2 important people in Hispanic Heritage• How to locate Mexico on a map of the world	cultural contributions of Mexico and its people to our culture
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Draft-publishing I am From Poem Hispanic Culture Celebration! Songs, Dances and schoolwide performance
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Book: Side By Side [Click Here for the Weekly Lesson Materials](#)

Week 2: Next Stop Mexico [Click Here for the Weekly Lesson Materials](#)

Week 3: Off We Go To Mexico [Click Here for the Weekly Lesson Materials](#)

Week 4: Travel Brochure [Click Here for the Weekly Lesson Materials](#)

Unit 2: Celebrating Hispanic Culture Month

Grade 2 Social Studies - Last Updated on November 13, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Additional Resources:

<https://ny.pbslearningmedia.org/resource/luna-mexicocity/learn-about-mexico-city-lets-go-luna/>

United Farm Workers <http://www.ufw.org/> Dolores Huerta Foundation <http://www.doloreshuerta.org/> Cesar Chavez

Foundation <http://www.cesarechavezfoundation.org/>

<https://emediava.org//1718>

<https://kids.nationalgeographic.com/geography/countries/article/costa-rica>

Unit 3: Let's Learn about Celebrations!

Grade 2 Social Studies - Last Updated on November 12, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsCM.3:

6.1.2.HistoryUP.2:

6.1.2.HistorySE.1:

Unit 3: Let's Learn about Celebrations!

Grade 2 Social Studies - Last Updated on November 12, 2023

DESIRED RESULTS

Established Goals

In this 2.5 week unit, students will build upon their knowledge from their Kindergarten unit on Holidays and cultural celebrations. We will learn about Kwanzaa, Diwali, Hanukkah and Eid in addition to discussing holidays and traditions that our students celebrate. Students will also study Chinese New Year celebration. Students will compare and contrast the different traditions and religions celebrated around the world. They will engage in a presentation of each celebration and have an opportunity to share learning from this unit with peers.

Transfer

Students will be able to independently use their learning to...

Discover and explore similarities and differences between holiday, customs and traditions in a variety of cultures. In addition, students will gain an understanding of various cultures in our communities and around the world.

Meaning

Big Ideas & Understandings

Students will understand that...

- All people around the world, celebrate and engage in traditions with family and friends and in school
- We share similarities and differences with people all over the world.

Essential Questions

Students will keep considering...

- Why is it important to learn about other cultures in addition to our own?
- Where in the world are these holidays celebrated?
- How can learning about other cultures provide more of a global view of the world and others?

Unit 3: Let's Learn about Celebrations!

Grade 2 Social Studies - Last Updated on November 12, 2023

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">◦ <i>That learning about other cultures around the world and in our communities will lead to greater understanding of others.</i>	<p>Student will be skilled at:</p> <ul style="list-style-type: none">• Identifying the continent/country where this holiday is celebrated.• Discussing various aspects of holidays and traditions celebrated around the world• Comparing and contrasting various holidays

Unit 3: Let's Learn about Celebrations!

Grade 2 Social Studies - Last Updated on November 12, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <p>Create informational books on a particular holiday studied in this unit.</p> <p>4 page booklet:</p> <ul style="list-style-type: none">• Cover- Name of Holiday and illustrations• Page 1: Why it is celebrated• Page 2: Where in the world is this holiday celebrated?• Page 3: Who celebrates this holiday?• Page 4: How is this holiday celebrated?
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Hannukkah, Kwanzaa, Eid and Diwali

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 4: Kindness

Grade 2 Social Studies - Last Updated on September 10, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsDP.2:6.1.2.CivicsCM.3:6.1.2.HistoryUP.3:

Unit 4: Kindness

Grade 2 Social Studies - Last Updated on September 10, 2023

DESIRED RESULTS

Established Goals

Students will learn how prejudice and fairness shape characters in the texts we read. The Kindness unit focuses primarily on helping students show kindness and respect for themselves, for others, and for their learning environment. Children will engage in lessons on respectful listening, on respectful communication, and on working together in teams.

Transfer

Students will be able to independently use their learning to...
learn about kindness, friendship and fairness by reading short fiction, a fable, a folktale, an article, and two picture books.
Specifically, students learn how prejudice and fairness shape characters.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.• examples from the past and present describe how stereotyping and prejudice can lead to conflict.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• What is prejudice?• What is fairness?• What is kindness?• How do we know we are being fair to ourselves and others?

Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• relevant and specific vocabulary from this unit,• definitions from the unit and use these new words in their conversation and in writing.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• using vocabulary and definitions from this unit.• finding the theme in texts related to kindness, fairness and prejudice.

Unit 4: Kindness

Grade 2 Social Studies - Last Updated on September 10, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence				
Rubrics/Checklists:	<div>Performance Task(s):<table><tr><th>Evaluation Criteria</th><th>Assessment Evidence</th></tr><tr><td>Rubrics/Checklists: I Am From Poem</td><td></td></tr></table></div>	Evaluation Criteria	Assessment Evidence	Rubrics/Checklists: I Am From Poem	
Evaluation Criteria	Assessment Evidence				
Rubrics/Checklists: I Am From Poem					
	Other Evidence:				

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: Text: Each Kindness [Click Here for the Weekly Lesson Materials](#)

Week 2: Text: The Other Side [Click Here for the Weekly Lesson Materials](#)

Week 3: Text: The Gardener [Click Here for the Weekly Lesson Materials](#)

Week 4: [Click Here for the Weekly Lesson Materials](#)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 5: Celebrating Black History: Harlem Renaissance

Grade 2 Social Studies - Last Updated on September 10, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPI.1: 6.1.2.CivicsPI.5: 6.1.2.CivicsDP.2: 6.1.2.CivicsPR.2: 6.1.2.CivicsCM.1:

6.1.2.CivicsCM.3: 6.1.2.HistoryCC.1: 6.1.2.HistoryCC.2: 6.1.2.HistoryCC.3: 6.1.2.HistoryUP.3:

6.1.2.HistorySE.1:

Unit 5: Celebrating Black History: Harlem Renaissance

Grade 2 Social Studies - Last Updated on September 10, 2023

DESIRED RESULTS

Established Goals

In this 4 week unit on the Harlem Renaissance children will learn about the period **U.S. history marked by a burst of creativity within the African American community in the areas of art, music and literature**. Centered within New York City's Harlem, the Harlem Renaissance began roughly with the end of World War I in 1918 and continued into the mid-1930s.

Transfer

Students will be able to independently use their learning to...
experience the new spirit of self determination and pride, social consciousness and a new commitment to political activism that the The Harlem Renaissance instilled in African Americans across the country.

Meaning

Big Ideas & Understandings

- Students will understand
- Harlem became a major cultural center during the Harlem Renaissance.
 - The Harlem Renaissance was a significant social and cultural movement which took place in the 1920s and 1930s following the Great Migration during which thousands of African-Americans left the South and moved north and west
 - The artistic, literary and musical contributions of Harlem Renaissance artists continue to serve as an inspiration for today's artists.
 - the real-life journeys of the historical figures of the Harlem Renaissance

Essential Questions

- Students will keep considering...
- What Was the Harlem Renaissance?
 - How did Harlem become a major African American Cultural center?
 - What branches of thought and entertainment were included in the Harlem Renaissance?
 - How did African-American fashion change during the Harlem Renaissance?
 - How did the Harlem Renaissance change the perception of African-Americans in the United States?

Unit 5: Celebrating Black History: Harlem Renaissance

Grade 2 Social Studies - Last Updated on September 10, 2023

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• where the city of Harlem is located and identify it on a map.• about the vibrant music, art, and literature of the Harlem Renaissance• about the "The Great Migration"• that the Harlem Renaissance showcased the collaboration and culture of Black Americans• that the Harlem Renaissance was moment in time	<p>Students will be skilled at</p> <ul style="list-style-type: none">• describing the Great Migration• identifying the major artists, musicians, poets and writers of the Harlem Renaissance.• describing the events that led to the Harlem Renaissance in the 1920's and 30's.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Host a tribute to the Apollo during which students can recite their original poems or poems they have studied as part of this lesson, display their artwork, sing songs popularized at the Apollo or perform live music made famous by Harlem Renaissance musicians.
	Other Evidence:

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Unit 5: Celebrating Black History: Harlem Renaissance

Grade 2 Social Studies - Last Updated on September 10, 2023

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 6: Color and Colorism

Grade 2 Social Studies - Last Updated on July 16, 2023

STANDARDS ADDRESSED

New Jersey (NJSL) - Grades K-2 - Social Studies (2020)

6.1.2.CivicsPD.1:

6.1.2.CivicsDP.2:

6.1.2.CivicsPR.4:

6.1.2.CivicsCM.3:

6.1.2.HistoryUP.2:

6.1.2.HistoryUP.3:

DESIRED RESULTS

Established Goals

In this 4 week unit, students learn how chemicals within the body combine to create different skin tones. Students also learn about the effects of colorism. Alice Walker coined the term “colorism” in 1982 to mean the “prejudicial or preferential treatment of same-race people based solely on their color.”

Transfer

Students will be able to independently use their learning to...

Meaning

Big Ideas & Understandings

Students will understand that...

-

Essential Questions

Students will keep considering...

-

Acquisition

Knowledge

Students will know...

-

Skills

Students will be skilled at...

-

Unit 6: Color and Colorism

Grade 2 Social Studies - Last Updated on July 16, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1:

Week 2

Week 3

Week 4

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[Color and Colorism](#)

Unit 7: Economics

Grade 2 Social Studies - Last Updated on July 18, 2023

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)

6.1.2.Geo.GI.1:

6.1.2.Geo.HE.4:

6.1.2.EconET.1:

6.1.2.EconET.2:

6.1.2.EconEM.1:

6.1.2.EconEM.2:

Unit 7: Economics

Grade 2 Social Studies - Last Updated on July 18, 2023

DESIRED RESULTS

Established Goals

In this unit, we will be teaching about several aspects of economics. The unit covers essential components of economics such as goods and services, producers and consumers, and supply and demand. In addition, this unit also covers two social injustices that are factors of economics: poverty and financial inequality. The lessons use pedagogies that engage the students, help them make real world connections, and provide experiences to build their economics schema.

Transfer

Students will be able to independently use their learning to...
understand as they learn how they can participate in their community. Students are consumers, and they need to be educated about how the economy they are participating in works and how they affect it. It is important for them to be aware of social injustices related to economy as well. Being aware of these issues enables them to find ways to serve people in their community and help ease the burden of these social injustices in their community.

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">	Students will keep considering... <ul style="list-style-type: none">"What is economics and how does it affect our community?"

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 7: Economics

Grade 2 Social Studies - Last Updated on July 18, 2023

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <h3>Business Bonanza</h3> <p>As a final assessment, students will participate in a classroom economy. Over the course of the unit, students will be assigned jobs in the classroom. Some examples of classroom jobs include teacher assistant, technology helper, custodian, door holder, police officer, etc. Each job has a specific weekly salary. Children will apply for the job that they would like. At the end of the unit, students will be assigned business partners. Each pair will decide on a good or service to sell at the Business Bonanza. They will use what they know about supply and demand to determine a price for their good or service. On the day of business bonanza, students will alternate being producers and consumers. For the first half, one business partner from each pair will remain at their booth as a producer, and the other partner will be a consumer. The consumers will use the salary they earned from their classroom jobs to purchase goods and services from their classmates.</p> <p>For the second half of the Business Bonanza, the business partners will switch producer/consumer rolls so that everyone gets to experience both. Students will be expected to use what they have learned about goods and services, producers and consumers, supply and demand, poverty, and financial inequality to participate in the Business Bonanza and deal with any problems that they face in during the Business Bonanza.</p>
	Other Evidence:

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Unit 8: Juneteenth Jamboree

Grade 2 Social Studies - Last Updated on August 15, 2023

STANDARDS ADDRESSED				
New Jersey (NJSLS) - Grades K-2 - Social Studies (2020)				
6.1.2.CivicsPI.1:	6.1.2.CivicsPI.5:	6.1.2.HistoryCC.3:	6.1.2.HistoryCC.2:	6.1.2.HistoryUP.3:

Unit 8: Juneteenth Jamboree

Grade 2 Social Studies - Last Updated on August 15, 2023

DESIRED RESULTS

Established Goals

In this 2 week unit on Juneteenth, children will build upon their knowledge from book studies, and Juneteenth Jamboree in Kindergarten and 1st grade. In second grade, children will explore the origin of Juneteenth, the celebratory nature of the holiday and plan and prepare for a Kindergarten-2nd grade schoolwide celebration.

Transfer

Students will be able to independently use their learning to...

recall important facts related to the Juneteenth Jamboree, complete reading and writing activities related to the holiday and share knowledge with peers based on the June celebration.

Meaning

Big Ideas & Understandings

Students will understand that...

- The very first Juneteenth celebration took place on June 19, 1865 in Galveston, Texas, marking the end of the Civil War and slavery across Texas.
-

Essential Questions

Students will keep considering...

- What do we really celebrate on Juneteenth?
 - What is Juneteenth?
 - Why is Juneteenth an important date in American history?
 - How did Juneteenth become a nationally recognized holiday?
 - What does Juneteenth celebrate?
 - Why did it take so long for enslaved peoples in Texas to finally be free?

Unit 8: Juneteenth Jamboree

Grade 2 Social Studies - Last Updated on August 15, 2023

Transfer	
Acquisition	
Knowledge	Skills
Students will know... <ul style="list-style-type: none">• Why we celebrate Juneteenth.• What the Emancipation Proclamation is.• When Juneteenth became a Legal holiday.• Who are the proponents for helping to make Juneteenth a holiday?	Students will be skilled at... <ul style="list-style-type: none">• reading various texts throughout the unit• creating artifacts highlighting special events that led to the freedom of enslaved people.• asking and answering questions based on the texts shared during this unit.

Meaning	
Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">• The very first Juneteenth celebration took place on June 19, 1865 in Galveston, Texas, marking the end of the Civil War and slavery across Texas.	Students will keep considering... <ul style="list-style-type: none">• What do we really celebrate on Juneteenth?<ul style="list-style-type: none">◦ What is Juneteenth?◦ Why is Juneteenth an important date in American history?◦ How did Juneteenth become a nationally recognized holiday?◦ What does Juneteenth celebrate?◦ Why did it take so long for enslaved peoples in Texas to finally be free?

Acquisition	
Knowledge	Skills

Unit 8: Juneteenth Jamboree

Grade 2 Social Studies - Last Updated on August 15, 2023

Acquisition

Students will know...

- - Why we celebrate Juneteenth.
 - What the Emancipation Proclamation is.
 - When Juneteenth became a Legal holiday.
 - Who are the proponents for helping to make Juneteenth a holiday?

Students will be skilled at...

- - reading various texts throughout the unit
 - creating artifacts highlighting special events that led to the freedom of enslaved people.
 - asking and answering questions based on the texts shared during this unit.

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

LEARNING PLAN

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION