Lesson Title: Past to Present

Content Area and Grade Level: Social Studies Grade 2

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Brief Description of the Lesson/Unit:

Students will read and listen to "Little House in the Big Woods" by Laura Ingalls Wilder. They will use the information read to compare features of modern day living to life in the past. Students will work individually or in pairs on a tasks designed to show knowledge of the skills learned as well as promote creativity and a higher level of thinking.

South Dakota Content Standards:

- Standard numbers and exact wording
  2 U.S 1.2 (comprehension)
  Compare features of modern day living (food, Shelter, clothing) to those of the past.
  2R. 4.1 Identify structural elements of informational text to locate information and create meaning.
  2 R.4.2 Explain the difference between fiction and Informational text.

- Unpacked standards (in student-friendly wording)
  Explore food of the past and compare it to the food we have today.
  Explore houses of the past and compare it to the houses we have today.
  Explore the clothing of today to the clothes we had in the past.
Stage 1: Identify Desired Results

1. What enduring understandings are desired?

The reading we do in class, as well as, the supplemental reading will allow the students to discover how food, shelter, and clothing had changed over the years.

2. What essential questions will guide this unit and focus both the teaching and the learning?

How do the foods of the past compare to what we eat now?
How do the shelters of the past compare to the houses we have now?
How does the clothing of the past compare to the clothing we wear today.
How does the literature help me find this information.

3. What key knowledge and skills will students acquire as a result of this unit?

The students will look at their environment and be able to track the changes throughout history.

4. What prior learning, interests, misconceptions, and conceptual difficulties might be brought to this unit by the students?

The student may have a preconcieved notion, or no idea at all, of what life was like in the past. Some students may have difficulty telling what is fact and what is fiction before doing some research.
Stage 2 : Determine Acceptable Evidence

What evidence will show that students understand?

1. Pre-Assessment (pre-tests, concept maps, KWL, surveys, etc.):

   KWL Charts
   Surveys in class and to take home for parents: When did people first drive cars?
   When did people first have electricity? What kind of clothes did people wear to
   school?

2. Performance Tasks:

   We will make butter as a class.
   The students will design and decorate a log cabin inside and out.
   The students will write about their favorite day and the chore that is done on that
day.(Ex. wash on Monday)

3. Summative Assessment (Quizzes, Tests, Prompts, Projects, etc.):

   The students will write a story comparing and contrasting life now to life when
   Laura Ingalls Wilder and her family lived. They will use a Venn Diagram to help
   formulate their thoughts. The story can be no less than three paragraphs long.
   Mechanics will count as part of the grade.

4. Formative Assessment (Dialogues, Observations, Work Samples, etc.):

   The students will complete journal entries, I will observe their classroom
   participation in activities. They will also receive credit for the work that they turn
   in for this unit. The students will also meet with me daily to fill me in on their
   discoveries.

   Briefly explain HOW you will use formative assessment and feedback to redirect and focus your instruction for improving
   student achievement. Provide at least one example.

   The samples of the work the students hand in as well as the observations will let
   me know what the student understands. I will also be able to note any
misconceptions. I will use this information to present the information in a different way using a different learning style so the student can make the proper connections.

5. **Student Self-Assessment:**

   The students will look over their journal notes and they will also fill out a rubric letting me know how they thought they did on the project.

6. **Attach or include specific rubrics being used for this lesson/unit:**

   Handed in separately
Stage 3: Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to develop and demonstrate the desired understandings?

1. Major Learning Activities:
   - Making butter
   - Journal writing
   - Log cabin activity
   - Laura Ingalls Wider packet

2. Materials, Supplies, & Resources (technology & print):
   - Books
   - Packet 1 for each student
   - Supplies for butter

3. Classroom Management:
   - Introduction and reading will be done in a whole group setting.
   - Students will work individually on some projects and in small groups for other projects. Students will report their progress to me daily.
   - A culminating activity will be for the students to share their projects with the whole group if they are comfortable and small group if they prefer that setting.

4. Support Services and Special Teacher Notes:
Stage 4: Differentiated Instruction Strategies

What specific differentiated instruction strategies will be used in the lesson/unit? Fill in each section that applies.

1. Differentiated Process:

   Journal Writing
   Brain Storming and creating a Web
   Class discussion
   Rubrics
   Creating models
   Books on tape

2. Differentiated Content:

   Books on tape
   Leveled text

3. Differentiated Product:

   Journal entries
   Projects
   Venn Diagrams
   Rubrics
   Presentations