Title: Life Long Ago

Subject Matter Emphasis and Level: Social Studies Grade 2

Author: Deb Ryks

School District: Ethan

Email: deb.ryks@k12.sd.us

Brief Description of the Lesson/Unit:

Students will listen to “Sarah Morton’s Day” and Samuel Eaton’s Day” by Kate Waters. They will use the information to compare features of modern day living to life in Pilgrim times. 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.
2R.4.2 Explain the difference between fiction and Informational text.

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 teaching/learning?**

   How does the clothing of the past compare to the clothing we wear today?
   
   How do the foods of the past compare to what we eat now?
   
   How does the shelters of the past compare to the houses we have now?
   
   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 from Pilgrim time to the present.

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

   Some students may have difficulty telling what is fact and what is fiction before doing some research. Some students may have no idea at all what life was like in the past.

---

**Stage 2: Determine Acceptable Evidence**

1. **What evidence will show that students understand?**

   **Performance Tasks:**
   
   Make a diorama (showing a scene about Pilgrim life.)
   
   They will play a marble game.
   
   The students will make a doll.
   
   The students will write about their favorite day and the chore they like.

   **Other Evidence:**
   
   *Quizzes, Tests, Prompts, Work Samples (summarized):*
The students will write a story comparing and contrasting life now to life when the Pilgrims lived. They will use a Venn Diagram to help formulate their thoughts. The story can be no less than two paragraphs long.

Unprompted Evidence: (observations, dialogues, etc.)

I will observe their classroom participation in activities. They students will meet with me daily to fill me in on their progress and discoveries.

Student Self-Assessment
The students will fill out a rubric letting me know how they thought they did on the projects.

Stage 3: Plan Learning Experiences and Instruction

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

   Major Learning Activities:
   - Making a diorama
   - Playing marble game
   - Writing their story
   - Reading other Pilgrims books

   Materials & Resources (technology & print):
   - Library books
   - Shoe boxes (supplies to make them.
   - Marbles
Individual packet with activities

**Management:**

Reading and instruction will be done in a group setting. Students will work individually on some projects and in small groups for other projects. At the end they will share their projects with the whole group. We may share with the First Graders.

**Support Services and Special Teacher Notes:**

Videos on Pilgrim life

**Extensions and Adaptation:**

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

1. **Differentiated Process:**
   - Story writing
   - Class discussion
   - Rubrics
   - Creating models
   - Books

2. **Differentiated Content:**
   - Books on tape
   - Leveled text

3. **Differentiated Product:**
   - Venn Diagrams
   - Rubrics
   - Presentations
   - Stories