Diving into the New NVACS-SS

2ND GRADE PRESENTERS
KRISTIN CAMPBELL, KRISTIN CASSEL, RENEE FOX, JENNIFER NOLAND, CHRISTEN VICE
Grade 2: Our National Identity and Culture
In second grade, students learn about significant events in the history of the United States and the diverse perspectives and experiences of the people who have shaped our national identity through those events. Students will analyze how modern understanding of American freedom and democracy were shaped by multiple perspectives and people with diverse backgrounds. National holidays and celebrations are viewed through the lens of complex historical and cultural perspectives.

TAKE THREE MINUTES TO READ THE STANDARDS. WRITE DOWN ONE QUESTION YOU HAVE.
### Comparing the Old with the New

<table>
<thead>
<tr>
<th>PREVIOUS SOCIAL STUDIES STANDARDS</th>
<th>NEW NVACS-SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>H2.2.1 Identify ways <strong>importance</strong> of both local and national landmarks, and explain how they create a sense community among citizens.</td>
<td>SS.2.21. Identify major national landmarks associated with historical events. SS.2.20. Locate major historical events in national history on a map.</td>
</tr>
<tr>
<td>H3.2.3 Explain why people and events are <strong>honored</strong> in commemorative holidays.</td>
<td>SS.2.16. Explain how diverse individuals have played important roles in developing nation’s civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.</td>
</tr>
<tr>
<td>H3.2.3 Explain why people and events are <strong>honored</strong> in commemorative holidays, which people <strong>cooperate to achieve a common goal.</strong></td>
<td>SS.2.12. Examine major events in U.S. History to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.</td>
</tr>
</tbody>
</table>
The term **rigor** is widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences, for example, help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.

In education, **rigor** is commonly applied to lessons that encourage students to question their assumptions and think deeply, rather than to lessons that merely demand memorization and information recall. While some educators may equate **rigor** with **difficulty**, many educators would argue that academically rigorous learning experiences should be sufficiently and appropriately **challenging** for individual students or groups of students, not simply difficult. Advocates contend that appropriately rigorous learning experiences motivate students to learn more and learn it more deeply, while also giving them a sense of personal accomplishment when they overcome a learning challenge—whereas lessons that are simply “hard” will more likely lead to disengagement, frustration, and discouragement.

[HTTP://EDGLOSSARY.ORG/RIGOR/]
Inquiry Arc

- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Tools and Concepts (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Informed Action
### How do the Disciplinary Skill Standards Support the Inquiry Arc & the NVACS-ELA?

<table>
<thead>
<tr>
<th>Disciplinary Skills</th>
<th>Disciplinary Skills Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructing compelling questions</td>
<td>SS.2.1. With prompting and support, generate compelling questions to explore our national identity and culture.</td>
</tr>
<tr>
<td>Creating supporting questions</td>
<td>SS.2.2. With prompting and support, generate supporting questions related to compelling questions.</td>
</tr>
<tr>
<td>Gathering and evaluating sources</td>
<td>SS.2.3. With prompting and support, analyze multiple primary sources to determine point of view and perspective.</td>
</tr>
<tr>
<td>Developing claims and using evidence</td>
<td>SS.2.4. With prompting and support, construct responses to compelling questions using reasoning, examples, and relevant details.</td>
</tr>
<tr>
<td>Communicating and critiquing conclusions</td>
<td>SS.2.5. With prompting and support, construct organized explanations for various audiences and purposes.</td>
</tr>
<tr>
<td></td>
<td>SS.2.6. With prompting and support, participate in a structured academic discussion using reasoning.</td>
</tr>
<tr>
<td>Taking informed action</td>
<td>SS.2.7. With prompting and support, list and discuss group or individual action to help address local, regional, and or national problems.</td>
</tr>
<tr>
<td></td>
<td>SS.2.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in your community.</td>
</tr>
</tbody>
</table>
The Content Themes by Social Studies Discipline

CIVICS  ECONOMICS  GEOGRAPHY  HISTORY

Civics  Economics  History  Geography

Social Studies Disciplines
What inquiries are coming this year?

How did the **citizens** of America and the world **unite** after the **tragedy** of September 11, 2001?

How Should We Remember Abraham Lincoln?

What’s The Real Story Of The First Thanksgiving?

Why Did Children Work During the Industrial Revolution?

How has the Star Spangled Banner become a symbol for what America stands for?

How has the civil rights movement contributed to our freedoms today?
It’s time to dive in and play with some materials.

During the next part of this presentation, we ask that you engage with us with your second grade hat on as we showcase part of an inquiry.
### Compelling Question
How should we remember Abraham Lincoln?

### Social Studies & ELA Standards
- 5.2.2
- 5.2.3
- 5.2.4
- 5.2.6 (Disciplinary Skills)
- 5.2.10
- 5.2.12 (Content Themes)
(ELA Skills)

### Why Inquire into this Topic?
To go beyond the traditional understanding of Abraham Lincoln and see how his words and actions helped to shape him into the political leader we have memorialized today.

### Supporting Question

<table>
<thead>
<tr>
<th>Supporting Question 1</th>
<th>Supporting Question 2</th>
<th>Supporting Question 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who was “Honest Abe”?</strong></td>
<td><strong>How have Lincoln’s words lived on?</strong></td>
<td><strong>How do we already memorialize Abraham Lincoln?</strong></td>
</tr>
</tbody>
</table>

### Featured Sources

<table>
<thead>
<tr>
<th>Read Works</th>
<th>Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quotes</td>
<td>Virtual Field Trip of Lincoln Memorial</td>
</tr>
<tr>
<td>Biby letter</td>
<td><a href="https://www.youtube.com/watch?v=WK6F6gKGCw">https://www.youtube.com/watch?v=WK6F6gKGCw</a></td>
</tr>
<tr>
<td>5/11 Speech</td>
<td><a href="https://www.youtube.com/watch?v=AJAb6sll6Qg">https://www.youtube.com/watch?v=AJAb6sll6Qg</a></td>
</tr>
</tbody>
</table>

### Engaging with Source Materials Using Disciplinary Skills

<table>
<thead>
<tr>
<th>QFT Practice Paraphrasing</th>
<th>Talk Task Practice Paraphrasing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popcorn Sentence</td>
<td>Hashtag Paraphrase</td>
</tr>
<tr>
<td>Tri-Diagram</td>
<td>Talk Task</td>
</tr>
</tbody>
</table>
Abraham Lincoln is one of the most respected presidents in United States history. He was the sixteenth president of the United States. He led the country during the American Civil War. This was one of the hardest times in America’s history.

Lincoln was born in Kentucky. He had a very hard time when he was young. His mom died when he was ten years old. His family moved several times. Lincoln could not go to school for very long. He had to work instead to help his family make money.

Even though Lincoln had been through bad times, he loved to be funny and tell jokes. Lincoln was also known for being honest. People called him “Honest Abe.”
Teacher Lesson Plan View:

Source A

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Supporting Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How should we remember Abraham Lincoln</td>
<td>Who was &quot;Honest Abe&quot;?</td>
</tr>
</tbody>
</table>

**Engaging with the Source Instructions**

1. After eliciting prior knowledge from students about Abraham Lincoln, provide each student with the text and picture below. Read the text aloud as students follow along. *(Vocabulary and comprehension questions are available from Readworks. Engage the whole class with a few of the questions to ensure basic comprehension.)*

2. Move students into groups of three or four. Ask student groups to develop supporting questions based upon the first three paragraphs of the text and the picture. All questions are good questions. Each group should be asked to think of as many questions as they can with a minimum of 10 questions. The teacher should support this effort.

3. Have groups share out their questions. As much as possible, document questions so that the class can see them and refer back to them throughout the inquiry process.

Source Citation: [https://www.readworks.org/article/Abraham-Lincoln/ae2e2df3-0b87-4ac5-9d08-5d27beb8e400#1articleTab:content/](https://www.readworks.org/article/Abraham-Lincoln/ae2e2df3-0b87-4ac5-9d08-5d27beb8e400#1articleTab:content/)
Watch the “Honest Abe Lincoln” video.

Before watching it a second time, explain to students that this is a secondary source rather than a primary source because it’s a re-telling of these events.

Then remind students of the last lines in the Read Works Article, “Lincoln was also known for being honest. People call him “Honest Abe.”

Now watch the video and ask students to listen for examples that support this claim.

Now with a partner read the transcript from the Video and identify at least two examples to support the claim That “Lincoln was known for being honest.”
February 12th is the birthday of Abraham Lincoln. He was born in 1809 in a log cabin near Hodgenville, Kentucky. Long before he became President, Lincoln’s friends and acquaintances called him Honest Abe. When he was a boy in Indiana, he borrowed a book about George Washington from a neighbor Josiah Crawford. After rainwater ruined it, he went straight to Crawford and owned up to what had happened. He spent three days in Crawford’s cornfield working to pay for the book. When Lincoln was a young storekeeper in New Salem Illinois he accidentally shortchanged a customer by six and a quarter cents. As soon as he discovered the error, he closed the shop and walked six miles to pay the money back. Lincoln’s store was not a success. He and his partner, William Berry, went into debt trying to make a go of it. The store winked out* anyway. His link included and left him owing a great deal of money, especially after Berry died. He could have done what so many others in similar situations did simply head west for new frontiers and leave the debt behind. But, he resolved to stay. For a young man of his means it was a large burden. He called it with grim humor his “national debt”. It took him several years, but he paid it all back. His reputation as a lawyer caused people to say “he’ll be fair and square”. One time he forced a law partner to give back half the theme* the man had charged a client. “That money comes out of the pocket of a poor demented girl”, he said and” I would rather starve than swindle her”. It’s no coincidence that one of our most beloved presidents was a man who held himself to the highest standards of truthfulness.
**Teacher Lesson Plan View:**

<table>
<thead>
<tr>
<th>Compelling Question</th>
<th>Supporting Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>How should we remember Abraham Lincoln?</td>
<td>Who was “Honest Abe”?</td>
</tr>
</tbody>
</table>

**Engaging with the Source Instructions:**

1. Watch the “Honest Abe Lincoln” video with no instructions.
2. Before watching it a second time, explain to students that this is a secondary source rather than a primary source because it’s a re-telling of these events. Then remind students of the last lines in the Read Works Article, “Lincoln was also known for being honest. People call him “Honest Abe.” Now watch the video and ask students to listen for examples that support this claim.
3. After the video, with varying amounts of small group talk and whole group share out based on your formative assessment of student understanding, discuss examples from the video that support the claim that Lincoln was known for being honest.
4. Provide students with the transcript of the video and ask them to do the following:
   - Restate the claim: “Abraham Lincoln was known for being honest.”
   - With a partner, read the transcript and summarize two examples that support the claim.
   - Using the template provided students will fill in Claim, Evidence, and Reasoning based on the transcript.
5. Students will likely need support to develop reasoning from the evidence that supports the claim. Please use the following example of a Think Aloud to provide support
   - (e.g. “Hmmmm, Lincoln borrowed a book from a neighbor and it got ruined by rainwater. Immediately he went to the neighbor to apologize. WOW, that’s brave.... I bet that was hard for him to do. It says he had to work for 30 DAYS in the corn field to pay for the book. That’s a long time! This example shows that he was honest, even though he knew he would have a consequence. But he told the truth about what happened anyway.”)

**Source Citation:**

https://www.readworks.org/article/Abraham-Lincoln/ae2e2df3-0b87-4ac5-9d08-5d27beb8e400#articleTab:content/
https://www.youtube.com/watch?v=wWKf6fKgKCw
CER template
Talk Task: Zoom In (Part 1)

For each slide:

• Individually look at each part of the image and follow the instructions.
• With your partner, take turns sharing several of your ideas.
  • You will hear a “DING” when it is time to share with your partner.
  • Use Accountable Talk.
• How many things can you notice?
• What do you think it is?
• How many more details can you notice.
• How would you describe this person?
• What new details have been added to the image?
• Describe the clothing the person is wearing.
• Who do you think this is?
• Look closely at both hands from the statue.
• Hold each of your hands like the statue’s hands.
• What you might be feeling if your hand was open?
• What might you be feeling if your hand was clenched?
What do you learn from the new details?
What words would you use to describe the look on President Lincoln’s face?

Why?
What do you know about Abraham Lincoln?

From 1861-1865 Abraham Lincoln served our country as the 16th President of the United States. He is best remembered for his leadership during the Civil War and credited with keeping the nation together during this very difficult time.

This memorial, in Washington DC, opened in 1922.
Talk Task: Part 2: Zoom Out

For each slide:
- Listen carefully to the descriptions of each image.
- Be prepared to answer questions at the end of each slide.
The Lincoln Memorial is modeled after the Parthenon in Athens, Greece. Athens was the birthplace of democracy and the architect, Henry Bacon, thought Lincoln’s memorial should echo the birthplace of democracy.

Question: How are these buildings similar? How are they different?
The statue of President Lincoln sitting is nearly 30 feet tall. That means, if President Lincoln were standing up, he would be 28 feet tall!

The columns on either side of President Lincoln are 50 feet tall and five feet around!

On either side of the president are inscriptions of two famous speeches; the Gettysburg Address and his Second Inaugural Address.

**Question:** How does this photograph add to your ideas about President Lincoln?
The frieze around the top of the memorial commemorates the 36 states that were part of the Union during the Civil War as well as the states that were part of the Union when the memorial was dedicated in 1922.
The memorial sits at one end of the reflective pool in Washington DC across from the Washington monument, which celebrates our first president, George Washington. It is an important structure in our national capital and an important symbol of our democratic government.
WOW!

Look, Congress, the Washington Monument, and the Lincoln Memorial.

So, cool!

Who wants to go to Washington, D.C. one day?
The Lincoln Memorial is a National Monument

**Memorial:** something built to remind people of a person or event.

**Monument:** a statue or building created to celebrate a famous person or notable event.

**QUESTION:** What does the Lincoln Memorial help us to remember about President Lincoln & the Civil War?
How are these teaching strategies different then how you have taught about Abraham Lincoln in the past?

Independently, students will construct an informational writing piece around the following prompt, using pieces of evidence from their learning in the inquiry.

Prompt: How should we remember Abraham Lincoln? Why do we memorialize him, and how can you help others remember him?

Students create a new way to remember Abraham Lincoln in their own community.

The Inquiry Design Model – Conceptual Principles: Provide tangible opportunities for taking informed action. Though it sometimes feels like education is focused only on preparing students for their future jobs in the workforce, we need to be conscientious about preparing them for their job as active, participatory citizens.
### Spring Schedule of Intro Classes

<table>
<thead>
<tr>
<th>Date</th>
<th>North Training Room 8:30-11:30 25 participants</th>
<th>North Training Room 12:30-3:30 25 participants</th>
<th>South Training Room 8:30-11:30 25 participants</th>
<th>South Training Room 12:30-3:30 25 participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 4/9/18</td>
<td>1st grade Katie Anderson, Angela Orr</td>
<td>Kindergarten Kacey Edgington, Angela Orr</td>
<td>5th grade Stacy Drum, Angela Orr</td>
<td>4th grade Katie Anderson, Angela Orr</td>
</tr>
<tr>
<td>Friday 4/13/18</td>
<td>5th grade Stacy Drum, Angela Orr</td>
<td>4th grade Katie Anderson, Angela Orr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday 4/18/18</td>
<td>Kindergarten Diana Bowles, Angela Orr</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 4/23/18</td>
<td>3rd grade Stacy Drum, Angela Orr</td>
<td></td>
<td>2nd grade Kristin Campbell, Angela Orr</td>
<td></td>
</tr>
<tr>
<td>Monday 4/30/18</td>
<td>3rd grade Stacy Drum, Angela Orr</td>
<td>2nd grade Kristin Campbell, Angela Orr</td>
<td>6th grade Sundae Eyer, Katie Anderson</td>
<td>4th grade Katie Anderson</td>
</tr>
<tr>
<td>Wednesday 5/2/18</td>
<td>Kindergarten Diana Bowles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday 5/4/18</td>
<td>Kindergarten Kacey Edgington, Angela Orr</td>
<td>1st grade Katie Anderson, Angela Orr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday 5/14/18</td>
<td></td>
<td></td>
<td>5th grade Stacy Drum, Angela Orr</td>
<td>3rd grade Stacy Drum, Angela Orr</td>
</tr>
<tr>
<td>Monday 5/21/18</td>
<td></td>
<td></td>
<td>2nd grade Kristin Campbell</td>
<td>Kindergarten Diana Bowles, Angela Orr</td>
</tr>
</tbody>
</table>
"The important thing is not to stop questioning. Curiosity has its own reason for existing."

- Albert Einstein