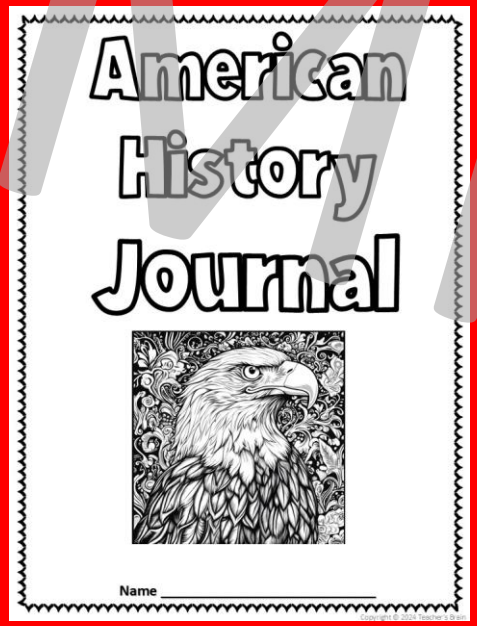
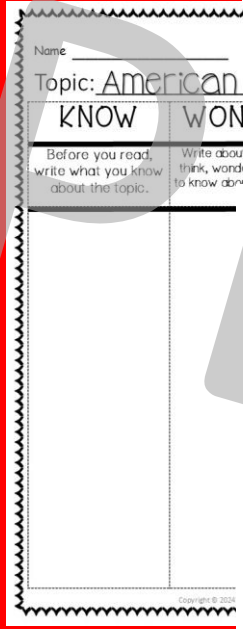
American History

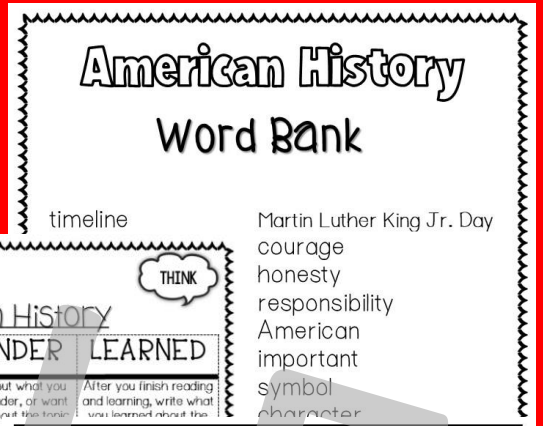
SECOND GRADE 9 WEEKS OF PLANS

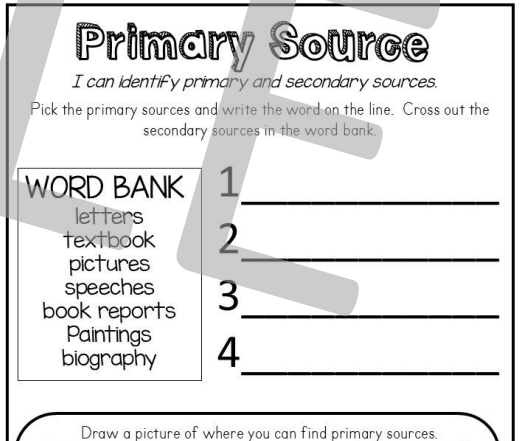


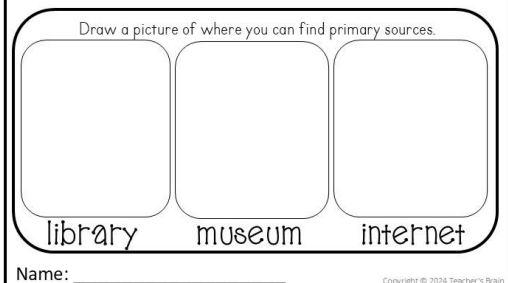
Set up as a journal or pass out individually

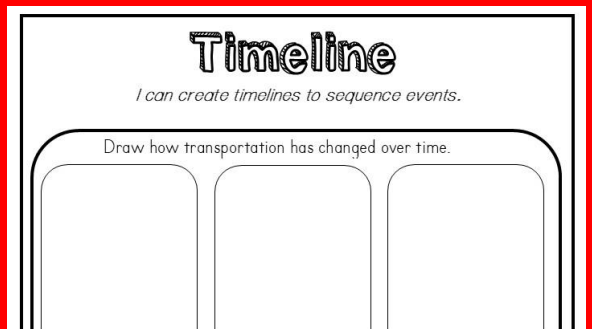












Engage Students!

PRIMARY AND SECONDARY SOURCES

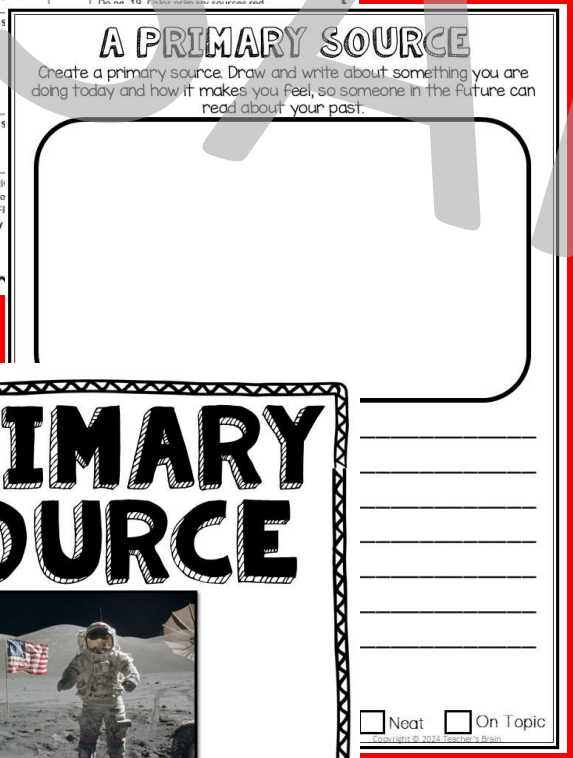
1ST WEEK

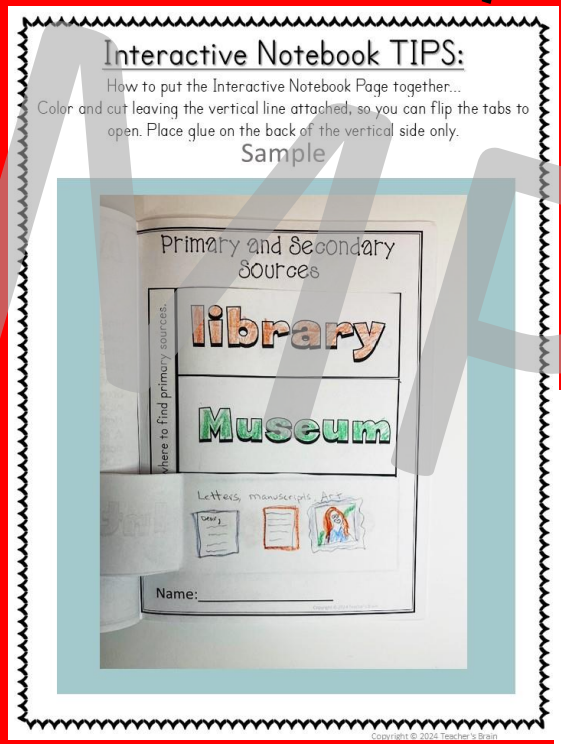
Suggested Plan

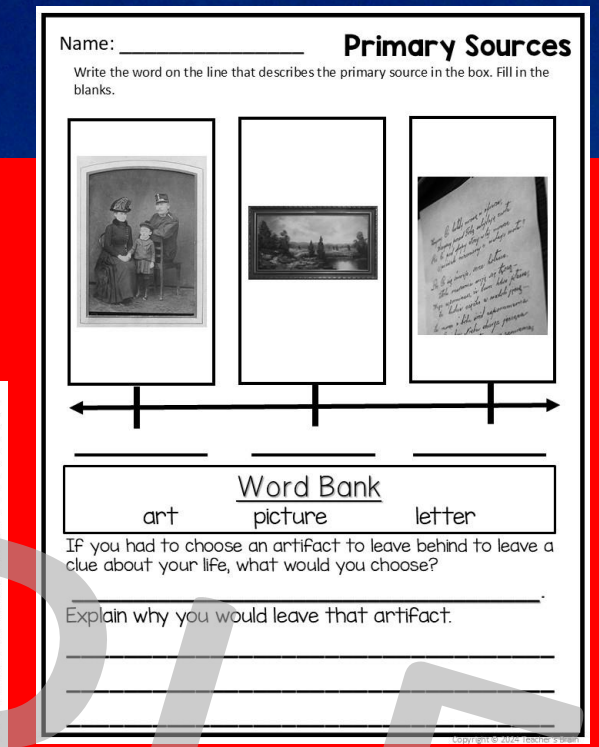
WEEK 1 - PRIMARY & SECONDARY SOURCES

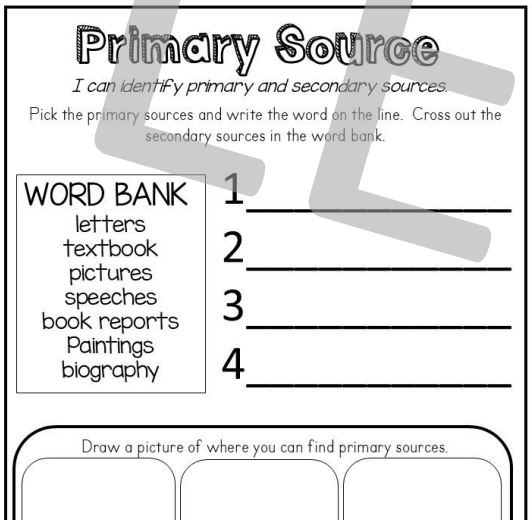
Monday Have your journal already put together. Students can color the cover when they are done with their work.	KWL **Vocabulary** **Primary Source** **Secondary Source** Letters Speeches Pictures Paintings ***SHARE Primary and Secondary Source POSTERS Today****	Pg. 17 Pg. 18	https://youtu.be/cqXHO7bTPnw Primary vs Secondary Sources Video Discuss different sources from the video - whole group. Explain to students that for the next few weeks, they will learn about American History. This week they will learn about Primary and Secondary Sources. Fill out the KW part on the KWL Chart whole group pg. 17. Leave the "L" part to fill out at the end of the nine weeks to see what they learned from the lessons. Pass out the journals. Do Pg. 18 (the first page of their journal.) Students will identify primary sources. SEND HOME THE **HOME CONNECTION** today. (pg. 14) NOTE: There are different options at the end of this download.
Tuesday	**Primary Source** Vocab: **Primary Source** **Document** **Artifact** **Original**	Pg. 19	Share https://youtu.be/dU8Tr6JChqY Primary Sources Make a chart labeled Primary sources. Ask students to think of some from the video. List them on the chart. See if they can add more. (interviews, photos, video of a speech)
Wednesday	Primary S		
Thursday	Primary S		
Friday	Interacti Noteboo EVERY FI **Primary**		

Posters
1 Interactive Notebook Page for each Friday.









Engage Students!

SAMPLE

TIMELINES

2ND Week - Lesson Plan

Suggested Plan

WEEK 2 – TIMELINES & RECORDING HISTORY

Monday Start by asking students what they think history is. Why do we want to remember things from long ago? Write answers down.	**Vocabulary** Timeline Past, Order, Events, History, Present Future ***SHARE Timeline& History POSTERS Today****	Pg. 22	As a hook, play https://youtu.be/Ld7EnSVA-5w (Timeline Project Video) 5 min. Explain to students that for the next few weeks, they will learn about American History. This week they will learn about the importance of timelines and recording history. Explain that timelines can be used for dates or actual times. (8:00, morning, night etc....) Pass out the journals. Do Pg. 22 Students will create simple timelines to sequence events.
Tuesday Ask students how we use to record history a long time ago (drawings)	Vocab: Past Present Chronologic era	Pg. 23	Share https://www.youtube.com/watch?v=842mEdbuTJs (How to Make a Timeline) 1 min. Share pictures of things in the past and compare them to things in the future. (prehistory, Middle Ages and Contemporary) On page 23 students will draw pictures to represent each era. Then, answer questions about the timeline. SHARE TIMELINE POSTERS
Wednesday	**Order Events Dates**	Pg 24	Read a book about important events in American history. Students will use page 24 to read a paragraph about important events and write them on the timeline in chronological order.
Thursday	**First, Then, Next, Last**	Pg. 25	Review posters. Have volunteers share the events in order to get through a school day. Students will use pg. 25 to learn about why recording history is important and write their own record of a personal history using transition words.
Friday	Interactive Notebook is EVERY FRIDAY • Timelines **Past, present, future**	Pg 57	*Use pg. 125 to see a sample of how to put the*

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Set up as a journal or pass out individually

Interactive Notebook TIPS:

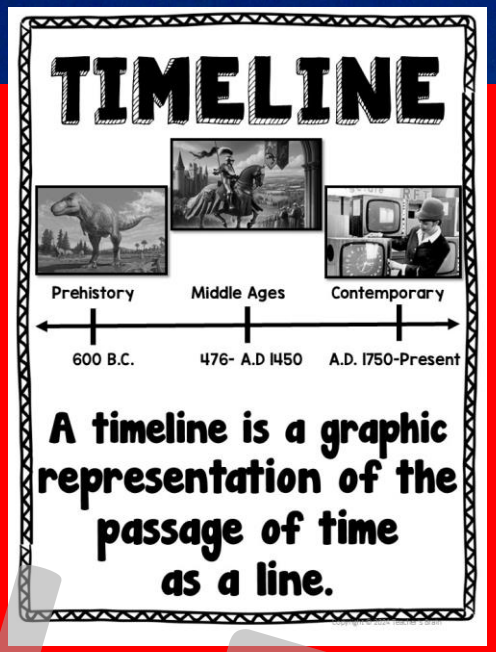
How to put the Interactive Notebook Page together...

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Example



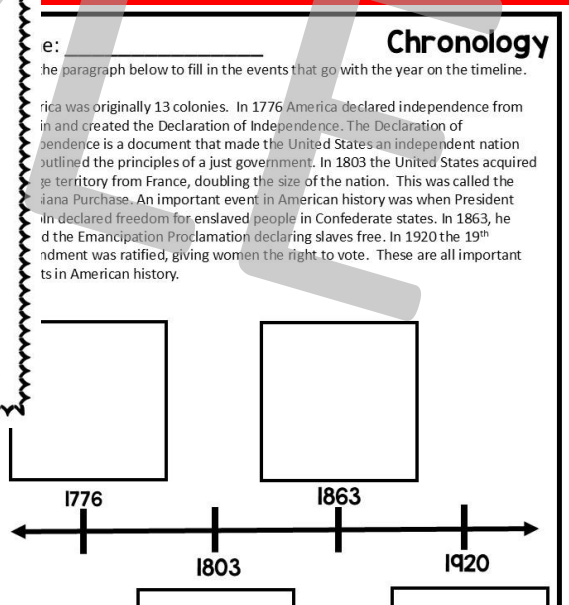
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RECORDING HISTORY

Recording history helps us to understand the present by learning from the past. Primary and secondary sources are great items to help record history. Recorded history helps us find answers quickly, prevents us from making past mistakes, and helps to create informed decisions about the future.

Use the lines below to record your personal history in writing. For example, a birthday, a trip, a time you got hurt, or the first day of school. A journal is like a personal history book. Use transition words to keep the events in order.



Integrate Writing

NATIVE AMERICANS

3rd Week

Posters
Interactive Notebook

Suggested Plan

WEEK 3 – NATIVE AMERICANS

Monday	**Vocabulary** Teepee Pueblo Tradition crops ***SHARE HOME Type POSTERS Today****	Pg. 26	As a hook, play https://youtu.be/YqU9kKEgJag (different tribes, cultures) Video *Show student where North American is on a map or globe.* Explain to students that this week they will learn about Native Americans. Read a book about Native American people. Discuss how they are the first people to inhabit North America and the differences of each tribe. Students will read the paragraph on pg. 26 and answer comprehension questions.
Tuesday	**Vocabulary** Respect Syringe Canoe Contribution Invention	Pg. 27	Share pictures and videos from the internet of Native American contributions including canoes, nature, corn, baby bottles, and storytelling. Students will color the inventions and customs on pg. 27 Then, they will write a sentence about which contribution they think is important today.
Wednesday	**Vocabulary** Tradition Culture Pueblo Teepee Powwow Ceremony	Pg 28	Have students tell you what traditions they have with their families. (holidays, eating dinner, vacations) Write them on a chart. Explain that Native Americans have traditions in their culture. Students will complete pg. 28 by reading the paragraph and answering multiple-choice quest
Thursday	**Vocabulary** Pottery Communication Symbols Art	Pg. 29	Review pos simple sym river) Tell st used symbo Share pictu Students w using the sy
Friday	Interactive Notebook is EVERY FRIDAY **Vocabulary** Corn Canoe Respect	Pg 58	*Use pg. 129 to Interactive No* __58__ for st contribution: **Share

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THE FIRST PEOPLE OF NORTH AMERICA

Read the paragraph and answer the questions.

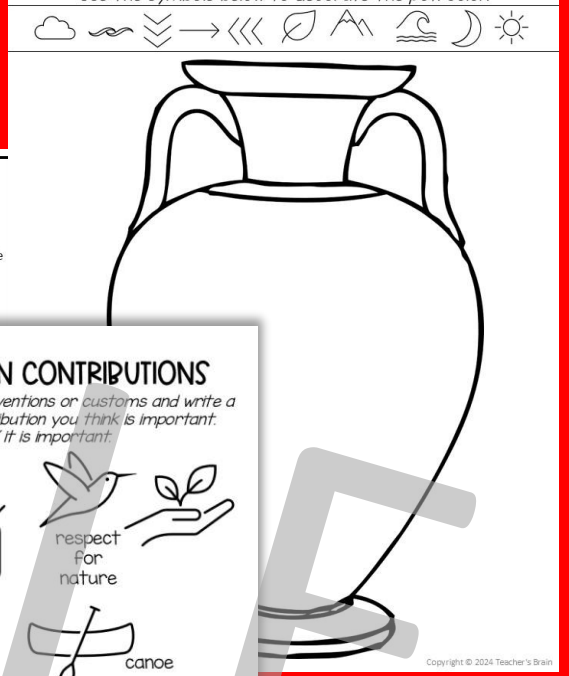
A long, long time ago, before there were cities, cars, or tall buildings, there were people who lived on the land we now call North America. These people were the Native Americans, and they were the very first to call this land home.
Some settled in forests, others in deserts, and some by rivers and lakes. They built homes that matched the environment they lived in. In the forests, they made longhouses from trees, while in the dry de
knew how to use the land's gifts—like woo
food.
Native Americans were smart and creative
and squash, and they invented tools to hel
also storytellers, passing down their traditi
songs, and beautiful art.
For thousands of years, Native Americans l
and each other. They were the first people
before anyone else arrived.

1. Who were the first people to
2. What did Native Americans u
3. How did Native Americans pa
history?
4. Describe the kind of food the



NATIVE AMERICAN SYMBOLS AND ART

Use the symbols below to decorate the pot. Color.



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Name: _____

NATIVE AMERICAN CONTRIBUTIONS

Color the Native American inventions or customs and write a sentence about one contribution you think is important. Include WHY it is important.



_____

_____

_____

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WICKIUPS



Apache wickiups were small, dome-shaped

Recognize that Native Americans were the first to inhabit America

SAMPLE

NATIVE AMERICANS

4th Week

Suggested Plan

WEEK 4 – COMPARING TRIBES AND REGIONS

Monday	**Vocabulary:** Tribe Region Indigenous ***SHARE TRIBE POSTERS****	Pg. 30	As a hook, play https://youtu.be/0IVspoHsaio (Native Americans of North American for Kids) ***Please view the video prior to sharing it for appropriate content. The videos are suggestions.*** Discuss how different each Native American tribe is unique. Students will read pg. 30, identify tribes and regions by coloring the region. Share POSTERS and leave them up for students to refer to during the week with the "HOME Type" Posters.
Tuesday	Cherokee Sioux Navajo Iroquois Apache	Pg. 31	Use the posters to review or introduce the 5 Native American tribes and their homes. Students will complete page 31 by reading the word bank to match the type of home with the tribe.
Wednesday	Cherokee Sioux VENN Diagram Compare	Pg. 32	Review the posters with students. Have students focus on Cherokee and Sioux tribes. Have them compare and contrast the groups. You can write their answers on a chart. They will use Pg. 32 to compare the tribes on a Venn Diagram and write a sentence of commonalities.
Thursday	Tribes Regions	Pg. 33	Tribes and Regions Writing Assignment - Students will use page 33 to draw a picture and write about the tribe they find the most interesting including details.
Friday	Homes Interactive Notebook Page	Pg 59	Share a map of North American. Show the different regions. Students will use this page to review tribes and regions who were some of the first settlers in North America. Cut the scrolls and pocket out. Paste the pocket in an Interactive Notebook. Slide each scroll inside the pocket. Read them to a friend.

*** If your students send in their projects from the Home Connection, allow them to share with the rest of the class throughout the nine weeks.**

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Name: _____ **Tribes & Regions**

Native Americans are also called Indigenous. Indigenous is a broader term and refers to the original people of a region globally, not just North America. We will focus on five different tribes in North America. Each tribe has its culture, region, music, home design, and language. Use the color key below to color the region on the map where the Native American people lived. The Sioux tribe lived on the plains. The Iroquois tribe built their homes in the northeast region. Cherokee tribe members lived in the southeastern region of North America. Navajo and Apache tribes made their homes in the southwest region.



Color Key:

- **Plains:** Yellow
- **Southeastern:** Red
- **Northeast:** Green
- **Southwest:** Blue

North
West East
South

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Name: _____ COMPA

Cherokee both Si

Phrase Word Bank

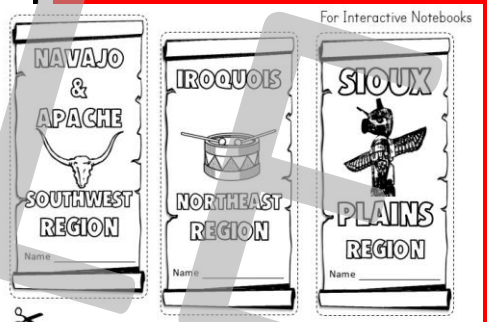
Southeastern region	Wattle and Daub House
Grew corn	Teepees
Grew beans	Lived on the Great Plains
Contributed to America	Native American Tribe
Made Tools	Known for Horseback Ridi

Write a sentence about what they both have in common.

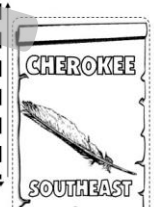
_____

_____

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Map Skills
Tribes & Regions

SAMPLE

NATIVE AMERICANS

5th Week

The IMPACT of IMMIGRANTS on Native Americans Interactive Notebook Every Friday

Suggested Plan

WEEK 5 – IMPACT OF IMMIGRANTS ON NATIVE AMERICANS

Monday	**Vocabulary** Natural Disasters Religious Freedom Needs Immigrants ***SHARE POSTERS)****	Pg. 34	Share a book or this video about how Native American IMPACT US: https://www.youtube.com/watch?v=NditXWbnLT8 Discuss what Native American life was like before immigrants arrived. They impacted North America, but the new settlers (immigran Students comprehe Share resp highlight i answers.
Tuesday	North America (review location on a map)	Pg. 35	Share the to North A reasons a better opp identify w using pag
Wednesday	Compare Natural Disasters to Food Sources Needs Venn Diagram	Pg. 36	Explain th North Am reasons fr use pg. 36 relocate. is that the will write
Thursday	Writing	Pg. 37	Students immigran with stud negative write abo
Friday	Impact on Native Americans Interactive Notebook Page	Pg. 60	Teacher page for Use pg. each tab explainin Native A

*** If your students send in their projects from the H share with the rest of the class throughout the nin**

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Interactive Notebook TIPS:

How to put the Interactive Notebook Page together...
Color and cut leaving the vertical line attached, so you can flip the tabs to open. Place glue on the back of the vertical side only.

Example



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Name _____ Impact of Immigrants

Long ago Native Americans lived peacefully by a wide, flowing river for generations. They would fish, farm and share stories under the stars. The river gave them fish to eat, fresh water to drink and a place to gather with family and friends.

One day some large boats came down the river with people from far away lands. These people are considered immigrants because they moved to this area. They brought shiny tools, clothes and other things Native Americans never saw before. They traded food and fur with the immigrants. Soon more boats arrived, and they started to build their own homes and taking land near the river. The Native Americans lives started to change because they were being pushed off their land. The newcomers didn't understand Native American language. Some did not treat them kindly.

Many Native Americans were forced to move far away from their homes. It was a hard time. Families missed their land, rive and way of life. But Native Americans remained strong. They remembered their traditions, told their stories, and passed do their ways of life to the next generation.

How did immigrants change the lives of Native Americans?

Name two reasons why Native Americans and Immigrants wanted to live by the river.

1.

2.

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WHY PEOPLE CAME TO THE NORTH AMERICA

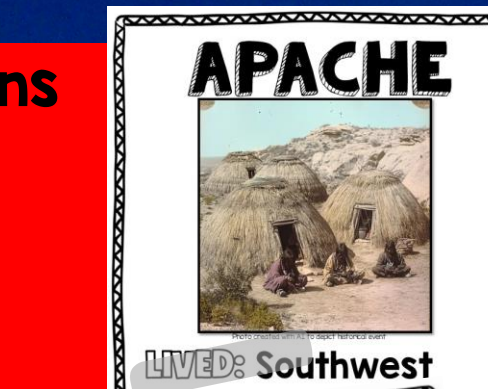
I can identify WHY people came to North America.

Write the reasons immigrants first came to North America using the Word Bank. Circle the three reasons that are incorrect in the word bank.

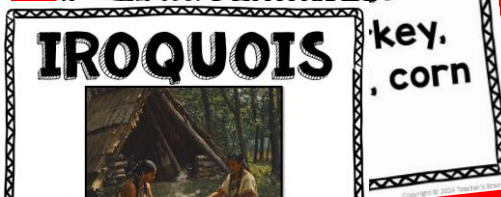
WORD BANK
Religious Freedom
Free Socks
Better Life
Natural Disasters
Computers
Food Sources
Birthday Party

1 _____
2 _____
3 _____
4 _____

Draw a picture of the three **incorrect reasons** for people came to North America.







SAMPLE

COLONIAL AMERICAN

6th Week

Suggested Plan

WEEK 6 – COLONIAL AMERICA

Monday	Vocabulary Colonist Settlement Colonies Plantation *Share Posters	Pg. 38	As a hook, play https://www.youtube.com/watch?v=4f3lsMKzxdg (about 10 min. – Colonial Times for Kids) Students will read the paragraph about Colonial America on pg. 38 Then, they will answer comprehension questions.
Tuesday	chores	Pg. 39	Discuss what the daily life of someone living in colonial times would look like. (farming, making butter, hot...) Make a list on the board of their answers. Use pg. 39 to have student identify items from the colonial life.
Wednesday	Influential People **Ben Franklin** **Paul Revere** **Alexander Bell** **Thomas Jefferson** **Pocahontas**	Pg. 40	Read a book about colonial time from your library. Students will use pg. 40 to read about different influential colonial people. They will write about the one they think is the mo wri
Thursday	Writing	Pg. 41	Stu per fan exp (Re
Friday	Interactive Notebook Page	Pg. 61	Col Rev exp the wri unc

* If your students send in their projects from share with the rest of the class throughout th

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Name: _____ Colonial America

Read the paragraph about Colonial America. Answer the questions.

Then and Now

In the 16th century, colonial life was different than how we live today. There were thirteen British colonies which are the original states of the United States. The colonies grew along the Atlantic coast. The colonist were encouraged to marry early and start families. People worked on farms and lived in small towns. There homes were small with no electricity. They grew their own food in gardens and raised animals. Today we get our food from grocery stores and live in bigger homes with electricity, computers, and air conditioning. Colonist traveled by horse and wagon or walked long distances. Only some kids got to go to school. People made their own clothes from fabric they wove on a loom. There were not any stores where people could buy machine made clothes.

How many colonies were there originally?

_____

5th century is different for people today.

_____

Name: _____ Colonial America

INFLUENTIAL COLONIAL PEOPLE

Read about each person.



Paul Revere
A patriot and political activist well known for warning others that the British were coming and the role he played in the Boston Tea Party.



Anne Hutchinson
A courageous woman who s authority for the sake of her generally considered a cham and personal freedom.



Benjamin Franklin
Benjamin Franklin was one of the Founding Fathers and had numerous skills including those of a printer, inventor, author, politician and scientist. He is particularly known for his research in electricity and became the first United States Postmaster General.



Thomas Jefferson
The third President of the Unite 1809), a spokesman for democ American Founding Father, the the Declaration of Independenc



Pocahontas
A strong and courageous Native American woman who helped establish peace betweer the Powhatan tribe and the English colonists

Which person do you find the most influential and v

_____

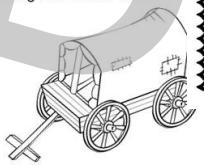
_____

COLONIAL LIFE

Pretend you are a colonial person and write a letter to your family back in England detailing experiences settling into a new land.







Dear _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

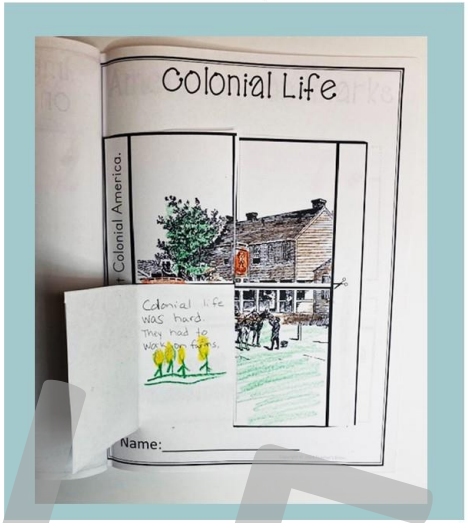
_____

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Interactive Notebook TIPS:

How to put the Interactive Notebook Page together...
Color and cut the dotted lines. Put glue on the sides only, so the 4 flaps can open.

Example



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SAMPLE

AMERICAN LANDMARKS

7th Week

Suggested Plan

WEEK 7 – AMERICAN LANDMARKS

Monday	**Vocabulary** Landmark Symbols 13 Colonies	Pg. 42	As a hook, play https://www.youtube.com/watch?v=Uh332gXQYI4 (Famous Landmarks for Kids - 50 minutes) Share ½ of the video today. Discuss landmarks. Ask students to remember which landmarks they saw in the video. List these on the board. Have students read and answer the comprehension questions on pg 42. They will highlight the answers in the paragraph.
Tuesday	**Vocabulary** Ellis Island Statue of Liberty Liberty Bell Mt. Rushmore The White House	Pg. 43	Read a book about American landmarks from your library OR share the other half of the video from yesterday. Share the landmark POSTERS. Students will draw a picture of each landmark on pg 43.
Wednesday	Compare and Contrast	Pg. 44	Share the posters about American Landmarks. Have students compare and contrast using the Venn diagram, the Statue of Liberty and Ellis Island. They will write a sentence about what they have in common. * They are on two different islands.
Thursday	**Writing**	Pg. 45	Students will use pg. 45 to design a new landmark for America. They need to draw it o the

Name: _____ **American Landmarks**

Ellis Island and the Statue of Liberty are important symbols of immigration to America. Ellis Island is located in New York Harbor. From 1892 to 1954, millions of people from other countries came to Ellis Island, hoping to start a new life in the United States. The Statue of Liberty, standing nearby, welcomed them with her torch, which symbolized freedom and hope. Many families arrived with dreams of finding jobs, safety, religious freedom, and making better lives for themselves. Ellis Island was the first place they went to be checked by doctors and answer questions before they could live in America. These places remind us how people from all over the world helped make our country special.

Answer the questions. Highlight the answers found in the paragraph.

1. What are Ellis Island and the Statue of Liberty symbols of to America?

_____

2. Why did people come to Ellis Island between 1892 and 1954?



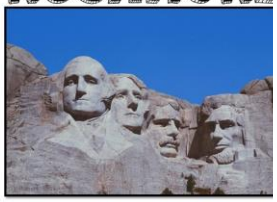
Name: _____ **American Landmarks**

Read the words and draw a picture of the American landmark.

- Ellis Island →
- Statue of Liberty →
- Liberty Bell →
- The White House →
- Mount Rushmore →

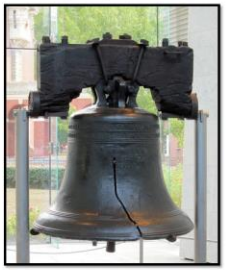
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MOUNT RUSHMORE



A National Memorial sculp carved into Mount Rushm featuring George Washing Thomas Jefferson, Theod Roosevelt, and Abrahai Lincoln located in South Dak

LIBERTY BELL



A bell in Philadelphia firs rung on July 8, 1776 to celebrate the first public reading of the Declaratio of Independence.

LANDMARK



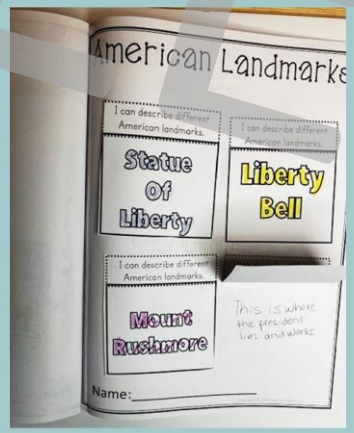
Objects, landscapes or towns that are easily recognized from a distance.

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TIPS:

How to put the Interactive Notebook pages in a journal... and cut leaving the top line attached, so you can flip the bottom tab o open. Place glue on the back of the top "I can" statement only.

Example



SAMPLE

CULTURAL INFLUENCES

8th Week

Suggested Plan

WEEK 8 – CULTURAL INFLUENCES ON AMERICA

Monday	**Vocabulary** **Culture** **Immigrate** **Contribution** **Melting Pot** ***SHARE POSTERS ****	Pg. 46	As a hook watch https://youtu.be/atZvLpk2NgM Use page 46 to have students identify why people still immigrate today to America today. Then talk about how diverse our country is. Explain what a "melting pot" means. (A lot of cultures and types of people live here.)
Tuesday	**Melting pot**	Pg. 47	Student will read about cultural influences that we have in the US today. Then they will draw a picture showing how their family celebrates American culture using pg. 47 (dinner, Christmas...)
Wednesday	**Venn Diagram**	Pg. 48	Read a book about contributions of Immigrants to America. Use pg. 48 to review contributions. Students can use the Word Bank at the bottom of the page to gather ideas, but they can place any information from the lessons in the circles.
Thursday	**Writing**	Pg. 49	Make a list on the board of contributions to the US from other cultures. Add some that are obviously NOT contributions (like the moon). Students will use pg. 49 to write about a special holiday celebration with their family and their family's culture. They will describe the holiday or celebration in the writing, with feelings
Friday	Interacti Noteboo		

* If your students send share with the rest of t

Name: _____

CONTRIBUTIONS OF IMMIGI

Immigrants contributed a lot to America. Use the word contributions you learned from our lessons.

IMMIGRANT CONTRIBUTIONS

Cultural I

WHY PEOPLE IMMIGRATE

AMERICA TODAY

I can identify WHY people come to North Ame

Write the reasons people come to North America today u
Word Bank. Circle the two reasons that are incorrect in the

WORD BANK
Education
Bananas
Better Jobs
Freedom
Safety
Health
Hats
Marriage

1_____
2_____
3_____
4_____
5_____
6_____

Draw a picture of the two **incorrect reasons** people come North America.

Name: _____

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Interactive Notebook TIPS:

How to put the Interactive Notebook Page together...
Color and cut the dotted lines. Put glue on the back of the dotted lines on the sides only. Leave the top of the pocket without glue, so you can easily insert the scrolls.

Example



CULTURE



Culture is the arts, way of life, or beliefs of a particular group.

Interactive Notebook Rubric

	3	2	1
Content	Shows they understand the concept A LOT and used many new words	Shows they understand SOME of the concepts and used some of the new words	Shows LITTLE understanding of concepts and used few or no new words
Using the Journal	Student ALWAYS went back into the journal to read or share work	SOMETIMES went back to the journal to read or share work	DID NOT use the journal at all to read or share work
Drawings and/or Diagrams	Drawings are MOSTLY large, colored, labeled and have good detail	Drawings are SOMETIMES large, colored, labeled and have good detail	Drawings are NOT large, colored, labeled or have good detail
Journal Appearance NEATNESS	Handwriting is MOSTLY NEAT and show their personal best	Handwriting SOMETIMES shows their personal best and are neat	Handwriting is sloppy and NOT their personal best

Name:_____ Total POINTS_____

Teacher's Comments:

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2 Rubrics!

SAMPLE

AFRICAN AMERICAN HISTORY

9th Week

Engage Students!

Suggested Plan

WEEK 9 – AFRICAN AMERICAN POSITIVE INFLUENCES

Monday	Vocabulary African American Leaders Rosa Parks Serve activist	Pg. 50	Share https://www.youtube.com/watch?v=7sqiZ7agt4Q **(Rosa Parks) 11min.** Student will read about how African Americans influenced America in the paragraph provided. Then they will answer questions about the paragraph on Pg 50. Review Answers and share the POSTERS today.
Tuesday	People who Influence American Culture	Pg. 51	Read a book about an influential African American. Students will read pg. 51 by themselves, with a friend or with you. Then they will write about the African American they think was the most influential and why.
Wednesday	Venn Diagram	Pg. 52	Using pg. 52 students will fill in the Venn Diagram by comparing and contrasting Rosa Parks and Ruby Bridges using the Word Bank provided. Then, they will write a sentence about what both people have in common.
Thursday	People who Show Character	Pg. 53	SHARE THE POSTERS. Students will read about Harriet Tubman using pg. 53. Then, they will answer the
Friday			

* If your students share with the res

Name: _____ AFRICAN AMERICAN HISTO



The first African Americans were brought to America from their African homeland. Their history is full of amazing people who have helped make America a better place. Many African-Americans, like Dr. Martin Luther King Jr., worked for equal rights so everyone could be treated fairly. There are also brave people like Rosa Parks, who stood up for what was right by not giving up her seat on a bus. Barack Obama became the first African American President of the United States. African Americans have made important contributions in all areas of life, including science, art, music, sports, and government. They have served America by becoming teachers, doctors, inventors, lawyers, and community leaders. Through hard work and civic service, they help make the world a better place.

Answer the questions. Highlight the answers found in the paragraph.

1. Who is one African American leader mentioned in the paragraph who worked for equal rights?

   _____

2. What did Rosa Parks do to stand up for what was right?

   _____

Name: _____ Compare & Contrast





both

Rosa Parks | Ruby Bridges

African American
Mother of Freed
Famous
Bus Boycott

Write a sentence at

_____

_____

HARRIET TUBMAN



Harriet Tubman was born into slavery in 1820. She worked as a slave. A slave someone who is forced to obey a person who owns them. Her owner was not very nice to her. She decided she wanted to be free. She followed the North Star to escape. She traveled to Pennsylvania, a free state. Harriet wanted to help more people escape slavery, so she became a "conductor" of the Underground Railroad. The Underground Railroad was not a real railroad for trains. It was a secret path where the slaves could stop at people's homes who helped them with food and shelter on their journey to freedom. She freed many people who were slaves. Harriet was a leader who fought for equal rights for African Americans and women.

What year was Harriet Tubman born into slavery?

_____

Describe the meaning of *"slave."*

_____

_____

Explain the Underground Railroad.

MAYA ANGELO





An American poet, and civil rights activist who published many books.

I can identify influential people.

MARTIN LUTHUR KING JR.



RUBY BRIDGES



GEORGE WASHINGTON CARVER



HARRIET TUBMAN



SAMPLE

Extra Activities

Home Connections - Lesson Plans

Crafts - Centers

Week 2 Past and Present

MAKE BUTTER

Long ago, people made their own butter. Today when we need butter, we can go to a store to buy it already made. Today we will make butter using a jar and some cream.



YOU NEED:

- A glass jar with a lid
- Heavy Cream (Whipping Cream)

DIRECTIONS:

1. Fill your jar half way with the cream.
2. Put the lid on tightly.
3. Shake the jar vigorously. (Pass the jar around to everyone have a turn.)

It will thicken and you won't hear the liquid slosh while. This is the halfway mark. This is actually cream. *(You could take a spoon and get some ou sugar to share.)* KEEP SHAKING. When the butte from the liquid, creating a lump, it is done. It ta 10 minutes of shaking. Rinse the ball of butter get rid of the buttermilk and to prevent your b rancid quickly. I like to give the students pretz the butter or a little bread.

Enjoy!

Week 2 Past and Present

Plastic Cup PHONES



A simple STEM activity to do with the students to hel understand how communication with phones began to have them make their own sound vibration phones how waves ripple along a string.

Directions: Punch a hole in the bottom of two cups pin or pen. Stick a string in the hole of one cup. Tie a kn it in place. Make sure the knot is strong at the inside of base. Pull the loose end of the string and repeat the pro with her other cup. Now you have two cups attached tog with a long string. Move a ways from each other and mai the string is tight. Talk to you friend in the cup, while you listens with their ear to the other cup. Switch roles. Discu how you can hear your friend clearly using the cup.

JUST THE FA
LANDMARKS

Name _____

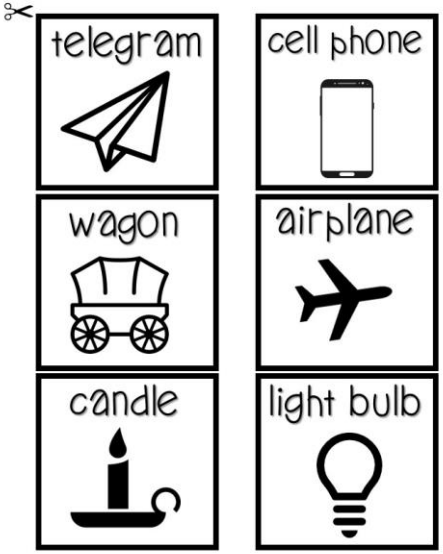
13 COLONIES

S	B	Y	P	A	T	Z	K	D	M	K	A	E	E
P	T	X	E	O	I	R	P	O	W	I	R	R	H
X	H	T	I	S	O	G	L	M	N	D	P	I	O
V	Q	M	E	Y	R	V	R	I	O	E	D	H	D
E	F	J	W	S	T	E	G	O	N	Q	O	S	E
I	P	E	P	I	U	R	J	N	E	H	J	P	I
K	N	I	Y	S	I	H	S	W	A	G	S	M	S
D	N	H	V	V	Y	Y	C	X	E	V	I	A	L
M	X	J	W	F	L	P	U	A	T	N	O	H	A
W	U	I	N	V	Z	R	G	Y	S	R	S	W	N
Q	K	Q	A	L	Q	J	Z	C	G	S	Z	E	D
C	O	N	N	E	C	T	I	C	U	T	A	N	T
S	I	D	N	A	L	Y	R	A	M	J	F	M	D
A	N	O	R	T	H	C	A	R	O	L	I	N	A
A	N	I	L	O	R	A	C	H	T	U	O	S	E

CONNECTICUT
MARYLAND
NEW JERSEY
PENNSYLVANIA
DELAWARE
MASSACHUSETTS
NEW YORK
RHODE ISLAND
GEORGIA
NEW HAMPSHIRE
NORTH CAROLINA
VIRGINIA
SOUTH CAROLINA

Week 2 Past and Present

Sort the Pictures
(use with the Sorting Chart)



Name:_____

WRITE THE ROOM

Walk around the room, write all the American History words you find, and read the words to a classmate. Make sure you match the number on the card with the same number in the box.

1	2
3	
5	
7	
9	
11	

WRITE THE ROOM

TEACHER: Cut these words out and place them around the room for students to find.

Past

Present

Week 1 Timelines

HOME CONNECTION

Dear Parents,

To go along with our Timeline Unit, I am asking every student to create a timeline of their own personal life starting with them as a baby to them in the present. There should be at least 3 events, but no more than 10 events. Be creative. This will be a great time to bond with your child. Thank you in advance. Please return it by _____.

This will be a good opportunity for students to learn about how timelines help us to put things in order, and to create classroom discussions.

Ideas :

Draw Pictures
Use Real Pictures
Make a Book
Make a Slideshow
Make a Poster

Thank you!

1st Birthday — Pre-school — Kindergarten

Timeline

Name _____ Title _____