



Grade 2 - Unit 2 - Madison Then and Now

Unit Focus
<p>Studying the history of Madison helps students explain and understand how historical events and developments have shaped our community. Madison's geography, native peoples, and colonial development have all contributed to the nearly four century story of this classic New England shoreline community. Throughout the unit, students will explore historical events, local landmarks, and key figures to provide additional insight into changes in the Madison community over time. Tracing key events over time will help students determine cause and effect of change in local history impacting citizens' lives today.</p> <p>Through historical sources, photographs, and other evidence, students will consider how life in Madison has changed over time (education, business, employment, housing, transportation, recreation, etc.). Students, as historians, will also use their initial exposure to Madison maps to understand the influences of geographic location and environment on the development of the community and lives of its members. Other resources will help students understand how historians use historical information to learn about the importance of the past and its influence today. As a culminating PBA, students will be referencing unit concepts on Madison's history to develop an updated crest which blends the town's history with its present day culture.</p> <p>In each concept, teachers should utilize the Smart Board lesson as guide for discussion.</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 2</i> 921224 DIMENSION 1. Developing Questions & PLANNING INQUIRIES 921225 Constructing Compelling Questions 921226 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... • D1.2.K-2. Identify disciplinary ideas associated with a compelling question. 921229 Constructing Supporting Questions 921230 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ... • D1.3.K-2. Identify facts and concepts associated with a supporting question. 921233 Determining Helpful Sources 921234 INDIVIDUALLY AND WITH OTHERS, STUDENTS ... • D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. 921236 Dimension 2. Applying Disciplinary Concepts & TOOLS 921256 Economics 921261 Exchange and Markets 921262 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.Eco.4.K-2. Describe the goods and services that people in the local</p>	<p>T1 Trace key events, statistics, and development of ideas/innovations over time to determine patterns.</p> <p>T2 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.</p> <p>T3 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Historians use evidence and reasoning to draw conclusions about the probable causes and effects, recognizing that these are multiple and complex.</p> <p>U2 Madison's history helps us better understand our community and our broader connection to the past</p> <p>U3 Humans impact and are influenced by their environment</p>	<p>Q1 How do we decide who and what to remember about the past?</p> <p>Q2 How have natural resources impacted the way people in Madison have lived?</p> <p>Q3 How do people and events from the past shape our town today?</p>

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<p>community produce and those that are produced in other communities. <i>921278 Geography</i> <i>921279 Geographic Representations: Spatial Views of the World</i> <i>921280 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places. <i>921284 Human-Environment Interaction: Place, Regions, and Culture</i> <i>921285 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. <i>921299 History</i> <i>921300 Change, Continuity, and Context</i> <i>921301 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D2.His.1.K-2. Create a chronological sequence of multiple events. • D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. • D2.His.2.K-2. Compare life in the past to life today. <i>921309 Historical Sources and Evidence</i> <i>921310 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D2.His.10.K-2. Explain how historical sources can be used to study the past. • D2.His.9.K-2. Identify different kinds of historical sources. • D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development. <i>921319 Dimension 3. Evaluating Sources & USING EVIDENCE</i> <i>921320 Gathering and Evaluating Sources</i> <i>921321 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. <i>921324 Dimension 4. Communicating Conclusions & Taking INFORMED ACTION</i> <i>921325 Communicating Conclusions</i> <i>921326 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i> <ul style="list-style-type: none"> • D4.2.K-2. Construct explanations using correct sequence and relevant information. • D4.1.K-2. Construct an argument with reasons. <i>921334 Taking Informed Action</i> <i>921335 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> • D4.7.K-2. Identify ways to take action to help address local, regional, and global problems. • D4.6.K-2. Identify and explain a range of local, regional, and global </p>	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	<p>K1 Madison's geography (as a shoreline town that is near major urban centers) is important to its settlement and how its people live</p> <p>K2 Madison's wants and needs have changed over time, therefore the use of geographic resources has changed as well</p> <p>K3 Advancements in energy, transportation, and communications technologies has changed life in Madison</p> <p>K4 Madison's geography, people, and events from the past influence a present day community</p>	<p>S1 Creating a timeline of important events</p> <p>S2 Determining how the geography of an area impacts how people in that area live</p> <p>S3 Analyzing how and why communities change over time</p> <p>S4 Forming a historical argument and supporting that argument with evidence</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

problems, and some ways in which people are trying to address these problems.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Collaboration/Communication

- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.