

## NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 2

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

### **This document will provide:**

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

### **The example topics and example formative assessments provided with each objective are:**

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

### **The example topics and example formative assessments provided with each objective are:**

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

**The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies**

**Standards:** View the Glossary of Instructional Terms [\[The link will be provided upon approval from the State Board of Education.\]](#)

## Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

### Inquiry K-2

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the K-2 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 2 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
<b>Compelling Questions</b>	<b>I.1.1</b> Identify inquiry as a process to answer questions and solve issues <b>I.1.2</b> Recognize a compelling question with prompting and support <b>I.1.3</b> Explain why or how a compelling question is important to a topic or issue
<b>Supporting Questions</b>	<b>I.1.4</b> Identify what questions are needed to support the compelling question <b>I.1.5</b> Recognize how supporting questions connect to compelling questions
<b>Gathering and Evaluating Sources</b>	<b>I.1.6</b> Demonstrate an understanding of facts, opinions, and other details in source <b>I.1.7</b> Identify the information surrounding a primary or secondary source including who created it, when they created it, where they created it, and why they created it
<b>Developing Claims and Using Evidence</b>	<i>Starting in Grade 3</i>
<b>Communicating Ideas</b>	<b>I.1.8</b> Construct responses to compelling questions using information from sources
<b>Taking Informed Action</b>	<b>I.1.9</b> Identify problems related to the compelling question that students think are important

The time period and focus for this course is from pre-colonial through the present day.

**Unpacking the Behavioral Science Objectives**

**Standard 2.B.1** Understand how values and beliefs shape culture in America

**Overarching Concepts:** Values, Beliefs, Culture, Identity

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.B.1.1</b> Identify the various values and beliefs of diverse cultures that have shaped American identity</p>	<p>Students must be able to show they can recognize various values and beliefs that have contributed to American identity.</p>	<p>A nation’s identity may be influenced by the beliefs and values of various cultures</p> <p>The religion, traditions, values, belief systems, food, customs, etc. of various groups may contribute to how a nation develops</p>	<p>Examples of values of different cultures</p> <p>Examples of beliefs of different cultures</p> <p>Examples of how values shape American identity</p> <p>Examples of how beliefs shape American identity</p>	<p>Examples of values/beliefs</p> <ul style="list-style-type: none"> <li>● Pacifism</li> <li>● Freedom</li> <li>● Individualism</li> <li>● Patriotism</li> <li>● Equality</li> <li>● Tolerance</li> <li>● Democracy</li> <li>● Family</li> <li>● Opportunity</li> </ul>	<p>Students examine some unique values and beliefs of various cultures in the United States. Students then identify ways a culture may have shaped American identity in the United States, orally or in writing.</p> <p>Students are given a brochure that has a culture represented in their neighborhood or region. The students identify specific ways that culture can be seen in the American identity by circling specific examples of how someone can view it locally (e.g., through local museums, festivals, restaurants, etc.).</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.B.1.2</b> Explain</p>	<p>Students must be</p>	<p>Groups that live in a</p>	<p>Examples of different beliefs</p>	<p>Land ownership (how</p>	<p>Students choose an</p>

<p>how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America</p>	<p>able to demonstrate understanding of how the belief systems of different groups contributed to culture in America, paying special attention to indigenous, religious, and racial groups.</p>	<p>nation may influence the development of the cultural identity of that nation</p> <p>The belief systems of various indigenous, religious, and racial groups often influence art, music, customs, and cultural traditions in a nation</p>	<p>and practices that have contributed to culture in America</p> <p>Examples of different indigenous, religious, and racial groups in America</p> <p>Examples of how various groups have influenced or contributed to culture in America</p>	<p>groups interpreted – Indigenous groups vs. European)</p> <p>Cultural or religious beliefs of various groups</p> <p>Religious groups</p> <ul style="list-style-type: none"> <li>● Quakers</li> <li>● Puritans</li> <li>● Catholics</li> <li>● Mormons</li> </ul> <p>Racial ethnic groups</p> <ul style="list-style-type: none"> <li>● Latin/Hispanic Americans</li> <li>● Asian Americans</li> <li>● African Americans</li> <li>● Scots Irish/ Europeans</li> </ul> <p>Indigenous communities &amp; their cultural regions</p> <ul style="list-style-type: none"> <li>● Arctic</li> <li>● Eastern Woodlands</li> <li>● Southeast</li> <li>● Plains</li> <li>● Northwest Coastal</li> <li>● Southwest</li> <li>● Hawaiian</li> <li>● Enslaved people</li> </ul> <p>Cultures</p> <p>Religious groups and their basic beliefs</p> <ul style="list-style-type: none"> <li>● Puritans</li> <li>● Pilgrims</li> </ul>	<p>indigenous, religious, or racial group they have learned about. Students then create a presentation that explains how this group influenced culture in America. The explanation should be supported with specific examples.</p> <p>After studying the various beliefs of people who have contributed to American culture, students explain how the beliefs have influenced their own life in America (e.g., building gingerbread houses during the winter holidays or attending a St. Patrick’s Day parade, etc.).</p> <p>Students create a museum mural that explains the ways in which American Indian communities have influenced culture in America.</p>
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				<ul style="list-style-type: none"> <li>• Quakers</li> <li>• Catholics</li> <li>• Protestants</li> <li>• Moravians</li> </ul> <p>Urban vs rural culture/life/values</p> <p>Enslaved and free Africans (Pre-Civil War)</p> <p>Racial groups</p> <ul style="list-style-type: none"> <li>• Asian Americans</li> <li>• Latinx Americans</li> <li>• African Americans</li> </ul> <p>American Indians</p> <p>Immigrants</p>	
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### Unpacking the Civics and Government Objectives

**Standard 2.C&G.1** Understand how freedom, equality, and democracy contribute to the government of America

**Overarching Concepts:** Government, Structure, Function, Groups, Freedom, Equality, Groups, Individuals

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>2.C&amp;G.1.1</b> Explain how principles of democracy have shaped the government of America	Students must be able to demonstrate understanding of how the American government has been influenced by the principles of democracy.	<p>A nation's system of government may be shaped by the principles outlined in its founding documents</p> <p>The principles of self-government and majority rule may influence the development of a</p>	<p>How principles of democracy have influenced the government of America</p> <p>Examples of principles of democracy</p>	<p>Principles of democracy</p> <ul style="list-style-type: none"> <li>• Checks and balances</li> <li>• Individual rights</li> <li>• Separation of powers</li> <li>• Limited government</li> <li>• Republicanism</li> <li>• Majority rules</li> <li>• Equality</li> </ul>	<p>Using a set of "memory cards" created by the teacher, students engage in a game of "Concentration." Students work in pairs to match examples of principles of democracy with the best examples of how the principles helped to shape</p>

		democratic nation		Constitution Declaration of Independence Bill of Rights	<p>American government. After reading annotated versions of important American documents (e.g., Declaration of Independence, Constitution, Bill of Rights, etc.), students create a windowpane foldable explaining the four principles of democracy and how they influenced the American government. Students should include the following for each principle: 1) Name of the principle, 2) Summary of the principle, and 3) Explanation of how the principle is present in the American government.</p> <p>Students watch a video on individual rights. After watching the video, students create a poster explaining how individual rights shaped American government.</p> <p>Students watch a video on checks and balances. After watching the video, students create a poster explaining how checks and balances shaped American government.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.C&amp;G.1.2</b> Summarize the role of the government in protecting freedom and equality of individuals in America</p>	<p>Students must be able to show they can create a short summary (not retell) that captures the main idea of the role the government has in protecting individuals' freedom and equality in America.</p>	<p>The protection of individual freedoms and equality are often written into a nation's system of government</p> <p>The people of a democratic nation may have their rights and freedoms protected by the government</p>	<p>Role government has in protecting the freedom and equality of people</p> <p>Examples of how government protects freedom</p> <p>Examples of how government protects equality</p>	<p>Constitution</p> <p>Bill of Rights</p> <p>13th - 15th amendments</p> <p>19th amendment</p> <p>Process of making laws</p> <p>Supreme Court's role in interpreting laws, specifically in terms of protecting freedoms and equality</p> <p>Elected officials respond to their constituents with the creation of laws to protect freedoms and equalities</p>	<p>Students select one of the amendments they learned about in class and create a visual that summarizes how it protects freedom and equality for individuals in America.</p> <p>The teacher gives students a list of freedoms that are protected by laws or amendments that they have already learned about in class. Students select one freedom and write a 2-3 sentence summary of the ways in which the government protects this freedom.</p> <p>Students read about Susan B. Anthony's fight for women's suffrage. Students then create a poster summarizing how certain laws or amendments were created in order to protect specific freedoms.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.C&amp;G.1.3</b> Compare the structure and function of the three branches of government at the national level</p>	<p>Students must be able to discuss the similarities between the legislative, executive, and judicial branches' structures and functions at the national level.</p> <p>Students must be able to discuss the differences between the legislative, executive, and judicial branches' structures and functions at the national level.</p>	<p>The different branches of government vary in their structure and function</p> <p>Governments may be structured to address the basic needs of the people</p>	<p>The function of each branch of government</p> <p>The similarities between the branches</p> <p>The differences between the branches</p>	<p>Executive Branch</p> <ul style="list-style-type: none"> <li>President and VP job responsibilities (Enforces the laws)</li> </ul> <p>Legislative Branch</p> <ul style="list-style-type: none"> <li>House of Representatives and Senate job responsibilities (Makes the laws)</li> </ul> <p>Judicial Branch</p> <ul style="list-style-type: none"> <li>Supreme Court job responsibilities (Evaluates the laws)</li> </ul> <p>Checks and balances</p> <p>Separation of powers</p>	<p>Students create a Venn Diagram comparing the similarities and differences of two of the three branches of government.</p> <p>Students write a <i>First, Then, Next, Last</i> story about what a day working in two of the branches of government might be like. Students compare their stories to understand the similarities and differences between the roles of the branches.</p> <p>After studying the three branches, students complete a Triple Bubble Thinking map in order to demonstrate their understanding of the similarities and differences between the three branches.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.C&amp;G.1.4</b> Explain how various indigenous, religious, gender,</p>	<p>Students must be able to demonstrate knowledge and understanding of</p>	<p>Groups often advocate for freedom and equality through civic action</p>	<p>Examples of how various indigenous, religious, gender, and racial groups advocate for freedom</p>	<p>Boycotts</p> <p>Protests</p>	<p>After reading about multiple modern-day examples of indigenous, religious, gender, or racial</p>



<p>and racial groups advocate for freedom and equality</p>	<p>how various groups encouraged freedom and equality and the impact those actions have had on those groups.</p>	<p>Laws and policies may limit a group's freedom or equal treatment</p>	<p>Examples of how various indigenous, religious, gender, and racial groups advocate for equality</p>	<p>Petitions  Suffrage Movements  Civil Rights Movements  Communicate with elected representatives</p> <ul style="list-style-type: none"> <li>• Emails</li> <li>• Letters</li> <li>• Social media</li> <li>• Phone calls</li> </ul>	<p>groups advocating for freedom and equality, students create their own news articles explaining the ways these groups have advocated for freedom and equality and the impact the advocacy had on the group. Students select one of the groups they learned about in class. Students then create an ad that would appear during a time period of advocacy. The ad should explain the role people would play in advocating for freedom and equality (e.g., In referencing the Women's suffrage movement: <i>"Wanted: Strong independent women to lead the way for a change in the voting rights of the land!"</i>). On the back of the ad poster, students explain the impact the person would have on equality and freedom of the specific group.</p>
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## Unpacking the Economics Objectives

**Standard 2.E.1** Understand how the availability of resources impacts economic decisions

**Overarching Concepts:** Scarcity, Economic Decisions, Goods, Availability, Resources

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.E.1.1</b> Explain how scarcity affects economic decisions</p>	<p>Students must be able to demonstrate understanding of scarcity and how it impacts economic decisions.</p>	<p>Economic decisions are influenced by the availability of goods and services</p> <p>The economic decisions relating to what people buy often determines what goods and services are produced</p>	<p>Examples scarcity</p> <p>Examples of economic decisions</p> <p>How scarcity affects economic decisions</p>	<p>Available resources</p> <ul style="list-style-type: none"> <li>• Natural</li> <li>• Goods</li> <li>• Services</li> </ul> <p>Spending</p> <ul style="list-style-type: none"> <li>• National level</li> <li>• Household level</li> </ul> <p>Needs vs. Wants</p> <p>Specific examples of times in the nation's history when scarcity affected decisions</p> <ul style="list-style-type: none"> <li>• Dustbowl</li> <li>• Great Depression</li> <li>• Great Recession</li> <li>• Pandemic</li> </ul> <p>Supply and Demand</p>	<p>Students participate in a simulation where they are asked to create something, but with scarce supplies (e.g., colored pencils, tape, glue, etc.). After the simulation, students explain how scarcity impacted their decisions throughout the activity.</p> <p>Students are given cards with different economic scenarios. Students identify which scenarios are examples of scarcity and explain the potential choices people could make in the scarcity scenarios.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.E.1.2</b> Explain how the availability of resources impacts the production of goods</p>	<p>Students must be able to demonstrate understanding of how the production of</p>	<p>Limited resources often dictate what goods and services can be produced</p>	<p>Meaning of availability of resources</p> <p>Examples of goods</p>	<p>Examples of limited resources</p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Raw Materials</li> </ul>	<p>Students read a scenario about a furniture factory that has to make tough decisions because of</p>

goods is impacted by the availability of resources.

Production decisions are often determined by the availability of resources

Examples of limited resources

How the availability of resources impacts the production of goods

- Water
- Lumber
- Oil
- Minerals
- Cotton
- Steel
- Natural gas
- Coal
- Forest resources
- Corn
- Grain
- Money
- Land
- Capital
- Labor

Goods

- Fruits
- Vegetables
- Fish
- Wildlife
- Livestock
- Furniture
- Toys
- Cars
- Computers
- TVs
- Books

limited resources. Students write an explanation of how the limited resources dictate what can and can not be produced.

Students pretend they are going to open a bookstore. Students generate a list of the services and goods they will need to be able to run the bookstore successfully. Students then write an explanation showing how having these services and goods readily available impact their ability to run the bookstore.

## Unpacking the Geography Objectives

**Standard 2.G.1** Understand how interaction between humans and the physical environment is impacted by movement and settlement

**Overarching Concepts:** Location, Settlement, Movement, People, Development, Environment, Territory

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.G.1.1</b> Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation</p>	<p>Students must be able to show they can recall information about what absolute location and relative location are.</p> <p>Students must be able to show they can recall information about the absolute and relative location of various settlements, territories, and states in the development of America.</p>	<p>People can identify where they are based on the position of a place or depending on its location with respect to other locations</p> <p>Landmarks or points of interest can be used to determine the location of a place</p> <p>Geographic coordinates on a map or a globe may be used to navigate people to specific places or locations</p>	<p>Examples of absolute and relative location</p> <p>How to identify the absolute and relative location of a place</p>	<p>Relative/absolute location of American cities and places</p> <ul style="list-style-type: none"> <li>● State capitals</li> <li>● American Indian territories/reservations</li> <li>● Sites of famous/important battles</li> <li>● Major national cities</li> <li>● Original 13 colonies</li> <li>● 50 states</li> <li>● Latitude</li> <li>● Longitude</li> </ul>	<p>Students use a map to plot the absolute location of places in America based on a short list provided by the teacher.</p> <p>Students use a map to identify the territories that belonged to specific American Indian tribes using relative location.</p> <p>The teacher gives students a list of descriptions of both absolute and relative locations. Students work in groups or pairs to identify each location on a map or globe.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.G.1.2</b> Explain how the environment has impacted settlement across America</p>	<p>Students must be able to demonstrate understanding of how the environment has often played a significant role in where people have chosen to settle and</p>	<p>The physical environment may influence how and why people settle in a place</p> <p>The physical environment of a place can influence the way</p>	<p>Examples of how the environment impacted settlement across America</p> <p>Reasons why people settle or migrate to a new place</p>	<p>Examples of how environment impacts settlement</p> <ul style="list-style-type: none"> <li>● Manifest Destiny/moving west for more land and gold</li> <li>● American Indian</li> </ul>	<p>After studying different physical features and their impacts on settlement, students create a “how-to guide” explaining how to settle in a specific physical environment and how</p>

	live in various places across America.	<p>people live</p> <p>People may choose to migrate to a new place in order to access an environment that meets their needs</p> <p>The harsh or extreme environment of a place can limit the migration/settlement to that area</p>		<p>territories</p> <ul style="list-style-type: none"> <li>● Physical geographic features <ul style="list-style-type: none"> <li>○ Mountains</li> <li>○ Rivers</li> <li>○ Plains</li> <li>○ Deserts</li> </ul> </li> </ul> <p>Reasons why people settle or move</p> <ul style="list-style-type: none"> <li>● Climate</li> <li>● Physical geographic features <ul style="list-style-type: none"> <li>○ Mountains</li> <li>○ Rivers</li> <li>○ Plains</li> <li>○ Deserts</li> <li>○ Following a food or water source</li> <li>○ Water source for travel</li> </ul> </li> <li>● Land for agriculture</li> <li>● Access to coastal areas (important for 13 colonies)</li> </ul>	<p>the environment of the area chosen will impact choices made for settlement (e.g., "If you're settling in a mountainous area, you will need to think about..."). Students should use evidence from the environments they have studied.</p> <p>After studying a period of settlement (e.g., indigenous, colonial, westward expansion, etc.), students write a paragraph in which they explain how the physical environment shaped a specific settlement or the ability of people to settle in a specific area of our country.</p>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>2.G.1.3</b> Interpret how the movement of people, goods, and ideas has impacted the regional development of America	Students must be able to paraphrase given material and representations about how the movement of	The regional development of a nation may be affected by the movement of people, goods, and ideas	How the movement of people, goods, and ideas impacts regional development	Colonial settlement  Northern and Southern regions	After reading about a specific period of movement, migration, or settlement, students work in groups to

goods, people, and ideas have impacted the development of America.

The movement of goods, people, and ideas can transform a place or region

Examples of movement of goods, people, and ideas

- New England Colonies
- Middle Colonies
- Southern Colonies
- The Trail of Tears
- Westward Expansion
- Manifest Destiny
- Great Migration
- Transcontinental Railroad
- Gold Rush
- Underground Railroad
- Factors that motivate movement
  - Technology
  - Innovation
  - Land
  - Agriculture
  - Innovations in transportation
  - Roads
  - Canals
  - Railroads
  - Airports
  - Changes to landscape following natural disasters

paraphrase what prompted people or the idea to move and how it impacted development in America.

Students read about a period of movement and then write a newspaper article in which they paraphrase the important who, what, where, when, and why about how that period of movement impacted the development of America.

## Unpacking the History Objectives

**Standard 2.H.1** Understand how various people and events have shaped America

**Overarching Concepts:** Groups, Contribution, History, Historical Event, Perspective, Time

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>2.H.1.1</b> Summarize contributions of various women, indigenous, religious, racial, and other minority groups that have impacted American history</p>	<p>Students must be able to show they can create a short summary (not retell) that captures the main point or basic idea that various women, indigenous, religious, racial, and other minority groups influenced history in America.</p>	<p>Historical events are often led by dynamic personalities that may help set a course that can change history</p> <p>Historical events or issues can be better understood through the study of the lives and contributions of historical figures contained in historical narratives</p> <p>The actions of diverse individuals and groups contribute to the events that occur over time and help shape a nation's history over time</p> <p>The experiences and achievements of people with different cultural backgrounds help shape the development of a country</p> <p>The lives of people in a nation may be improved</p>	<p>Examples of various women, indigenous, religious, racial, and minority groups who have contributed to American history</p> <p>How various women, indigenous, religious, racial, and other minority groups have contributed to American history</p>	<p>Elizabeth Cady Stanton</p> <p>Grimke Sisters</p> <p>Greensboro Four</p> <p>Susan B. Anthony</p> <p>"Freedom Riders"</p> <p>Rosa Parks</p> <p>Martin Luther King, Jr.</p> <p>Puritans</p> <p>Sacajawea</p> <p>Cesar Chavez</p> <p>Clara Barton</p> <p>Anne Hutchinson</p> <p>Crispus Attucks</p> <p>George Washington Carver</p> <p>Benjamin Banneker</p>	<p>Students read an article about a historical figure. Students then participate in a role-play activity where they emulate the historical figure they read about and summarize their contribution and influence on American history.</p> <p>After watching a video on Sacajawea, students create an Instagram post with a one-sentence caption summarizing her contributions and how she has impacted American history.</p>

		by the innovations and achievements of diverse groups of people		Ajay Bhatt Dolores Huerta Dorothy Vaughn Katherine Johnson Mary Jackson Steven Chen Jawed Karim	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>2.H.1.2</b> Explain ways in which various historical events have shaped American history	Students must be able to demonstrate understanding of how the history of America was influenced by different historical events.	The events of history often have effects that are long-lasting  Leadership can determine the outcome of an event  Both conflict and social movements can have an impact on how a nation develops over time	Examples of historical events  How various historical events have impacted American history	Bacon's Rebellion Boston Tea Party  The signing of the Declaration of Independence  Revolutionary War  Civil War  World Wars  Civil Rights Movements  Space Race  9/11  Greensboro Sit-Ins	After studying various historical events, students create a storyboard explaining how that event shaped or impacted America.  Students create a timeline of a specific event, including its causes and effects.



				Roanoke Colonies First flight of the Wright Brothers Underground Railroad Jamestown Indian Removal Integration of schools	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>2.H.1.3</b> Compare various perspectives of the same time period using primary and secondary sources	<p>Students must be able to describe the similarities and differences between the different points of view people may have had of the same time period.</p> <p>Students must be able to use primary and secondary source documents as they work to master this objective.</p>	<p>Historical sources from multiple points of view may be used to understand events that happened in the past</p> <p>The perspective of sources often reflects the authors' motives for writing</p> <p>Historical events or issues can be understood by comparing different sources</p>	<p>How to use multiple sources to explore various perspectives</p> <p>Examples of primary and secondary sources</p> <p>Similarities and differences between various perspectives of the same time period</p> <p>How perspective can affect the way history is interpreted</p>	<p>Primary and secondary sources</p> <ul style="list-style-type: none"> <li>• Photographs</li> <li>• Letters</li> <li>• Newspapers</li> <li>• Diary entries</li> <li>• Maps</li> <li>• Charts</li> <li>• Song lyrics relevant to historical time periods</li> </ul> <p>Time periods</p> <ul style="list-style-type: none"> <li>• Revolutionary War Era</li> <li>• Roaring 20s</li> <li>• Colonial Era</li> <li>• Era of Manifest Destiny</li> <li>• Industrial Age</li> </ul>	<p>Students read both a primary and secondary source about an event to write a newspaper article about that event, describing and comparing the two accounts or points of view.</p> <p>After studying the Great Depression, the students compare photographs of people who struggled through the Depression and those that prospered. The students create a Venn Diagram of those perspectives.</p>