

SOCIAL STUDIES

Knowledge Adventures

Lessons and Activities

Grade 2

Table of Contents

Management & Assessment Guide (6 pages)

Sample Reader (17 pages)

History Teacher's Guide (18 pages)



Grade
2

SOCIAL **STUDIES** *Knowledge Adventures*

Management & Assessment Guide



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Dear Educator,

Social studies offers children the opportunity to understand the people, places, and events of the world around them. It helps them understand how and why societies and nations have come to look as they do and how they might look differently in the future. And it helps children understand that they have a stake in how life might be better for everyone. *Social Studies Knowledge Adventures* unlocks these ideas for students and teachers as they explore the program's rich and vibrant content.

This program achieves these goals through a focused blend of social studies and literacy. Though some educators may want to create hard distinctions between social studies and literacy, children need the skills of reading, writing, speaking, and listening to make sense of the social studies knowledge and concepts in front of them. Most educators believe that these literacy skills are best taught in context. And what better context than social studies?

Social Studies Knowledge Adventures marries social studies and literacy in smart and productive ways. The program also adds a necessary third dimension to the classroom landscape by embracing inquiry in general and the Inquiry Design Model (IDM) in particular. What IDM offers are the kinds of questions, tasks, and sources that help students engage their curiosity, dig deeply into the social studies disciplines, and provide evidence for their emerging understandings.

Children, even very young children, are quite capable of wrestling with big ideas. But they will do so in a far more enriching and productive manner if their teachers have access to smart, blended instructional resources. *Social Studies Knowledge Adventures* provides the kind of thoughtful, integrated support that brings this potential to life.

S. G. Grant, Ph.D.

Professor Emeritus, Binghamton University
Coauthor of the *College, Career & Civic Life (C3)*
Framework for Social Studies State Standards

Inquiry-Based Social Studies Instruction (cont.)

The Four Dimensions of Inquiry

A key feature of the C3 Framework is the inquiry arc, which represents a shift from traditional, fact-driven instruction toward learning that is centered on curiosity, investigation, and evidence-based reasoning. The inquiry arc harnesses students' natural questioning instincts and organizes inquiry into four interconnected dimensions that support investigation in social studies (NCSS 2013). Together, these dimensions promote active, challenging learning experiences across grade levels and content areas (Swan et al. 2014).

Dimension 1—Developing Questions and Planning Inquiries

Inquiry begins with questions. Dimension 1 focuses on establishing compelling questions that guide investigation and give students a clear purpose for learning. While students are naturally curious about the world around them, teachers play a key role in shaping and introducing the questions that drive inquiry—especially in the early grades (NCSS 2013). Teacher facilitation ensures that inquiry is accessible and purposeful, allowing students to participate in a “thinking curriculum” that supports curiosity, reflection, and cognitive growth without requiring them to independently generate complex research questions (Resnick and Klopfer 1989).

Dimension 2—Applying Disciplinary Concepts and Tools

Dimension 2 focuses on helping students build understanding by applying the concepts and tools of the social studies disciplines: civics, economics, geography, and history (NCSS 2013). In this dimension, students use disciplinary ways of thinking to develop background knowledge and deepen comprehension of the topic under investigation. This growing knowledge provides an essential lens through which students can explore the inquiry question and engage more thoughtfully with sources and evidence.



Dimension 3—Evaluating Sources and Using Evidence

Dimension 3 centers on students gathering, evaluating, and using sources as evidence to support their thinking. In this dimension, students learn to examine sources critically, consider perspective and reliability, and use evidence in disciplinary ways to develop and support claims (NCSS 2013).



Dimension 4—Communicating Conclusions and Taking Informed Action

Finally, in Dimension 4 students communicate what they have learned and apply their understanding in meaningful ways. The C3 Framework emphasizes that inquiry should lead students to share conclusions grounded in evidence and reflect on how new learning connects to the world beyond the classroom (NCSS 2013). In this dimension, students may express their thinking through discussion, writing, presentations, or other authentic tasks that allow them to demonstrate understanding. These learning activities help students see social studies as relevant and purposeful.

Together, the four dimensions of the inquiry arc work as an interconnected process that supports students in building knowledge, thinking critically, and engaging thoughtfully with social studies content. While the dimensions are presented in sequence, inquiry often moves flexibly among them as students deepen their understanding.

Social Studies Knowledge Adventures is intentionally designed with these four dimensions in mind. Each lesson provides a clear inquiry pathway—grounded in compelling questions, supported by disciplinary content, and reinforced through source-based reasoning and discussion. Rather than requiring teachers to build inquiry from scratch, the program offers a structured approach that allows students to experience the full arc of investigation in developmentally appropriate ways. Teachers serve as guides and facilitators, supporting students as they ask questions, explore evidence, and communicate conclusions through meaningful social studies learning.

Program Overview

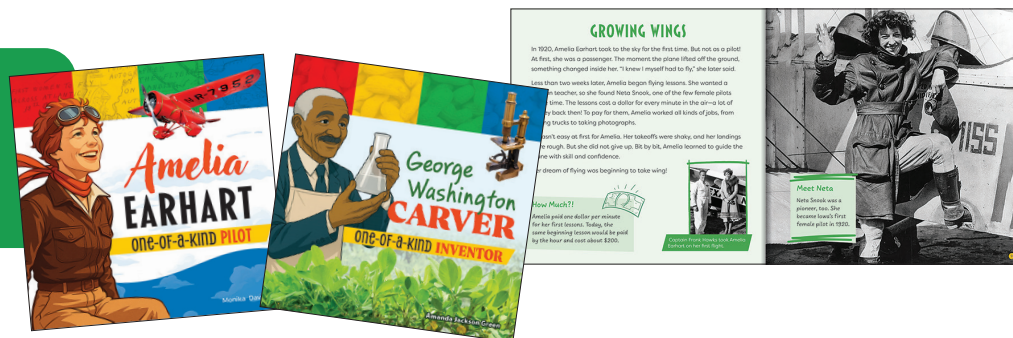
Content Readers



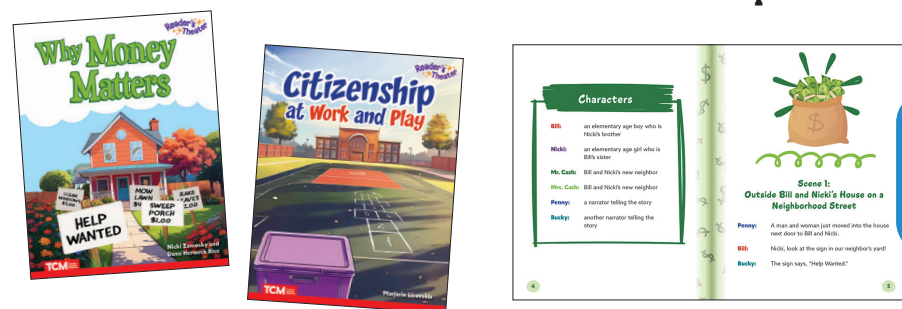
Content readers include diverse information about history developed specifically for young readers.

One-of-a-Kind Biographies

Read-aloud biographies encourage interaction as students learn information about the lives of key historical people.



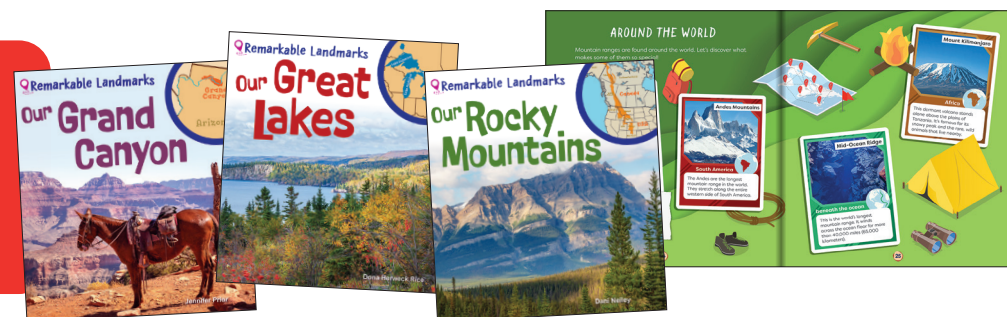
Reader's Theater Scripts



Reader's theater scripts offer multiple perspectives and opportunities for fluency development.

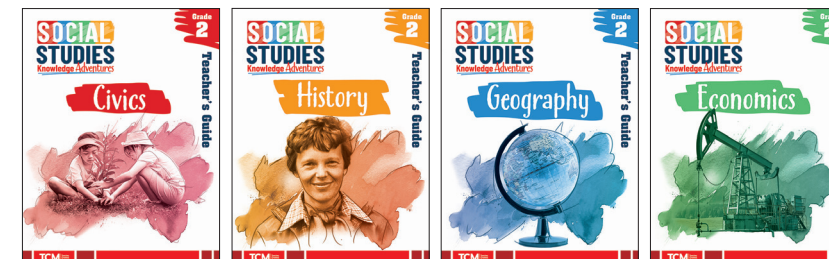
Collaborative-Research Readers

Collaborative-research readers increase the depth and breadth of students' content knowledge while introducing them to grade-appropriate research skills.

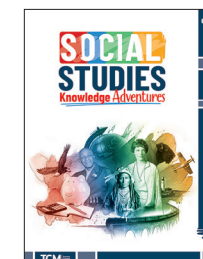


Teacher's Guides

These full-color teacher's guides provide discipline-specific information, lesson plans, answer keys, and student inquiry pages.



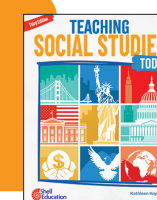
Management & Assessment Guide



The *Management & Assessment Guide* delivers program information and research-based teaching ideas. The culminating PBL activity lesson plan is also included in this book.

Professional Resource

Teaching Social Studies Today includes strategies to improve inquiry-based, digitally integrated social studies instruction.



Project-Based Learning Culminating Activity Card



Six copies of the PBL culminating activity card include a historical fiction story for students to read in preparation for small-group collaboration and application of their social studies knowledge.

Digital Learning Resources



The digital platform includes ready-to-use lesson slides with embedded primary sources, videos, and audio recordings that increase student engagement and enhance instruction.

What Is HISTORY?



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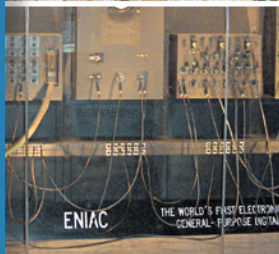
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Compare these
two pictures.



WHAT IS HISTORY?

History is the story of the **past**. It tells us about the people, places, and events that came before us. History is as **recent** as yesterday. And it is as long ago as the beginning of human societies.

Historians study history. They ask questions about the past. They look for answers in old documents, letters, and news. They study photos and art. They learn about old **artifacts**, such as tools and clothes. These things help them know what life was like in the past. History helps us learn how today's world came to be.



HISTORY'S KEEPERS

Not all stories from the past were written down. Many cultures once shared history by telling stories out loud. Some still do. This is called *oral history*.



Items are kept safe in cases so people can continue to study them.

Displays like this show how animals move.

Some displays like this are real and some are models.

STEP INTO THE PAST

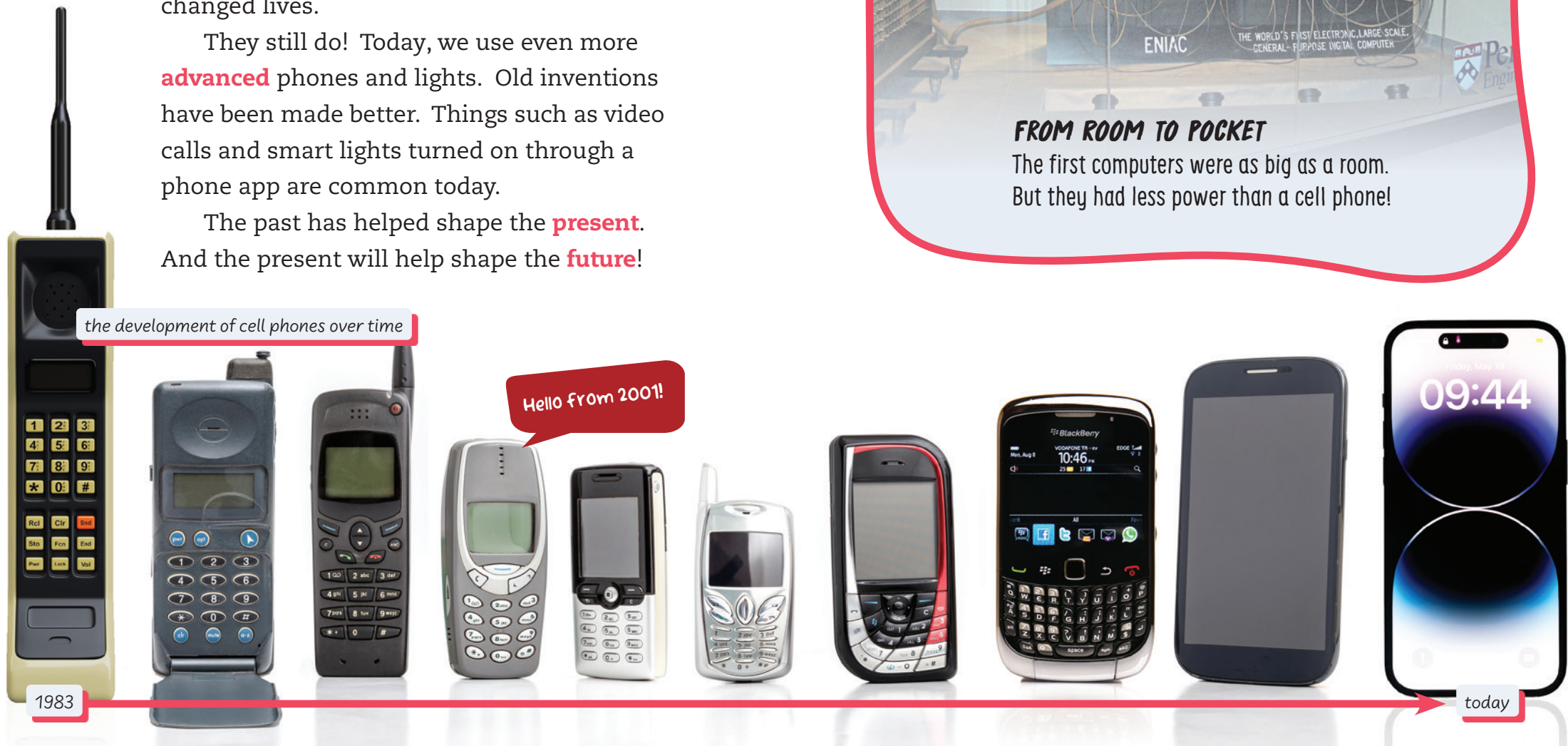
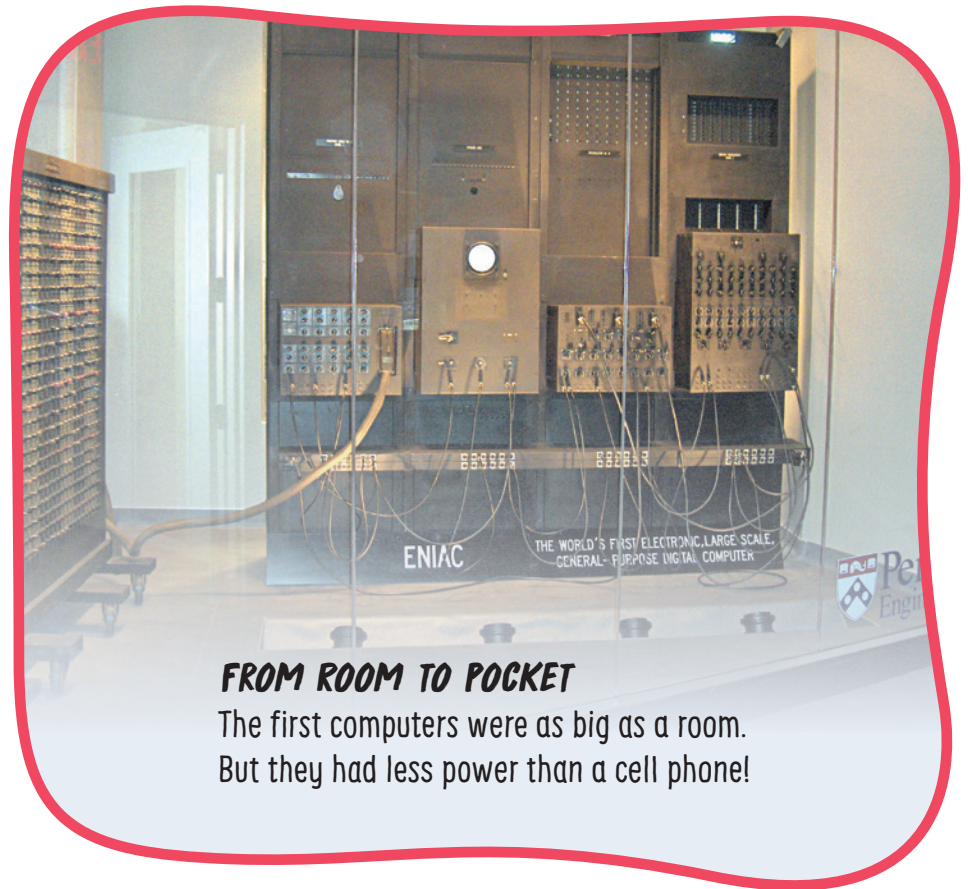
Some museums have real things from history that you can see. Sometimes, you can touch them. And sometimes, there are **replicas** you can touch or even walk inside! Each of these things has a story to tell.

HISTORY SHAPES TODAY

People have always looked for smart ways to solve problems. For example, at one time in history, people only had candles for light at night. Then, inventors made lightbulbs. They also made telephones so people could talk to other people far away. These inventions changed lives.

They still do! Today, we use even more **advanced** phones and lights. Old inventions have been made better. Things such as video calls and smart lights turned on through a phone app are common today.

The past has helped shape the **present**. And the present will help shape the **future**!



RULES AND CUSTOMS THAT LAST

Long ago, people began to make rules. Rules were made to help people get along. Some rules became laws. Some became agreements. For example, the Haudenosaunee Confederacy made a peace agreement. It lasted hundreds of years. It showed how people could share power. Today, the United States still uses some of its ideas.

People in the past also formed customs. These are ways of doing things that most people agree to do. Customs often last through time.

People often feel comfortable doing things like they've always done them. In this way, many rules and customs from long ago are still part of our lives.

BUILT TO LAST

Did you know that roads in ancient Rome were so well planned more than 4,000 years ago that some are still used?

That's an old road!



a meeting of the
U.S. Congress



This group is the
Haudenosaunee
Confederacy.

HISTORY IS ALL AROUND YOU

You don't have to visit a museum to find history. You can find history right where you are! Look around your school or home. Many things you see have been shaped by the past. How many can you find?

The U.S. flag has had many versions.

Communities have made rules for thousands of years.

School bells were first used in the United States more than 100 years ago.

Books were once copied by hand. Today, they are printed in large amounts.

Students in the past carried books in **satchels** or in their arms.

Electric lights replaced oil lamps and candles.



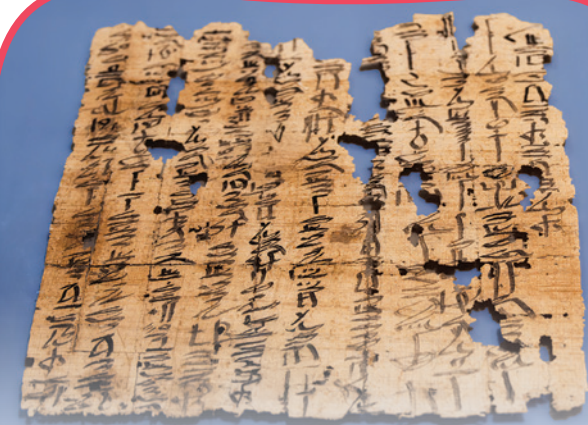
Here are some primary sources about the first moon landing in 1969.

How do you watch news today?



CLUES FROM THE PAST

Historians are like detectives. They study clues from long ago. These clues are called *primary sources*. A primary source is something made or written at the time an event happened. It might be a letter or a **diary**. It might be a newspaper. A photo or a video is a primary source. These types of things help us know what people thought and felt in the past. We can learn more about what life was like from primary sources. Primary sources will also let people in the future know about life today.



DEAR DIARY

The oldest known diary is more than 4,500 years old. It was found in Egypt and written on papyrus.

These primary source images show the story of the civil rights movement.



SOCIAL CHANGE

The postwar era was a time of change in US society. Racial prejudice and gender discrimination were widespread facts of American life, and for many citizens, the Constitution's promise of equal rights remained unfulfilled. Tensions surrounding civil rights fractured US society in the postwar era.

The division was also generational. The war-time generation clashed with their children over many issues, respect for authority, gender roles, even personal appearance. Continuing over the US war in Europe threatened to tear the country apart in the 1940s. Decades would pass before the divide began to heal, and in many cases it didn't heal at all.



THE PAST IN YOUR KITCHEN

In many homes, the refrigerator displays primary sources! People often use magnets to post bits of their lives, such as photos, art, and notes.



Primary sources may be kept in museums. Many are in libraries, too. But you have some at home as well! Things such as photos, birthday cards, and school papers can be clues from your life. They may tell about your home or family. They may tell how you have lived. Historians study these kinds of clues to learn about people's lives. You can study your primary sources to understand your past and your present!



Post Office, Washington, D. C

The front of this postcard has a picture of a post office.

This is the person who wrote the card.

AT THE FAIR

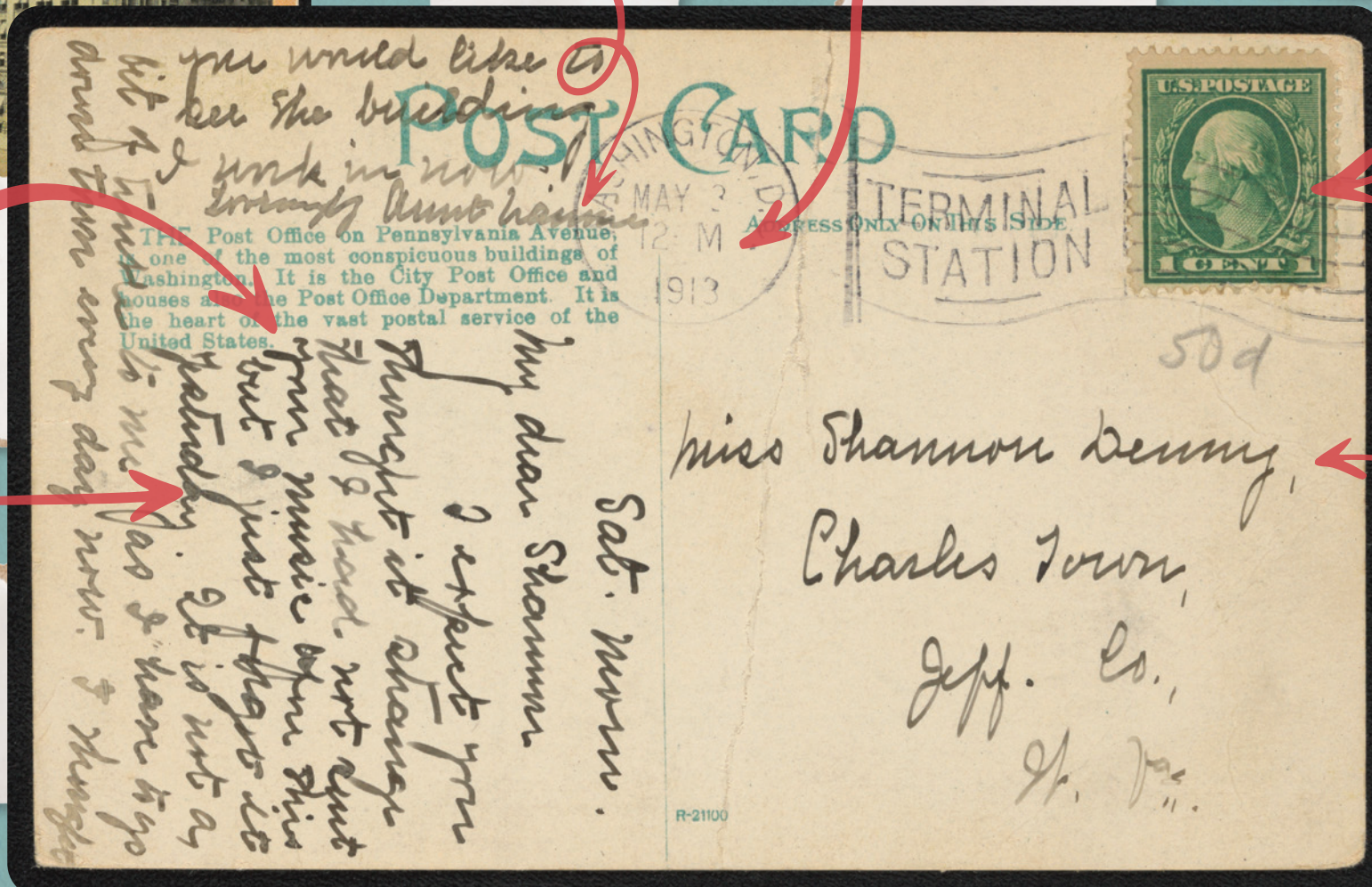
This postcard was sent from Washington, DC, to Colorado in 1913. It's a real clue from the past! Let's look closely at it. It tells us about the person who sent it and what was happening at that time.

This shows when the postcard was sent and where it was sent from.

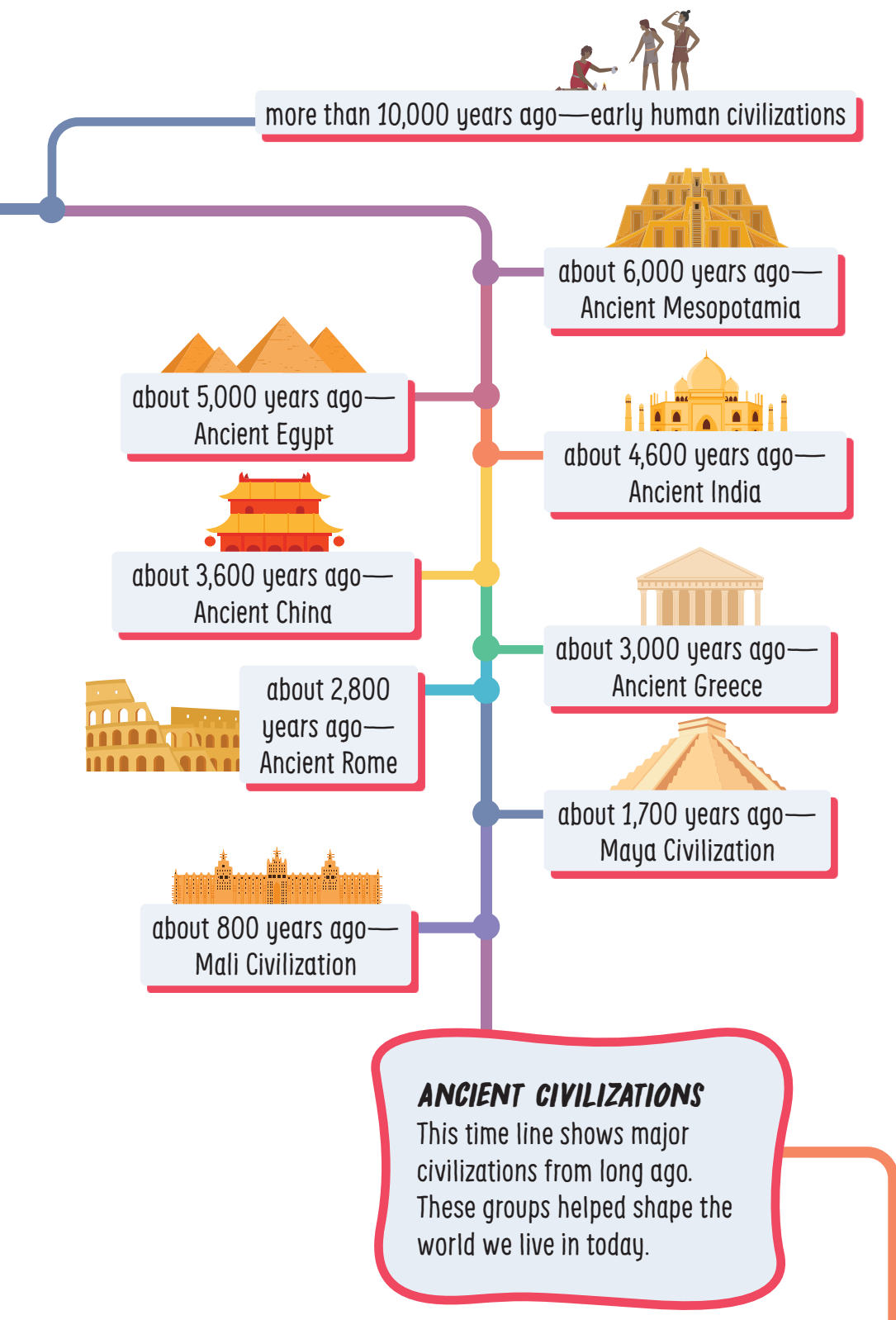
Postage cost just one cent at this time.

Look at the handwriting! Most people back then used cursive.

These words tell us what was happening at the time.



This is the person who received the card.



TIME LINES TELL A STORY

A time line shows when things happened in the past. It puts events in order from first to last. Some time lines show big moments in history. Others tell a person's life story. You might even make a time line about your school year! Time lines help us see how things change, grow, or stay the same over time.





from stagecoach to automobile



1840

1900

1920

1940

1960

1980

Time lines show how things change. A space time line might show the first rocket, then the first person in space, and then the first moon walk. A transportation time line might show the first use of wagons, then trains, and then planes. A toy time line might show the first dolls, then bikes, and then video games.

When we see events in order, we can tell what happened first and what came next. A time line shows a clear story. It helps us see how life changed with each event.

TIME TRAVEL?

Reading a time line is like taking a trip through time!

Sputnik launch

1957

moon landing

1969

Mars landing

1976

1961

first person in space

1971

first space station

1981

first space shuttle

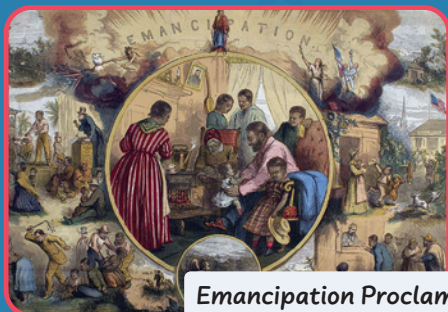


Women Vote
The law changes so women can vote in national elections.

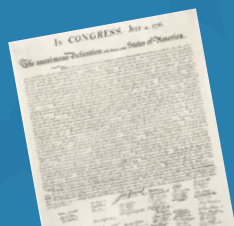


United Nations
The United States joins countries around the world in the United Nations.

Population Grows
The U.S. population reaches 331 million people.



Emancipation Proclamation
President Abraham Lincoln says enslaved people must be set free.



Declaration of Independence
The colonies say they are free from British rule.



U.S. Constitution
The states agree on the plan for how the new government works.



Voting Rights Expand
The law changes so men of all races can vote in national elections.



Civil Rights Act
A new law says all people must be treated fairly in public places and at work.

Young People Vote
The voting age is changed from 21 to 18.

THE U.S. FREEDOM STORY

This time line shows some of the big events in the history of the United States. Some events made big changes in the country. Others were the first step toward something new. Each one helped to shape the nation.



WHY HISTORY MATTERS

History is more than just facts and dates. It is the story of people—how they lived, what they did, and what they dreamed. When we learn about the past, we understand more about today.

History helps us ask questions. It helps us make good choices. It helps us see that we are part of the world's story, too.

You are living your own history right now. What will people in the future learn from you?

What would you put in a time capsule?



TIME CAPSULES

People sometimes make time capsules. They place objects from their lives inside a capsule, or container, and they bury it. They hope people in the future will open it to learn about them.

FICTION
TIME!

THE STORY UNDER THE TREE



GLOSSARY

advanced—having or using new or modern methods

artifacts—usually simple objects, such as tools, showing human work and representing culture

diary—a book in which a person writes what happens or their thoughts each day

future—everything that is to come after this moment

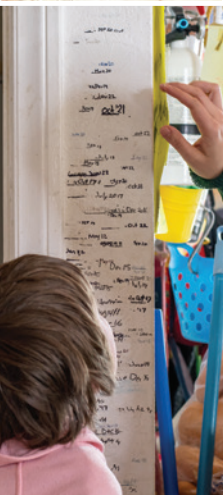
past—everything that happened before this moment

present—this moment in time

recent—happening or beginning not long ago

replicas—exact or very close copies of something

satchels—small bags with shoulder straps



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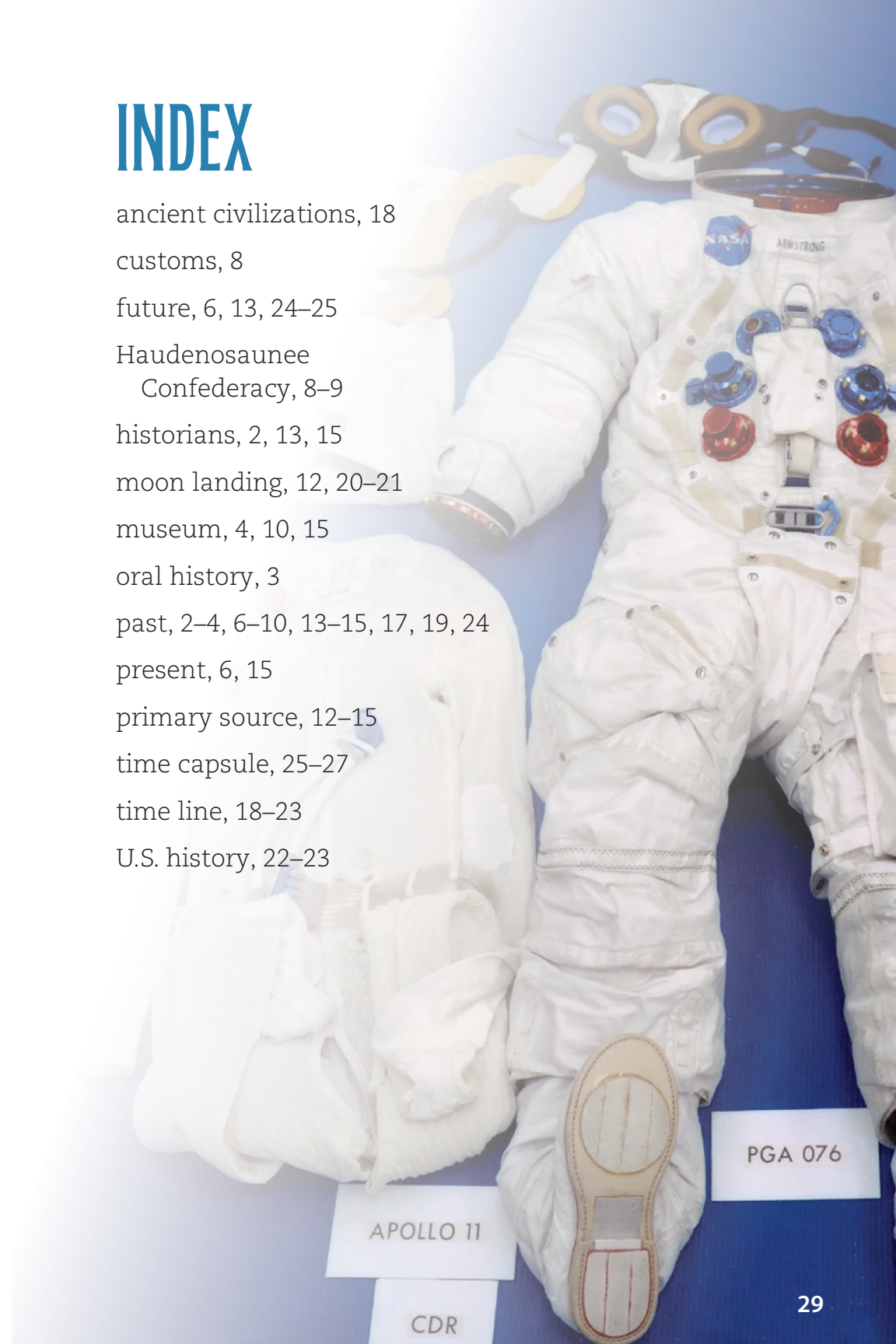
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ASK THE EXPERT

"What we learn reading history may be untrue. Did it really happen that way? Has this same story been told in other ways? We can never be certain, but we can read other tellings and compare. The more we know, the more certain we can be."

—Ken Rossman, Archivist and Historian



National Archives

CREATE YOUR OWN ADVENTURE!

Create a time line of your own life. Add important events from when you were born until today. Add pictures or drawings to your time line. Share it with the people who know you best.



SOCIAL STUDIES

Knowledge Adventures

Grade

2

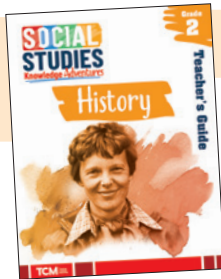
Teacher's Guide

History



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Using the Lesson Slides

Lesson Plan and Student Inquiry Pages

Think Like a Historian

How can we learn about the past?

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Lesson Plan and Student Inquiry Pages

Seeds of Change

How can one person's ideas make the world better?

Lesson Plan and Student Inquiry Pages

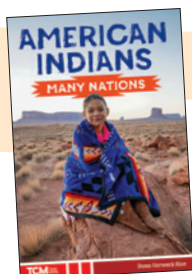
Journeys That Bring Us Together

How do immigrants contribute to our community?

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Lesson Plan and Student Inquiry Pages

Diverse People, One Country

How can you show respect to different people and cultures?

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Lesson Plan and Student Inquiry Pages

Courage to Lead the Way

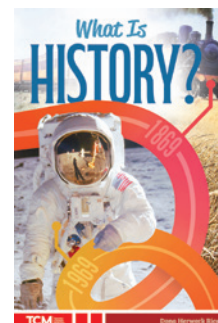
What character traits help people succeed?



Think Like a Historian



How can we learn about the past?



Learning Objectives

Social Studies

- Use primary and secondary sources and time lines to learn about the past.
- Demonstrate understanding of chronology by sequencing events.
- With support, use information from primary and secondary sources to support explanations and claims.

Language Arts

- **Vocabulary:** Use newly acquired words and phrases in conversations, reading, writing, and presentations.
- **Reading:** Share key details and textual evidence to support inferences drawn from the text.

Social Studies Practice: Use Sources as Evidence

Students are given claims, such as *Time lines teach us about the past*, that answer the inquiry focus. They use evidence from the text, as well as primary sources and time lines within the text, to support the claims.

Local Lens

Share interesting information about the history of your school's community. Perhaps a battle was fought, a business was started, or a historical figure lived or visited nearby. Discuss what the area might have looked like hundreds of years ago compared to present day.

Materials

- *What Is History?* books
- copies of student pages 18–23
- lesson slides

Writing Extension

Have students use the images to tell "The Story Under the Tree" on pages 26–27 of *What Is History?* Have students write what they think is on the letter the boy finds. Students should include details from the story in their responses.

Reading the Book

Students read selected sections of the book during the lesson. After the lesson, encourage students to build their reading stamina and nonfiction comprehension skills by giving them time to read the complete book.

Background Information for the Teacher

What Is History? introduces students to history as the story of the past—one told through people, places, events, and inventions that shape the world they live in today. The book explains that historians study the past by asking questions and looking for answers in documents, letters, photos, artifacts, and works of art. These sources help people understand how life has changed across time and why history matters. Special features of the text include an annotated image of a museum, a cutaway diagram of a school classroom, an annotated postcard, a time line of historic events in U.S. history, and a graphic novel page about a time capsule's journey. These design-forward pages make the content more accessible and memorable for students.

As they read the book, students will explore how the past influences the present, from major inventions like lightbulbs and cell phones to long-lasting rules, agreements, and customs. The book highlights examples such as the Haudenosaunee Confederacy's peace agreement and ancient Roman roads to show how ideas and inventions from long ago affect life today. Another section of the book focuses on primary sources—objects or records created at the time of an event—and explains how historians use them as clues. The text also helps students see that they have primary sources of their own, such as photos, birthday cards, and schoolwork, which tell the stories of their lives.

The book also teaches students how time lines help organize events in order, making it easier to see how things change or stay the same over time. Time lines of space technology and cars over time help students visualize the passing of time. The book concludes by emphasizing why history matters: It helps people understand the present, ask questions, and make thoughtful decisions. Students are encouraged to see themselves as part of history and to consider what future generations might learn from the traces they leave behind.



Explore Connection

The images of cell phones through time for the Explore section were chosen to enable students to make personal connections to historical artifacts, while highlighting their importance when learning about history. By showing cell phones from the 1980s through today, students can make connections between objects and the stories they tell about the past. This activity gives students the opportunity to think about chronological order and sequencing.



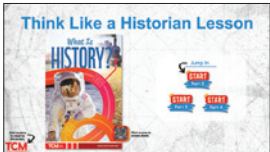
Think Like a Historian—Part 1



Part I Overview

In this part of the lesson, students are introduced to the inquiry focus and begin by exploring a variety of cell phones. They discover the meanings of a few vocabulary words, such as *artifact*, *past*, *present*, and *future*.

Part I Lesson

Slides	Teacher Notes	Supports
 slides 1-2	- Tell students that you're going to read a book called <i>What Is History?</i> - Point out the time line that surrounds the astronaut. Ask students what they notice about the years and what each one is pointing to.	Helpful Hint  Prior to the lesson, review the <i>Background Information for the Teacher</i> (page 9). This includes information about the book and some information about cell phones to use during the Explore activity.
	- Discuss the inquiry focus: <i>How can we learn about the past?</i> - Tell students to think about what they know about the past, or long ago. For example, what do they know about school from long ago? Give time for them to share with the whole group. - Have students share how they learned about the past. As they share, create a web where they can see it. List all their answers.	Instructional Scaffold  Show students images from long ago and talk about differences they see compared to their lives today.
 slides 3-5	<i>These notes are for two connected slides.</i> - Say, "Cell phones have been changing since they were introduced in 1983." Give students time to observe the different types of cell phones. - Allow time for students to share their thoughts about the oldest and newest phones with partners. - Have partners put the rest of the phones in order. Allow time for students to write the letters in order on write-on boards or paper. Encourage students to provide reasons for their guesses. - Have students check their answers after the chronology is revealed on the second slide. - As a group, discuss ways cell phones have changed over time and ask, "How do these pictures help us learn about the past?"	Multilingual Support  Provide cutouts of the phones from the slide for students to physically move as they guess their order. Provide sentence frames for students to share their thoughts: <i>I think this is older because I see ____.</i> <i>This helps us learn about the past because ____.</i>

Part I Lesson (cont.)

Slides	Teacher Notes	Supports
 Explore slide 6	- Read aloud the title of the book. - Ask students to think about what they see on the front and back covers of the book. - Give time for them to turn and talk about the covers.	Extension Idea  Ask students, “How would you answer the question in the title?”
	- Read aloud the definition of <i>artifacts</i> (<i>objects used in the past that help people today learn about life at the time</i>). Talk about the images and how the objects were used in the past. - Artifacts are a type of primary source. Share these simplified definitions of primary and secondary sources. ➔ primary source—something that is from the time being studied ➔ secondary source—something that is made after the time being studied that tells about what happened	Helpful Hint  When discussing vocabulary words, be sure to relate them to how they help people learn about the past. These definitions are simplified for second graders. More finessed definitions will be shared as students get older.
 Build Vocabulary slides 7–13	<i>These notes are for two connected slides.</i> - Give time for students to categorize these six primary sources into <i>Artifacts</i> and <i>Not Artifacts</i>. - Once revealed, have students check their answers as you discuss each one briefly. Answers: Artifacts: B, D, F; Not Artifacts: A, C, E	Multilingual Support  Support students’ understanding of time-related vocabulary by connecting English terms to familiar Spanish cognates, such as <i>past/pasado</i>, <i>present/presente</i>, <i>future/futuro</i>, <i>history/historia</i>, and <i>artifact/artefacto</i>.
	- Ask students to share some examples of artifacts in their own lives. - Tell them to ask themselves, “What would help people in the future know about me?”	Instructional Scaffold  Bring in artifacts from home to help students make connections between real objects and this lesson’s terminology.
	- Talk about how the image supports the meanings of the words <i>past</i>, <i>present</i>, and <i>future</i>. - Place students in pairs. Have each student say something about their life (for example, “I learned to walk.”). Have partners guess when it happened—in the past, happening in the present, or will happen in the future.	
	Have students complete <i>Labeling Vocabulary</i> (page 18).	

Think Like a Historian—Part 2



Part 2 Overview

In this part of the lesson, students read selected pages from *What Is History?* and begin learning about how historians learn about the past, including through primary sources. Students write about a primary source that could tell a future historian something about them.

Part 2 Lesson

Slides	Teacher Notes	Supports
Build Knowledge slides 14–15	- Review the inquiry focus (<i>How can we learn about the past?</i>) and read the claim (<i>We can use primary sources to learn about the past</i>). Talk about how making a claim is very similar to making an inference from text. We need to find details and evidence to support our inferences. - Distribute books to students.	Extension Idea Challenge students to come up with their own claims and search for evidence.
Literacy Video slide 16	- This slide provides a video with information on the literacy skill students will be applying throughout this lesson, supporting inferences with details. - If you've taught this skill to your students recently, you may choose to skip this video. - Answer any questions your students have and/or spend more time reviewing and practicing this skill based on your students' needs.	Instructional Scaffold If students need support with this literacy skill, model the procedure with the next slides in this lesson. Have students complete the process with increasing independence as the lesson progresses.
Build Knowledge slides 17–18	- Read aloud pages 2–3 of <i>What Is History?</i>, or play the audio recording by clicking on the audio icon. - Point out the vocabulary words in red on these pages and make sure students understand the meaning of each word. - Ask students, "Which details on these pages show how people learn about the past?"	Instructional Scaffold Be sure students understand that history includes events from thousands of years ago, but also yesterday. Help students understand they have a history as well.
	<i>This slide is optional if you do not have much time for this lesson.</i> - Read aloud pages 6–7 of the book, or play the audio recording. - Point out the vocabulary words <i>present</i> and <i>future</i>. Reinforce what they mean with students.	

Part 2 Lesson (cont.)

Slides	Teacher Notes	Supports
 Build Knowledge slides 19–23	- This slide is optional if you do not have much time for this lesson. - Read aloud pages 8–9 of the book, or play the audio recording.	
	- Allow time for pairs of students to work together to complete <i>Ways to Learn About the Past</i> (page 19). Encourage students to practice their literacy skill of finding details that support an inference. - Have a few students share with the whole group what they highlighted and underlined.	
	- Share the concept map, and discuss each way people use primary and secondary sources to learn about the past: ask questions, listen to oral history stories, study artifacts, study documents, and study photographs and art. - Each example is a new click.	Multilingual Support  When reviewing the concept map, use the images in the lesson slides to make sure students understand each way of learning about the past.
	- Have students independently read pages 12–13 of the book. - Explain that a primary source is something that is from the time being studied. A secondary source is something that is made after the time being studied that tells about what happened. - If time allows, play the video by clicking on the play icon. Allow time for students to compare the television and video quality to what they see today.	Extension Idea  When introducing primary sources, have students compare them to secondary sources (such as the book <i>What Is History?</i>).
	- Have students independently read pages 14–15 of the book. - Revisit the inquiry focus by having students answer the following question with partners: <i>Which type of source helped you most today to learn about the past—and why?</i>	
 Make Connections slides 24–25	- Remind students about what primary sources are. - Have students complete <i>My Personal Primary Source</i> (page 20). - Point out the two examples shown on this slide as possible examples of personal primary sources.	Instructional Scaffold  If students have trouble choosing a personal primary source, encourage them to start by thinking about what they would want future historians to know about them. Then, have them choose a primary source that includes evidence of that.

Think Like a Historian—Part 3



Part 3 Overview

In this part of the lesson, students learn about time lines and how they can be used to learn about the past. They also create time lines that include personal events from their lives.

Part 3 Lesson

Slides	Teacher Notes	Supports
Make Connections slide 26	- Play the video of the moon landing by clicking on the play icon. - Have students choose one of the moon landing primary sources from page 12 of the book. Allow time for students to study the item. - Have students share their learning with partners.	Extension Idea Encourage students to compare the primary sources from the book to the video of the moon landing.
Build Knowledge slides 27–31	- Review the inquiry focus concept map from Part 2 of the lesson. - Discuss how reading nonfiction books helps people to learn about the past. Explain that nonfiction books often have special text features that give information in a visual way. - People can also learn about the past through time lines, which help us put events in order.	
	<i>These notes are for two connected slides.</i> - Read the claim to students: <i>Time lines teach us about the past.</i> - Have students independently read pages 18–19 of the book while thinking about what support they see for the claim. Remind students to use their literacy skill of finding details as they support the claim.	
	- Remind students about the claim that time lines teach us about the past. - Have students independently read pages 20–21 of the book while thinking about what support they see for the claim. - Ask students to talk with partners about any support they find for the claim. - Revisit the inquiry focus by having students complete the following sentence frame: <i>A time line helps us learn about the past by _____.</i>	Instructional Scaffold Take the time to compare the time lines presented in the book. Work with students to find the differences and the similarities among them.

Part 3 Lesson (cont.)

Slides	Teacher Notes	Supports
 Build Knowledge slides 32–34	• <i>These notes are for two connected slides.</i> • Have students observe the space time line from pages 20–21 of the book. Read aloud the captions and dates. • Have pairs of students read aloud the four events (A–D) and discuss the correct order of these events based on the time line. Have them write their answers on paper or write-on boards and hold them up. • Share the answers and read the events in order, referring to the corresponding points on the time line.	Multilingual Support  Provide printed copies of the events for students to manipulate. Provide a sentence frame to help students share their thoughts: • <i>One new thing I learned about the past from a time line is _____ because _____.</i>
	• <i>This slide is optional if you do not have much time for this lesson.</i> • Read aloud the summary of the book, pages 24–25, or play the audio recording.	

Think Like a Historian—Part 4



Part 4 Overview

In this part of the lesson, students think like historians as they learn about their peers by studying students' personal time lines. Students revisit the inquiry focus and develop a deeper understanding of ways we can learn about the past.

Part 4 Lesson

Slides	Teacher Notes	Supports
Make Connections slides 35–38	- These notes are for two connected slides. - Review what time lines are and how they tell us about the past. - Have students share important events they might include on a time line about themselves. - Give them time to complete <i>My Personal Time Line</i> (page 21). Encourage them to include some of the events that were shared with the group.	Instructional Scaffold Be mindful that some students may find it difficult to create a personal time line. Consider adjusting the activity so they create a time line of their school year.
	- Allow time for students to observe one another's time lines using a gallery walk. - Have students share with the group what they learned about one another.	Helpful Hint The gallery can be placed on student workspaces or hung on the walls. Ensure that students have enough space to walk and observe each time line.
Share Conclusions slides 39–40	- Display the concept map. Compare it to the web your class made together at the beginning of the lesson. - Add anything from this map that was not brainstormed by your students. This new concept map can stay posted in your room.	
4-2-1 Strategy slide 41	- Follow these steps of the 4-2-1 Strategy instructional routine to have students answer the prompt: - Have students work individually to respond to the prompt. They should each write their best answer. - Next, have them work with partners. Tell each pair to choose their best response to the prompt. - Finally, working in groups of four, have them discuss their responses and choose the best response to the prompt. - Have each group of four share their final response to the prompt.	Helpful Hint Make sure your students are familiar with the 4-2-1 Strategy instructional routine. (This routine should be introduced prior to the lesson using the provided <i>Instructional Routine Slides</i>.)

Assessment

To gauge student progress toward mastery of the learning outcomes, have students complete the *Quick Quiz* and *Document-Based Assessment* (pages 22–23).

Answer Key

Evaluate your students' work based on these answers. Example responses are provided in italics.

Labeling Vocabulary (page 18)

past: old cell phone, stagecoach

present: headphones, new cell phone

Ways to Learn About the Past (page 19)

Students should underline or highlight the following text: *They look for answers in old documents, letters, and news. They study photos and art. They learn about old artifacts, such as tools and clothes.*

My Personal Primary Source (page 20)

Students should draw pictures of a personal primary source and include an explanation of what a historian could learn from it. (*baseball trophy drawing; Historians could learn that I was good at baseball.*)

My Personal Time Line (page 21)

Students should include at least three important events from their lives. Each event should include their age and a short description of the event.

Quick Quiz (page 22)

1. B
2. D
3. A, B
4. A
5. *We can see the order that events happened.*

Document-Based Assessment (page 23)

1. C
2. D
3. *We can learn what people thought in the past.*

Name: _____ Date: _____

Labeling Vocabulary

Directions: Label each image as *past* or *present*. Then, draw a picture that shows something from the future.



Picture from the Future

Name: _____ Date: _____

Ways to Learn About the Past

Directions: Read this text from pages 2–3 of *What Is History?* Underline or highlight parts of the text that support the claim.

Question: How can we learn about the past?

Claim: We can use primary sources to learn about the past.

What Is History?

History is the story of the **past**. It tells us about the people, places, and events that came before us. History is as **recent** as yesterday. And it is as long ago as the beginning of human societies.

Historians study history. They ask questions about the past. They look for answers in old documents, letters, and news. They study photos and art. They learn about old **artifacts**, such as tools and clothes. These things help them know what life was like in the past. History helps us learn how today's world came to be.

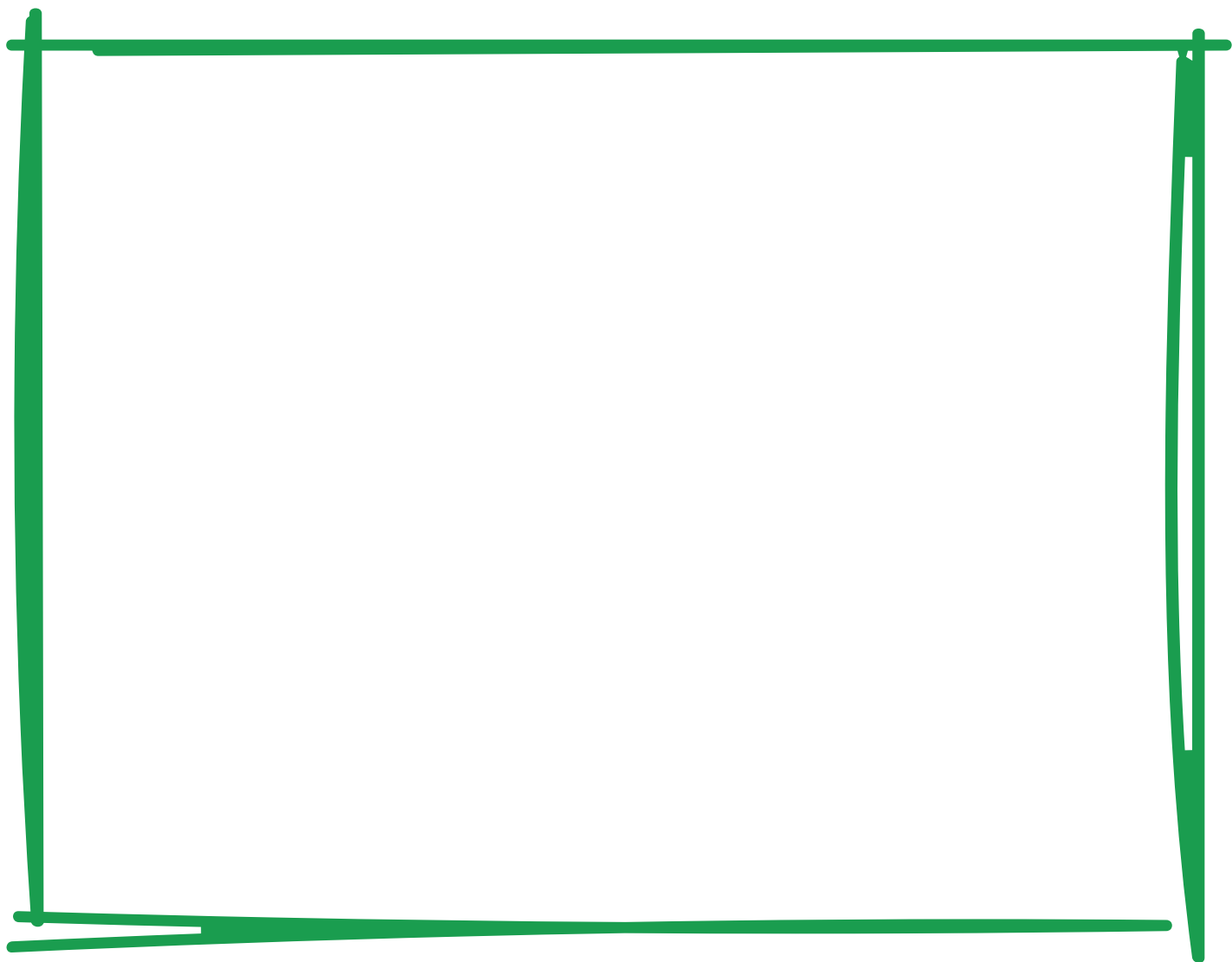
History's Keepers

Not all stories from the past were written down. Many cultures once shared history by telling stories out loud. Some still do. This is called *oral history*.

Name: _____ Date: _____

My Personal Primary Source

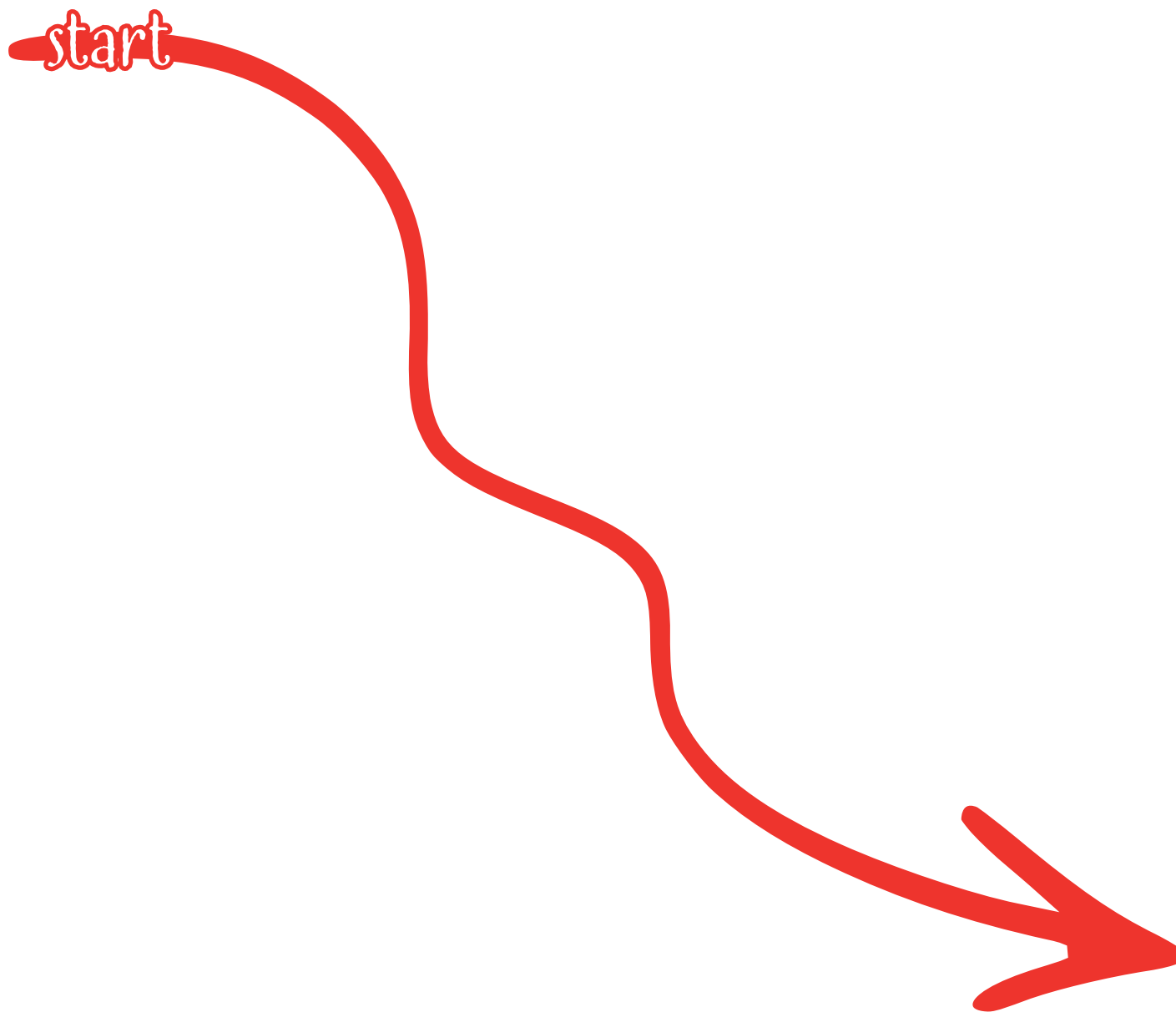
Directions: Think of a primary source in your classroom or at home. Draw a picture of it. Then, explain what future historians can learn from it.



Name: _____ Date: _____

My Personal Time Line

Directions: Add at least three important events from your life to create a time line. Include your age and a short description for each event. Remember to place the events in order.



Name: _____ Date: _____

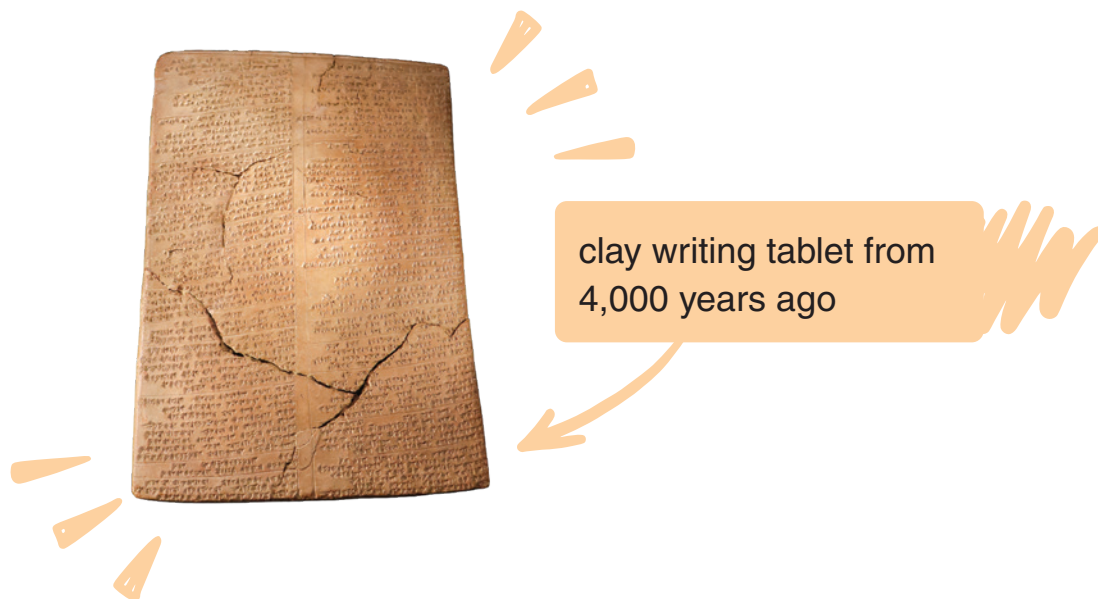
Quick Quiz

Directions: Read each question. Fill in the bubble for the best answer. Then, answer the last question.

- 1 Which event would **NOT** be included on a time line showing the history of trains?
- ☐ A The first steam engine is used.
 - ☐ B Trains carry people and goods.
 - ☐ C The railroad reaches across the United States.
 - ☐ D Trains run by computers are introduced.
- 2 Which **BEST** describes life in the past?
- ☐ A People use cell phones to call their families.
 - ☐ B People travel long distances on airplanes.
 - ☐ C People play video games for fun.
 - ☐ D People use candles to light their homes at night.
- 3 Which **TWO** are examples of primary sources?
- ☐ A a letter
 - ☐ B a diary entry
 - ☐ C a biography
 - ☐ D a textbook
- 4 Choose the **BEST** word to complete the sentence.
The historian studied the _____ to learn about ancient culture.
- ☐ A artifact
 - ☐ B satchel
 - ☐ C present
 - ☐ D advanced
- 5 How can time lines help us learn about the past?

Name: _____ Date: _____

Document-Based Assessment



Directions: Study the image. Then, answer the questions.

- 1 What modern-day item is most similar to the tablet?
 - (A) a phone
 - (B) a bowl
 - (C) a notebook
 - (D) a pen
- 2 Why is the tablet a primary source?
 - (A) It is on display in a museum.
 - (B) It shares ideas from long ago.
 - (C) It has been shown in history books.
 - (D) It was made by people who lived long ago.

- 3 How could this tablet teach us about history?
