

Grade 2 Holidays/Observances/Events

Unit Title: Holidays/Observances/Events

Overview: This unit of study focuses on the recognition of the nuances of one's own and other cultures. Students will engage in the quest to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups of people.

Stage 1: Desired Results

Standards & Indicators:

NJSLS Social Studies:

- **6.1.2.CivicsPI.6:** Explain what government is and its function.
- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.
- **6.1.2.CivicsDP.1:** Explain how national symbols reflect on American values and principles.
- **6.1.2.CivicsDP.2:** Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- **6.1.2.CivicsDP.3:** Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2.Geo.GI.2:** Use technology to understand the culture and physical characteristics of regions.
- **6.1.2.HistoryCC.3:** Make inferences about how past events, individuals, and innovations affect our current lives.
- **6.1.2.HistoryCC.1:** Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- **6.1.2.HistoryCC.2:** Use a timeline of important events to make inferences about the "big picture" of history.
- **6.1.2.HistoryUP.2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- **6.1.2.HistoryUP.3:** Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- **6.1.2.HistoryUP.1:** Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
- **6.1.2.HistorySE.1:** Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
- **6.1.2.HistorySE.3:** Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

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NJSLS ELA Reading:

- **RI.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure
- **RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- **RI.2.5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Integration of Knowledge and Ideas
- **RI.2.7.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **RI.2.8.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- **RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic. Range of Reading and Level of Text Complexity
- **RI.2.10.** Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

NJSLS ELA Writing

- **W.2.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. Production and Distribution of Writing
- **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- **W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Research to Build and Present Knowledge
- **W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

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NJSLS ELA Speaking and Listening

- **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). B. Build on others' talk in conversations by linking their explicit comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion. New Jersey Student Learning Standards for English Language Arts Page | 9
- **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.2.3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Presentation of Knowledge and Ideas SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **L.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.	There are actions an individual can take to help make this world a better place.
9.1.2.CR.2:	List ways to give back, including making donations, volunteering, and starting a business.	

Central Idea/Enduring Understanding:

Scholars will...

- Labor Day-
 - Understand that Labor Day celebrates the American workers and how their hard work has helped this country to do well and prosper.
 - Discuss the value of balancing an active lifestyle.
- Commodore Barry Day –
 - Understand who Commodore Barry was, how he earned his title and his

Essential/Guiding Question:

When do we celebrate these holidays/observances/events?

Why do we celebrate these holidays/observances/events?

How do these holidays/observances/events help us appreciate different cultures and perspectives?

- **Labor Day** - First Monday in September
- **Commodore Barry Day** - September 13th

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<p>contributions towards the United States Navy.</p> <ul style="list-style-type: none"> ○ Identify advances made in naval ships. <ul style="list-style-type: none"> ● Hispanic Heritage Month <ul style="list-style-type: none"> ○ Celebrate the days that countries in Central and South America declared their independence. ○ Display the location of the countries on a map. ○ Demonstrate the similarities between each country's Independence Day to that of our country. ● Constitution Day – <ul style="list-style-type: none"> ○ Demonstrate an understanding that citizens have a responsibility to follow rules and laws. ● Indigenous Peoples' Day- <ul style="list-style-type: none"> ○ Demonstrate an understanding of Indigenous Peoples' diverse cultures of North America. ○ Reflect on the different perspectives of various groups of people. ○ Demonstrate an understanding that different positions have different responsibilities and that all have to work together to achieve a common goal. ● Veteran's Day – <ul style="list-style-type: none"> ○ Demonstrate an understanding of the branches of the military. ○ Identify the importance of memorials. ○ Recognize the sacrifice our veterans make for our freedoms. ● Thanksgiving - <ul style="list-style-type: none"> ○ Understand the history of Thanksgiving 	<ul style="list-style-type: none"> ● Hispanic Heritage Month-September 15th through October 15th <ul style="list-style-type: none"> ○ an Independence Day-Sept. 16th ○ Mexico ● Constitution Day - September 17th ● Indigenous Peoples' Day - October 12th ● Veteran's Day - November 11th ● Thanksgiving - 4th Thursday in November
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<ul style="list-style-type: none">○ Compare things we are grateful for with things the Native Americans and Colonists were grateful for○ Understand Native American traditions regarding gratitude● Dr. Martin L. King, Jr. Day –<ul style="list-style-type: none">○ Compare Dr. King's childhood to their own.○ Illustrate an accomplishment of Dr. King.○ Discuss the impact of Dr. King's speech.○ Describe the accomplishments of famous African Americans.● Holocaust Remembrance Day-<ul style="list-style-type: none">○ Understand that people from all cultures are unique and important.○ Discuss overcoming challenges in their life.● Black History Month<ul style="list-style-type: none">○ Understand the meaning of Black (African) History Month and why it is recognized.○ Acknowledge the many positive and productive contributions which Black (African) Americans have provided to society and the world as a whole.● Freedom Day –<ul style="list-style-type: none">○ Describe what freedom means to them.○ Explain the importance of wreath laying ceremonies.● Presidents' Day<ul style="list-style-type: none">○ Understand that Presidents' Day celebrates the 1st and the 16th President of the United States.○ Compare and contrast George Washington and Abraham Lincoln.	<ul style="list-style-type: none">● Dr. Martin L. King, Jr. Day - Third Monday in January● Holocaust Remembrance Day - January 27th● Black History Month-February● Freedom Day - February 1st● Presidents' Day - 3rd Monday in February
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<ul style="list-style-type: none">● Women's History –<ul style="list-style-type: none">○ Explain the accomplishments of various famous American females.○ Understand the challenges which they overcame.● Celebrate Diversity Month -<ul style="list-style-type: none">● Describe what "Diversity" means. Take time to recognize diversity within the school setting, community and world around us.● Discuss and explore differences in a positive, productive and nurturing environment.● Recognize and celebrate a variety of differences allowing for further understanding and acceptance.● Emancipation Day –<ul style="list-style-type: none">○ Discuss the meaning of slavery and describe ways people gained their freedom.○ Recognize that real people have demonstrated responsible leadership and identify characteristics that have made them good examples.○ Demonstrate an understanding of ways to communicate both verbal and nonverbal.● Arbor Day/Earth Day-<ul style="list-style-type: none">○ Celebrate the importance of trees and their impact on our lives.○ Recognize how citizens can do their part to protect our environment.● Asian American Pacific Islander Heritage Month-<ul style="list-style-type: none">○ Celebrate the importance of the heritage and contributions of people of Asian Decent.	<ul style="list-style-type: none">● Women's History - March● Celebrate Diversity Month - April● Emancipation Day - April 16th● Arbor/Earth Day - Last Friday in April● Asian American Pacific Islander Heritage Month- May
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<ul style="list-style-type: none"> ● Memorial Day – <ul style="list-style-type: none"> ○ Demonstrate an understanding of the sacrifices people have made so that we can have the rights and freedoms we do today. ○ Identify symbols of the United States and describe their importance. ○ Describe what bravery and courage means. ● Flag Day – <ul style="list-style-type: none"> ○ Explain the symbolism of the American Flag. ○ Recognize that song lyrics tell a story. ○ Understand why this day is recognized and celebrated. ○ Compare and contrast the meaning of patriotic songs. ● Juneteenth – <ul style="list-style-type: none"> ○ Explain the basic concepts of diversity, tolerance, responsibility and respect for others. ○ Recognize real people who have demonstrated creativity and innovation by creating new products and services. 	<ul style="list-style-type: none"> ● Memorial Day - Last Monday of May ● Flag Day - June 14th ● Juneteenth - June 19th
<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Labor Day is a day set aside to celebrate workers in the United States of America. Many people have off of work and use the day to take part in various aspects of their culture. ● Commodore John Barry was an important figure in American history. He is known as “The Father of the American Navy”. He was given the important task of putting together our navy as the American colonies were fighting for independence from England and was made a Captain in the Continental Navy. Commodore Barry 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> ● Civil Rights ● Freedom ● Oppression ● Symbols of Freedom ● Famous American Women ● Women’s Suffrage ● Underground Railroad

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remained head of the navy until his death on September 13, 1803. The Commodore Barry Bridge, in honor of Commodore John Barry, opened in 1974 which crosses the Delaware River connecting Pennsylvania and New Jersey.

- **Hispanic Heritage Month** is a month-long celebration of the Hispanic/Latino culture. From September 15 to October 15, many Hispanic/Latino countries celebrate their independence. We take the opportunity to learn about influential Hispanic/Latinos that have made great contributions to the world.
- **Constitution Day** is observed on September 17 to commemorate the signing of the Constitution on September 17, 1787. Delegates to the Constitutional Convention met for the last time to sign the document.
- **Indigenous Peoples' Day** is observed on the second Monday in October (Columbus Day). The Holiday commemorates the struggles and mistreatment of the original inhabitants of North America. Indigenous Peoples' Day offers an opportunity to present a more comprehensive learning perspective of the Settlement of the Americas.
- **Veteran's Day** is a national holiday celebrated on November 11 to honor military veterans for their service. "World War I – known at the time as "The Great War" - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason,

- Cultural Diversity
- Heroes
- Famous African American Inventors
- The Constitution of the United States
- Rules
- Patriotism

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November 11, 1918, is generally regarded as the end of “the war to end all wars.”

- **Thanksgiving** is a national holiday celebrated on the fourth Thursday in November commemorating a feast between Wampanoag Native Americans and Plymouth Colonists. This day provides an opportunity to recognize what we are grateful for, as the Colonists and Native Americans were grateful for the past year’s harvest and survival. We can also take this time to learn more about Native Americans’ culture and how they give thanks.
- **Dr. MLK, Jr. Day** is an American federal holiday honoring the birthday of Dr. King which is celebrated on the third Monday in January. It is a time when the nation pauses to remember the life and work of Dr. King.
- **Holocaust Remembrance Day** is an annual day of commemoration, the UN urges every member state to honor the six million Jewish victims of the Holocaust and millions of other victims of Nazism and to develop educational programs to help prevent future genocides.
- **Black History Month** is designated as February. During this time, individuals are encouraged to learn about the many positive contributions and accomplishments which Black (African) Americans have achieved.
- **Freedom Day** is an observance in the United States that honors the signing of a resolution that proposed the 13th amendment of the nation’s constitution on February 1, 1865. Abraham Lincoln, who was the president at the time, signed the resolution to outlaw slavery. This

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anniversary is annually observed on February 1.

- **Presidents' Day** is a federal holiday where we celebrate the 1st and 16th Presidents of the United States. It is celebrated on the third Monday in February.
- **Women's History month** (March) is celebrated to honor the important contributions and accomplishments of women throughout society.
- **Celebrate Diversity Month** is April. Throughout the month, individuals are encouraged to recognize the unique backgrounds, cultures and traditions of others. This is an effort to gain a better understanding and appreciation for the rich diversity amongst us.
- **Emancipation Day** is a holiday in Washington D.C. to mark the anniversary of the signing of the Compensated Emancipation Act, which president Abraham Lincoln signed on April 16, 1862.
- **Arbor/Earth Day's** purpose is to encourage people to plant trees, and many communities traditionally take the opportunity to organize tree-planting and litter-collecting events on or around the holiday.
- **Asian Pacific Islander Heritage Month** is celebrated during the month of May. We celebrate the culture and heritage of the people from Asian and Pacific region of the world.
- **Memorial Day** is observed on the last Monday of May. It commemorates all men and women who have died in military service for the United States.

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<ul style="list-style-type: none"> ● Flag Day is celebrated on June 14 in the United States. It commemorated the adoption of the flag of the United States of America. ● Juneteenth is a celebration commemorating the ending of slavery in the United States. The Emancipation Proclamation became official on January 1, 1863 but it wasn't until June 19, 1865 that the news reached Galveston, Texas that all enslaved were now free. 	
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Interdisciplinary Connections:

The discussions/activities in this unit emphasize character education initiatives, art and cultural celebrations, recognize and celebrate various cultures through month-long acknowledgement, word language awareness, climate and environmental conservation.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Written Products <ul style="list-style-type: none"> ○ Interviews ○ Journal Responses ○ Learning Logs ○ Lists ○ Graphic Organizers ○ Exit Tickets ○ Quizzes ● Artistic Products <ul style="list-style-type: none"> ○ Posters, Charts, ○ Graphs, Diagrams ○ Projects ○ Illustrations with Captions ○ Murals, Dioramas, Collages ○ Photographs ● Multiple-form Products (Writing, Drawing, and Speaking) <ul style="list-style-type: none"> ○ Oral Presentations ○ Debates ○ Role Play ○ Reenactments 	<p><u>Other Evidence:</u></p> <p>Rubrics</p> <ul style="list-style-type: none"> ● Teacher Observation and Anecdotal Notes ● Class and Group Discussion ● Student Participation - Individual and Group ● Cooperation ● Collaboration
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Labor Day

- Read about the history and the various Labor Day traditions that take place in the United States.
- Share their own traditions and experiences celebrating Labor Day

Commodore Barry

- Watch both the video. Engage students with a discussion about who John Barry was and how he earned the honorary title of "Commodore". Discuss how the Navy has changed since his time of command.
- Discuss the contributions Commodore John Barry made to the United States and that he is known as the father of the United States Navy. Show students pictures of ships used during the Revolutionary War. Discuss with students the difficulty of sailing during that time. Using a Venn diagram, have students compare ships of the revolutionary time to those of today.

Hispanic Heritage Month

- Highlight each country that is celebrating their independence during morning announcements on the day in which the country celebrates.
- Recognize Past and present Hispanic/Latino/Latinx people that have shown or provided great contributions to the world.
- Discuss cultural diversity between the Hispanic country

Resources:

Labor Day

- History of Labor Day Site
https://www.ducksters.com/holidays/labor_day.php
- Video about labor day's history
<https://www.brainpop.com/socialstudies/ushistory/laborday/movie>

Username- ptms1 password- hornets

Commodore Barry Day

- Video about Commodore John Barry
<https://www.youtube.com/watch?v=rQUJkfUMJjs>
- Read aloud background on John Barry from this kid friendly website
<https://www.askaboutireland.ie/learning-zone/primary-students/3rd-+-4th-class/3rd-+-4th-class-environment/sea-time-story/famous-irish-mariners/commodore-john-barry/>

Hispanic Heritage Month

- Learn about famous hispanic americans- Cesar Chavez (brainpop username- ptms1, password-hornets)
<https://www.brainpop.com/socialstudies/famoushistoricalfigures/cesarchavez/movie>
- Learn about famous hispanic americans-Pele (brainpop username- ptms1, password-hornets)
<https://www.brainpop.com/socialstudies/famoushistoricalfigures/pele/movie>

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- Discuss the diversity of foods in other cultures. Celebrate Hispanic heritage by making guacamole or some other cultural food.

Constitution Day

- Discuss with students how the Constitution provides everyone with rights, like the right to own personal property. Explain that all citizens have these rights. Compare these rights to classroom rules and those rules help protect students' individual rights.
- Define terms: heritage, landmark, and memorial. Discuss that many memorials are located in Washington, DC. Via the Internet, view an original copy of the **United States Constitution** and discuss the importance of this document

Indigenous Peoples' Day

- Discuss the original inhabitants of North America. Describe the culture and symbols of the Native American people. Demonstrate the variety of cultures within the Indigenous Peoples Community.
- Define the following terms: Indigenous, Native American, Settlement
- Utilize resources to share the way of life of various Native American groups.

Veteran's Day

- Show students a picture of the Memorial Monument in Browns Mills located at the intersection of Trenton Road and Circle Drive. Discuss the importance of the monument. Have students draw a picture of a monument to honor future Veterans.

- Learn about famous hispanic americans- Sonia Sotomayor (brainpop username- ptms1, password-hornets)

<https://www.brainpop.com/socialstudies/famoushistoricalfigures/soniasotomayor/movie>

- Read aloud: The life of Ritchie
<https://www.youtube.com/watch?v=TOLgs1ROapM>

Constitution Day

- The Constitution Schoolhouse Rock
<https://www.youtube.com/watch?v=TOLgs1ROapM>

Indigenous People Day

- PBS video explaining who indigenous people are.

<https://why.pbslearningmedia.org/resource/indigenous-peoples-all-about-the-holidays/indigenous-peoples-all-about-the-holidays/>

- Native of American info by regions
<https://kids.nationalgeographic.com/history/topic/native-americans>

Veteran's Day

- Watch informational video on Veteran's Day & veterans (brainpop username- ptms1, password-hornets)
<https://www.brainpop.com/socialstudies/ushistory/veteransday/movie>

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- Show students pictures of people in Army, Navy, Air Force, Marine, and Coast Guard uniforms. Discuss each of these branches of the military. Have students write a thank you card to a military veteran. Display the cards on a bulletin board.
- Read aloud *Veterans: Heroes in our Neighborhood* by Valerie Pfundstein. Discuss the difference between Veteran's Day and Memorial Day. Create a bulletin board of family members who have served or are still serving.
- History of Veteran's Day

Thanksgiving

- Watch videos about the historical events leading up to Thanksgiving and facts about the first Thanksgiving.
- Listen to a story about how Native of Americans give thanks and share traditions during various holidays.
- Engage in a variety of activities aligned with the We Are Grateful story.

Dr. Martin Luther King, Jr.

- Read aloud *Martin Luther King, Jr., and the March on Washington* by Frances E. Ruffin. Discuss why King's "I Have a Dream" speech is so important. Brainstorm what students dream about that could make the world a better place. Using Microsoft Word, students write a short paragraph explaining this dream.
- View Martin Luther King Jr.'s "I Have a Dream" speech online. Discuss the meaning of the speech and why it had such an impact on United States history.
- Students choose a famous African-American to research. Students use library resources, articles, and Internet sites

- Listen to read aloud 'The Poppy Lady'
https://www.youtube.com/watch?v=1wOC_y3mQnI
- Print and color poppy wreath or picture in honor of veterans
<http://clipart-library.com/clipart/19-kTKnMoETj.htm#>
<http://clipart-library.com/poppy-coloring-pages-for-kids.html>

Thanksgiving

- Watch informational video about "Thanksgiving" (brainpop username- ptms1, password-hornets)
<https://jr.brainpop.com/socialstudies/holidays/thanksgiving/>

Dr. Martin Luther King, Jr.

- *Martin Luther King, Jr., and the March on Washington* by Frances E. Ruffin (or similar book)
- [The Story of Martin Luther King, Jr. by Kid President](#)
- <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>
- <https://www.varsitytutors.com/englishteacher/i-have-a-dream-lesson-plans>
- Martin's Big Words Bookflix (Username: Emmons/PW: bookflix)
<https://bookflix.digital.scholastic.com/pair/detail/bk0003pr/story?authCtx=U.600074537>

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such as Wikipedia to learn about the person. Students write a biographical journal entry pretending to be this famous person, and create a picture depicting the person. Students may also provide a simple timeline of the person's life. Students may opt to work in pairs or small groups. Assemble journal entries into a class book.


Holocaust Remembrance Day

- Share the video about diversity and lead a discussion about different cultures.
- Have students write about their culture and things that make them special.

Black History Month

- As an introduction to this month's celebration, students should have a short lesson on slavery and how it evolved in America. Vocabulary words such as: abolitionist, bondage, underground railroad, freedom, Juneteenth, Emancipation Proclamation, escape, and property. (Note: be mindful of students' ages and maturity level. Graphic explanations or pictures are not necessary at this grade level).
- Discuss the scientist, Garrett Morgan. Explain to students the importance of the Traffic Light. Show the video which explains many of his inventions.
- Students are to write a short opinion piece, on why they believe his invention of the traffic light was important.
- Read (or view) the story "George Washington Carver". Discuss his background, and how he persevered. Present the video which discusses his contributions.
- Create a class venn diagram with both Garrett Morgan and George Washington Carver.
- Read the story "Hidden Figures". Discuss with class the importance of these 4

Holocaust Remembrance Day

- Discuss accepting differences and cultures
 **Cultures of the World | A fun overview ...**
- <https://www.liveworksheets.com/re1328761pe>

Black History Month

- [\(13\) This Inventor Risked His Life on His Own Invention.Garrett Morgan Deeper Than Read\(Episode 1\) - YouTube](#)
- [\(13\) The Story of George Washington Carver - YouTube\(13\)](#)
- [George Washington Carver Read Aloud - YouTube](#)
- "Hidden Figures", by Margot Lee Shetterly
- [\(13\) Hidden Figures | Storytime Read Aloud !\[\]\(2cbb40928a34ecf5ce700a63c52aa374_img.jpg\) - YouTube](#)
- "A Computer Called Katherine" by Suzanne Slade
- [\(13\) Black Women in Science: A Black History Book for Kids, by Dr. Kimberly Brown Pllum, Book Minute - YouTube](#)

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women as they relate to NASA (National Aeronautic Space Administration)

- After researching an African American who contributed to society, have students create a short “Little Black History Fact” to be read during the morning announcements.

Freedom Day

- Discuss the importance of the 13th Amendment. Explain that the 13th Amendment ended slavery in the United States.

Presidents’ Day

- Read/watch biographies about George Washington and Abraham Lincoln.
- Compare and contrast George Washington and Abraham Lincoln.
- Discuss the job of the President, Why we have one and the role the President has in our country.

Women’s History

- Read aloud *If You Lived When Women Won Their Rights* by Anne Kamma. Discuss Susan B. Anthony’s role in winning the right to vote.
- Read aloud “Ida B. Wells: Let the Truth Be Told” or present the video. This should coincide with the reading of “Marching with

Freedom Day

- [Holidays for Kids: National Freedom Day](#)

Presidents’ Day

- Video about Abraham Lincoln (brainpop username-ptms1, password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>
- Video about George Washington (brainpop username-ptms1, password- hornets)
<https://jr.brainpop.com/socialstudies/biographies/georgewashington/>
- George Washington & Abraham Lincoln Presidents Day Facts for Kids
<https://www.youtube.com/watch?v=x3E5wMBABqU>
- Venn diagram printable to compare the presidents
<https://www.studenthandouts.com/00/200811/venn2.pdf>

Women’s History

- Read aloud on Ida B. Wells
[Ida B. Wells: Let the Truth Be Told \(Literally Cultured Read Aloud\) - YouTube](#)
- “Back of the Bus” by Aaron Reynolds
[\(2\) Back of the Bus \(Rosa Parks Story\) Read Aloud w/ Words on Screen - YouTube](#)

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Aunt Susan" (ReadyGen.) Engage students in a discussion about these two individuals. Address similarities and differences between them. Assist students with creating a Venn Diagram or T-Chart of the two women.

- Read aloud "Back of the Bus" (or view video). Discuss Rosa Parks' role in helping to change segregation laws. Assist students with making a T-chart showing the similar experiences both Ida B. Wells and Rosa Parks endured.
- Read Aloud "Fly High! The Story of Bessie Coleman" and "Amelia Earhart". Discuss with class the obstacles which these women faced when trying to learn how to fly. Help students make a class list of the ways in which these two women persevered in order to achieve their goals.
- Read aloud *A Picture Book of Eleanor Roosevelt* by David Adler. Discuss the accomplishments of this first lady. Visit a website about the first ladies.
- Provide students with a list of famous American women. Give a brief synopsis of each of these women. Students choose a woman in whom they are interested. Students read books and/or Internet sites about this woman. Students complete a factual book of at least 6 pages about this woman. Each page in the book depicts at least one fact. The book should also include a simple timeline of the woman's life.

Celebrate Diversity Month

- Engage students in a discussion about what "Diversity" is.
- Read "Teach your Dragon About Diversity". After, discuss with students what they learned.
- Invite students to create a picture of themselves. Have them share their picture

- [\(2\) Rosa Parks for Kids | Biography Video - YouTube](#)

- "Rosa" by Nikki Giovanni
[\(2\) Rosa - YouTube](#)

- "Fly High! The Story of Bessie Coleman" by Louise Borden and Mary Kay Kroeger
<https://www.youtube.com/watch?v=xe9De1yW0KI>

- "Amelia Earhart" by Grace Hansen
<https://www.youtube.com/watch?v=7pYH2g14BC8>

- *A Picture Book of Eleanor Roosevelt* by David Adler
<https://www.youtube.com/watch?v=FSTi02UupYc>

- Famous American Women:
https://www.ducksters.com/biography/women_leaders/

Celebrate Diversity Month

- Teach Your Dragon About Diversity by Steve Herman
[\(13\) 🐉 Kids Books Read Aloud - Teach Your Dragon About Diversity by Steve Herman - YouTube](#)
- What Makes Us Unique? Our First Talk About Diversity by Dr.Jillian Roberts-

Grade 2 Holidays/Observances/Events

with the class while describing how they are unique.

- Discuss the importance of being yourself and appreciating differences that others share.
- Provide a designated area in the classroom, where books on this topic may be displayed and read by students.

Emancipation Day

- Explain the meaning of Emancipation Day.
- Read aloud *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud. Discuss the meaning of slavery and explain the escape to freedom was difficult. Discuss how the quilt was a secret means of communication. Have students create a quilt square and assemble into a class quilt.
- Read aloud *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson. Discuss the fight for freedom and how innovative enslaved people ran to freedom.

Arbor Day

- Watch a video about the history of Arbor Day to build background knowledge of the holiday.
- Learners will select a tree to color and decorate. Students will be exposed to a variety of tree species.
- Students will develop an understanding of the term biodiversity and its relation to trees.

Asian Pacific Islander Heritage Month

- Discuss the cultural diversity of the Asian Pacific islands and their importance.
- Discuss the diversity in foods and cuisine that comes from the Asian/ Pacific Islands.

[\(13\) What Makes Us Unique? Our First Talk About Diversity by Dr.Jillian Roberts | Reading Aloud - YouTube](#)

- List of books-
[25 Best Children's Books About Diversity \(thebump.com\)](#)

Emancipation Day

- Factual information-
<https://www.timeanddate.com/holidays/us/emancipation-day-dc#:~:text=Emancipation%20Day%20is%20a%20holiday,annually%20held%20on%20April%2016.>
- *The Patchwork Path: A Quilt Map to Freedom* by Bettye Stroud
<https://www.youtube.com/watch?v=y4r-LEutmLk>
- *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson
<https://www.youtube.com/watch?v=Gsb-VbWIBU>

Arbor Day

-  **PBS LEARNING MEDIA | Arbor Day | PB...**
- <https://www.coloring.ws/trees.htm?PHPSESID=3097cc8a56d976113dc0f6c5a889f6f2>

Asian Pacific Islander Heritage Month

- 31 People to Celebrate During Asian American Pacific Islander (AAPI) Heritage Month
<https://www.furiarubel.com/news-resources/31-people-to-celebrate-during-asian-american-pacific-islander-aapi-heritage-month/>

Grade 2 Holidays/Observances/Events

- Recognize past and present Asian Pacific Islanders that have made great contributions to the world.

Memorial Day

- Discuss the importance of Memorial Day and how Americans show their pride on American holidays. Have students identify various patriotic symbols and their significance.
- Read *Memorial Day* by Jacqueline S. Cotton. Discuss the importance of the day and how it is celebrated.
- Watch Memorial Day- What is it? Why do we honor it?-Kid history to develop background knowledge of Memorial Day.

Flag Day

- Read about Flag Day and how it came to be. Discuss why it is important to honor our flag.
- Students view a presentation which discusses the meaning of Flag Day and **WHY** it is celebrated.
- Read aloud *I Pledge Allegiance* by Bill Martin, Jr. Discuss the meaning of the words to "The Pledge of Allegiance." Discuss why the flag has 13 stripes and 50 stars. Students use construction paper and other art materials to make an American flag. Have students use their flags in a patriotic parade to celebrate Memorial Day or Flag Day.
- Students demonstrate their knowledge and understanding of the American Flag.
- Students learn the words to "The Star-Spangled Banner" and discuss meaning. Students practice singing song.

- How to use chopsticks
<https://www.youtube.com/watch?v=UHOCqIl-458>


Memorial Day

- List of Patriotic Symbols with games-
<http://americanhistory.mrdonn.org/Symbols.html>
- [Memorial Day - What is it? Why do we honor it? - Kid History](#)
- *Memorial Day Surprise* by Theresa Martin Golding
<https://www.youtube.com/watch?v=vJcKj4S7jZ8>

Flag Day

- **Crafts-**
<http://www.enchantedlearning.com/crafts/flagday>
- [What is Flag Day? | Flag Day Facts For Kids - YouTube](#)
- *I Pledge Allegiance* by Bill Martin, Jr.
https://www.youtube.com/watch?v=1o-AokVY_gg
- [IXL | Learn 2nd grade social studies \(D-American Symbols...#2\)](#)
- Song-
<https://www.youtube.com/watch?v=PWMY7Rpk5Bo>

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<p><u>Juneteenth</u></p> <ul style="list-style-type: none"> ● Explain why Juneteenth is celebrated by African-Americans. Watch the video. ● Read <i>Juneteenth for Mazie</i> by Floyd Cooper. Discuss how students feel when they are told they cannot do something. How do they feel when they are told yes? What do they do to celebrate a special occasion? Have students color the Juneteenth Flag. ● Explain to students that Juneteenth is a celebration of freedom. One of those freedoms was the freedom to learn. Slaves were kept from learning to read and write until slavery was abolished. Show students pictures of African-American inventors and their inventions. Discuss their contributions. 	<p><u>Juneteenth</u></p> <ul style="list-style-type: none"> ● https://youtu.be/gWBlikh8A2E ● <i>Juneteenth for Mazie</i> by Floyd Cooper (or similar book) ● https://www.youtube.com/watch?v=8icqK_KUtQY ●  Juneteenth Flag.pdf <p>Social Studies Resources:</p> <ul style="list-style-type: none"> ● The New Jersey Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Learning for Justice <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Readers & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts-Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p>	<ul style="list-style-type: none"> ● Utilize technology ● Provide interest-based learning choices ● Provide student work samples ● Problem-solve collaboratively using background knowledge, talents, and skills 	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Support ● Sleuth ● Foundational Skills ● Guided Writing <p>Realize Online Platform</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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<ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR 24-27</p> <p>Reading or Language Analysis Practice/Apply Using Small Group Discussion Routine Reader's & Writer's Journal</p> <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> ● Guided Reading ● Conference on Independent Reading ● Reading Analysis Extension ● Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> ● Critical thinking questions ● Small group instruction ● General use of varied modalities – kinesthetic, visual, auditory, tactile 	<ul style="list-style-type: none"> ● Games/Videos ● Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> ● Unlock the Text ● Unlock the Writing ● Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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Pacing Guide

Grade 2 Holidays/Observances/Events

Course Name	Resource	Standards
MP 1-4		
Holidays/Observances/Events based on the calendar year.	Differentiated based on Holidays/Observances/Events	Social Studies/ELA as applicable in the above document.