

Required Texts:

1. Week 6-Tennessee's Place in History (Second Grade Studies Weekly)

Text Dependent Questions:

Front Cover- Ask students to predict what they think this lesson is about. Discuss what they see in pictures. Read the title together and discuss the meaning of the word "history."

Pages 2-3- Discuss Tennessee's role in how the 19th Amendment was passed. Look at the timeline and tell what year the 19th Amendment was passed.

Possible Student Outcomes:

Explain to students that they will read about people from Tennessee who helped make changes so that everyone would have the same freedoms, rights, and opportunities.

2. V is for Volunteer: A Tennessee Alphabet (EPIC Books)

Text Dependent Questions:

Looking at the "F page," what do the three white stars represent? Describe those three divisions of Tennessee using the text.

Why is Tennessee called the Volunteer State? Name Tennessee's best known volunteer from the text and why was he considered a volunteer.

What page would you find our state capital listed on?

Possible Student Outcomes:

Students should realize the structure of this alphabetical book as well as knowledge of our state capital, Nashville, beginning with an "N."

3. Elizabeth Leads the Way (on YouTube)

<p><u>Text Dependent Questions:</u></p> <p>After reading the book, why do you think the author continually asked, “Is it because you are a girl?”</p> <p>Based on what you have read so far, why did Elizabeth say the word, “preposterous” to her dad, Judge Cady?”</p>	<p><u>Possible Student Outcomes:</u></p> <p>Students should realize how women had different rights from men during this time.</p> <p>Emphasize the use of context clues and dialogue in figuring out vocabulary words used by the author through characters</p>
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4. Andrew Jackson- Ages 5-7 (EPIC Books)

<p><u>Text Dependent Questions:</u></p> <p><u>Page 6-7-</u> Why is this section of the text called, “A Rough Start?”</p> <p><u>Page 11-</u> After reading the caption on page 11, what important event did Andrew Jackson help to accomplish in 1796?</p>	<p><u>Possible Student Outcomes:</u></p> <p>Students should understand the meaning of rough as well as the importance of headings and main idea.</p>
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Suggested Texts:

1. You Forgot Your Skirt, Amelia Bloomer (YouTube)
2. TN History for Kids- <http://www.tnhistoryforkids.org/> (Andrew Jackson- under People on side of page)
3. TN History for Kids- <http://www.tnhistoryforkids.org/> (Tennessee Magazine- on side of page)
4. Exploring the States: Tennessee (EPIC Books)
5. I Can Do That! Esther Morris Gets Women the Vote by Linda White (YouTube)

Reading Groups: [DRA Support Document](#)

DRA _____	DRA _____	DRA _____	DRA _____
Text:	Text:	Text:	Text:
Target:	Target:	Target:	Target:

Writing: [Writing Expectations](#)

Week 1- Opinion- Why would someone want to visit or live in Tennessee? Give three reasons and examples from the text to support your opinion. Follow the opinion plan on KCSTeachLearn. <http://files.havefunteaching.com/free-worksheets/reading-comprehension/welcome-to-tennessee-fourth-grade-reading-comprehension-worksheet.pdf>

Spelling/Phonics: Words Their Way

Language:

FOCUS: Irregular Plural Nouns

*Mentor text taken from [Andrew Jackson](#) (Epic Books)

Week 1- Jackson thought some leaders did too much to help rich people.

Monday- Read the sentence; discuss what it means; ask questions

Tuesday- Note the focus by circling or highlighting. **Jackson thought some leaders did too much to help rich people.**

Wednesday- Revise the sentence

Thursday- Imitate the sentence by creating their own

Friday- Share sentences from Thursday

Standards:

RL.2.1- Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3- Describe how characters in a story respond to major events and challenges.

RL.2.5- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.2.1- Ask and answer such questions such 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.

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 for information in a text efficiently.

RI.2.6- Identify the main purpose of a text (author's purpose/message).

RI.2.7- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8- Describe how reasons support specific points the author makes in a text.

RF.2.3- Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4- Read with sufficient accuracy and fluency to support comprehension.

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 concluding statement or section.

W.2.5- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8- Recall information from experiences or gather information from provided sources to answer a question.

SL.2.1- Participate in collaborative conversations with partners about grade 2 topics and texts with peers and adults, small and larger groups.

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.

SL.2.4- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.2.1- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (irregular plural nouns).

L.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

L.2.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

2.30- Examine the amendments written to protect all citizens' right to vote.

2.32- Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, George Washington, Benjamin Banneker, Nancy Ward, James Robertson, John Sevier, Sequoyah, David Crockett, Sacagawea, Sam Houston, Abraham Lincoln, Harriet Beecher Stowe, Fredrick Douglass, Harriet Tubman, Sitting Bull, Booker T. Washington, Ida B. Wells, the Wright Brothers Marian Anderson, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr., Neil Armstrong, Roberto Clemente, Wilma Rudolph, Sally Ride, and Bill Gates.

2.40- Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.