RESOURCES OF VIRGINIA

Kaitlyn Ritchie
ED 419 History Methods
2nd Grade unit
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OVERVIEW OF THIS UNIT

- **Lesson one**: Standard 2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings)
- **Lesson two**: Standard 2.1 f) recognizing direct cause and effect relationships We will be taking a look at how our natural, human, and capital resources have an effect on our lives here in Virginia and the United States.
- **Lesson three**: Standard 2.1 g) making connections between past and present.
- **Lesson four**: Standard 2.2 The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.
- **Lesson five**: Standard 2.1 c) using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support an understanding of American history

This unit will go over many items in the museum including Tobacco, the Railroad, items from the past and the present, past articles of clothing.
ASSESSMENTS USED IN LESSON PLANS

● Lesson one: Exit Slip: The student will be assessed by writing down the three resources (human, natural, and capital) and list one example of each (dealing with tobacco) EX: farmer, tractor, barn, tobacco, at the end of the lesson. They will give this card or piece of paper to me at the end of the lesson. These will be checked for accuracy and understanding and given back to the students the next day.

● Lesson two: Exit slip: The student will be given a notecard and be asked to give two examples of both a transportation and communication invention that was in the flowchart. These will be handed in and checked for accuracy and given back the next day.

● Lesson three: For our formative assessments we will be playing a form of verbal vantage and then recreating our timeline again independently to check for understanding. Have the students label a paper 1 through 3. The student will be asked the following open-ended questions and they will write down their answers!

   1. How is (one of the objects we looked at) related to (another object we looked at)?
   2. Give an example of one way our day-to-day life has changed from the past?
   3. What might happen if you weren’t allowed technology for a day?

Have students then fill out another timeline to be turned in at the end of class, which they will do independently.

● Lesson four: Exit Slip: The student will be assessed by writing down three important innovations or developments in transportation.

● Lesson five: Exit Slip: The students will be given a notecard and will be asked to write down at least three of the characteristics of clothing from the past to the clothing which we wear today.
Name: Kaitlyn Ritchie
Subject: History
Grade: 2nd
Date: 04/19/21

SOL(s): 2.8 The student will describe natural resources, human resources, and capital resources.

Objective(s): The second-grade students will identify a natural, human, and capital resource of the tobacco farming industry by visiting the tobacco exhibit at the Danville Museum of Fine Arts and History and doing activities by the end of the lesson: Exit slip.

Materials needed: paper or note card, pencil, Crushed oreos, cup, gummy worms (optional), Chocolate chips, Book: Farming

Technology:
Computer
some way to project onto screen
Google slides link
Tobacco lesson plan
youtube link
https://youtu.be/PNdBU3OEmCU

Warm-Up/Opener/Review/Prior Knowledge:
PRIOR KNOWLEDGE QUESTIONS:
1. Can someone tell me what a natural resource is? It is something that comes from nature (Ask the student for example.. water, soil, wood, coal)
2. Can someone tell me what a human resource is? It is people who work to make goods and provide services. (Ask the student for an example of someone at work.. Teacher, chef, scientist)
3. Can someone tell me what a capital resource is? It is man-made goods used to produce other goods. (Ask the student for example… building, hammer, work truck)

Today we are going to talk about some resources that used to come out of Danville! If you live in the County you most likely see these still… Tobacco farms! Has anyone seen a tobacco leaf before? *If able to, show students pictures of tobacco leaf. Lead into a discussion on what could be at a tobacco farm…who, farm equipment, tobacco.

Presentation/Activities/Guided/Independent Practice:
Do interactive google slide as a class: Tobacco Lesson Plan
Show small clip of this video showing how human resources farm tobacco using capital resource
https://youtu.be/PNdBU3OEmCU

We will then read this short book about farming! Farming book

As our activity, we will take a cup filled with crushed Oreos and gummy worms and we will be “planting” a tobacco seed. The tobacco seed will be a chocolate chip!

OR if your school permits have the students plant an actual tobacco seed to keep in the classroom and watch it grow!
**Closure:** Each student should be able to now tell at least one human, capital, and natural resource which deals with the tobacco industry.

**Assessment: Exit Slip:** The student will be assessed by writing down the three resources (human, natural, and capital) and list one example of each (dealing with tobacco) EX: farmer, tractor, barn, tobacco, at the end of the lesson. They will give this card or piece of paper to me at the end of the lesson. These will be checked for accuracy and understanding and given back to the students the next day.

**Differentiation:** Special education students will work with a partner to think about and list the resources of the tobacco industry.

**Transition:** NONE

**Homework to Assign:** Go home and ask someone in your family if they have ever seen a tobacco field in person. Tell them about the resources it has.
**Name:** Kaitlyn Ritchie  
**Grade:** 2nd  
**Subject:** History  
**Date:** 04/19/21

**SOL(s) 2.1f** The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by recognizing direct cause-and-effect relationships

**Objective(s):** The second-grade student will be able to recognize cause and effect relationships and name two transportation and communication developments by looking at how communication devices have developed over time and affect our daily lives by videos, discussion, and an interactive flow chart: Exit Slip.

**Materials needed:** exit slip, pencil

**Technology:** computer, links to videos, communication:
- [https://youtu.be/0ay2Qy3wBe8](https://youtu.be/0ay2Qy3wBe8)
- [https://youtu.be/7-P2_rGFg18](https://youtu.be/7-P2_rGFg18)

**Transportation:**
- [https://youtu.be/25IaUQ_oUyM](https://youtu.be/25IaUQ_oUyM)

**Google slides interactive flowchart link:**
- [flow chart](https://docs.google.com/presentation/d/1OEeqzHNGgF1Glwb54iXwfLHSmCB5OXOKS3qvKN8BBlg/edit?usp=sharing)

**Warm-Up/Opener/Review/Prior Knowledge:** What are some types of communication devices that are from the past and the present?

How do these affect our daily lives? What would we do without some of the communication methods we have had over the years?

What are some types of ways of transportation?

How do these affect our daily lives? What would we do without some of the transportation methods we have had over the years?

**Presentation/Activities/Guided/Independent Practice:**
First, we will watch two videos about some of the communication developments over the years!
- [https://youtu.be/0ay2Qy3wBe8](https://youtu.be/0ay2Qy3wBe8)
- [https://youtu.be/7-P2_rGFg18](https://youtu.be/7-P2_rGFg18)

Second, we will watch one video about some of the transportation developments over the years!
- [https://youtu.be/25IaUQ_oUyM](https://youtu.be/25IaUQ_oUyM)

After the videos, we will then look at our interactive flow chart! (As a class or individually)

After going over the flow chart we will go back through and discuss how each invention had an impact on people, and how the inventions build upon each other!
- [https://docs.google.com/presentation/d/1OEeqzHNGgF1Glwb54iXwfLHSmCB5OXOKS3qvKN8BBlg/edit?usp=sharing](https://docs.google.com/presentation/d/1OEeqzHNGgF1Glwb54iXwfLHSmCB5OXOKS3qvKN8BBlg/edit?usp=sharing)
| **Closure:** | The second-grade student will be able to recognize at least two inventions from transportation and communication that had an effect on our lives from the flow chart by the end of the class. |
| **Assessment:** | Exit slip: The student will be given a notecard and be asked to give two examples of both a transportation and communication invention that was in the flowchart. These will be handed in and checked for accuracy and given back the next day. |
| **Differentiation:** | The student will be given captions on the video and be able to watch alone or before class if needed. |
| **Transition:** | none |
| **Homework to Assign:** | none |
**SOL(s):** 2.1g) The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by making connections between past and present.

**Objective(s):** The second-grade students will make connections between the past and present by reading a book, discussing, and using hands-on resources and examples like pictures: Verbal Vantage.

**Materials needed:**
- interactive comparing board
- pencils
- paper and notecards

**Technology:**
- Google slides timeline

**Warm-Up/Opener/Review/Prior Knowledge:**
Today our everyday life in the United States is a lot different from everyday life long ago. What things have changed? Have students brainstorm this and give answers. What are some things that have changed that make life easier or things quicker?

What do you think life would be like without technology (computers, cellphones, and the internet)? Have students write a small brainstorm about what life would be like!

**Presentation/Activities/Guided/Independent Practice:**
First, we will read the book, *If You Lived In Colonial Times*, we will discuss this book as a class and some of the ideas of the book we liked and disliked.

Next, we will look at the timeline and review the developments of communication over time. [https://docs.google.com/presentation/d/1XbcAFTas7BDH8rgd9LGEQnC8ql8valb2VzkkGey6Bsl/edit?usp=sharing](https://docs.google.com/presentation/d/1XbcAFTas7BDH8rgd9LGEQnC8ql8valb2VzkkGey6Bsl/edit?usp=sharing)

Each student will draw their own timeline with all four communication developments and a picture of each to take home.

There will be an interactive game center that will have these pictures and objects (if given or if you have) from the past and present laid out for students to independently look at first, then we will compare them as a class. EX: An early house phone VS. an iPhone, Clothes from the past VS. clothes now!
### Closure
The second-grade students will be able to make connections between past and present objects and be able to identify the four communication developments with and without a timeline.

### Assessment
For our formative assessments we will be playing a form of verbal vantage and then recreating our timeline again independently to check for understanding. Have the students label a paper 1 through 3. The student will be asked the following open-ended questions and they will write down their answers!

1. How is (one of the objects we looked at) related to (another object we looked at)?
2. Give an example of one way our day-to-day life has changed from the past?
3. What might happen if you weren’t allowed technology for a day?

Have students then fill out another timeline to be turned in at the end of class, which they will do independently.

### Differentiation
The student will work with the teacher when creating their own timelines.

### Transition: none

### Homework to Assign: none
**Name:** Kaitlyn Ritchie  
**Subject:** History  
**Grade:** 2nd  
**Date:** 04/19/21

<table>
<thead>
<tr>
<th><strong>SOL(s)</strong>: 2.2 The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history, including developments and innovations related to communication and transportation.</th>
</tr>
</thead>
</table>
| **Materials needed**:  
interactive board center  
exit slip  
worksheet  
pencils and colored pencils  
*Rosie Revere Engineer*  
[https://bookroo.com/books/rosie-revere-engineer](https://bookroo.com/books/rosie-revere-engineer) |
| **Objective(s)**: The second-grade student will describe three important developments and innovations in transportation in United States history by looking over vocabulary, reviewing powerpoints, and coming up with their own invention: Exit Slip. |
| **Technology**:  
google slides link  
*warm up!* |

**Warm-Up/Opener/Review/Prior Knowledge**: For our review/warmup we will first take a look at this google slide document!  
*warm up!*  

**Presentation/Activities/Guided/Independent Practice**:  
We will then read this book about inventions!  
[https://bookroo.com/books/rosie-revere-engineer](https://bookroo.com/books/rosie-revere-engineer)  
This will help the students have a better understanding of inventions and innovations and what inventing and innovating is!  
We will have a short discussion after the book about what they liked about the book!  
We will then go to our interactive game center where they will be playing jigsaw! They will be choosing one transportation method to focus and become an expert on- then they will come back together as a group and share!  

**Closure**: The second-grade student will be able to describe important developments and innovations in transportation in United States history by looking over vocabulary, reviewing powerpoints, and coming up with their own invention: Exit Slip.  

**Assessment**: Exit Slip: The student will be assessed by writing down three important innovations or developments in transportation.  

**Differentiation**: The student will work with a partner while creating their invention.
<table>
<thead>
<tr>
<th>Transition: none</th>
<th>Homework to Assign: none</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Name:** Kaitlyn Ritchie  
**Subject:** History  
**Grade:** 2nd  
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### SOL(s)
2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by c) using and creating graphs, diagrams, and pictures to determine the characteristics of people, places, or events to support an understanding of American History.

### Materials needed:
- notecards
- pencils and colored pencils
- worksheet [https://docs.google.com/document/d/118IOujcb8xM0RGjReiV3EYRtZ6crBlgAbwB-7iSCg5g/edit?usp=sharing](https://docs.google.com/document/d/118IOujcb8xM0RGjReiV3EYRtZ6crBlgAbwB-7iSCg5g/edit?usp=sharing)

### Technology:
- none

### Objective(s)
The second-grade student will develop an understanding of the characteristics of people in the 1900s by their characteristics and will compare at least three characteristics to people today using a chart by looking at different articles of clothing and looking at pictures: Exit slip.

### Warm-Up/Opener/Review/Prior Knowledge:
Opener questions:
- Ask the students to describe what kind of clothes we wear today. What are some of their favorite articles of clothing? Their favorite shoe? Do they think that what people wear has changed over the years? How?
- What is an artifact? It is an object or a tool that tells us about people from the past. Today our artifact will be clothing!

### Presentation/Activities/Guided/Independent Practice:
First, the students will be shown all of the articles of clothing from the past! They will be asked to describe these articles of clothing and point out some of the things that are different. Why do they think people dressed like this? They will then take note of what they’re wearing currently. How is the clothing from the past different from what they’re wearing now?
- Discuss what these differences are and work as a class on the board to compare and contrast these differences.
- It can also be asked to have the students brainstorm what they think clothing will look like in the future.

The student will now go into their activity which is dressing up in the articles of clothing of their choice! If they’d like they will be able to try on, touch, and look up close at all of the pieces.

For our activity, the students will be drawing and coloring their Past, Present, and Future clothing chart! [https://docs.google.com/document/d/118IOujcb8xM0RGjReiV3EYRtZ6crBlgAbwB-7iSCg5g/edit?usp=sharing](https://docs.google.com/document/d/118IOujcb8xM0RGjReiV3EYRtZ6crBlgAbwB-7iSCg5g/edit?usp=sharing)

### Closure:
The second-grade student will develop an understanding of the characteristics of people in the 1900s by their characteristics and will compare at least three characteristics to people today.

### Assessment:
Our assessment will be an Exit Slip. The students will be given a notecard and will be asked to write down at least three of the characteristics of clothing from the past to the clothing which we wear today.
**Differentiation:** The student will work with a partner when completing their chart.

<table>
<thead>
<tr>
<th>Transition: none</th>
<th>Homework to Assign: none</th>
</tr>
</thead>
</table>


1. Which of the following is a natural resource?
   A. A tractor
   B. A tree
   C. A shovel
   D. A farmer

2. What is the earliest form of communication?
   A. Cell phone
   B. Telegraph
   C. Typewriter
   D. Written letters

3. What did the cell phone help us to do?
   A. It gave us a way start communicating with one another through mail
   B. It gave us a way to communicate in code
   C. It gave us a wireless form of communication

4. What is a community?
   A. Something new or different
   B. A way of moving people and things from one place to another
   C. A place where people live, work, and play
   D. The number of people living in a community

5. What is an artifact?
   A. It is something new or different
   B. It is an object or a tool that tells us about people from the past
   C. It is a way of sending information to people
   D. It is a place where people live, work, and play

6. What is a human resource?
   A. A tree
   B. A shovel
   C. A tractor
   D. A farmer

7. What is the latest form of communication that we use today?
   A. The telegraph
   B. The letter
   C. The typewriter
   D. The cell phone
8. What did letters help us to do?
   A. It gave us a way start communicating with one another through mail
   B. It gave us a way to communicate in code
   C. It gave us a wireless form of communication

9. What is an innovation?
   A. A way of sending information to people
   B. A way of moving people or things from one place to another
   C. The number of people living in a community
   D. Something new or different

10. Why do we use artifacts?
    A. They help us communicate with each other
    B. They help us understand people from the past
    C. We do not use them

11. What is a capital resource?
    A. A tree
    B. A farmer
    C. A tractor
    D. Tobacco

12. What was the earliest form of transportation besides walking?
    A. The wheel
    B. Animals (Horses)
    C. Locomotives
    D. The steam engine

13. What did trains/locomotives help us do?
    A. Used the pony express to deliver mail
    B. Set the foundation for transportation we see today
    C. Gave us a way to have products and people travel farther than ever before
    D. Helped us travel the ocean and rivers

14. What is a population?
    A. A way of sending information to people
    B. Something new or different
    C. The number of people living in a community
    D. A place where people live, work, and play

15. What is an artifact we used to determine what people dressed like in the past?
    A. Tools
    B. Pottery
    C. Transportation methods
    D. Old articles of clothing
ANSWER KEY:
1. B
2. D
3. C
4. C
5. B
6. D
7. D
8. A
9. D
10. B
11. C
12. B
13. C
14. C
15. D
BOOKS USED

Lesson 1: BOOK ONE: Farming by Gail Gibbons

Lesson 2: BOOK TWO: If You Lived In Colonial Times by Ann McGovern

Lesson 4: BOOK THREE: Rosie Revere Engineer by Andrea Beaty
ACTIVITY CENTERS:

Lesson Three: The board is optional if you’d like to set it up! This can be done on a table top!

Lesson four: The students will be playing jigsaw! They will pick from one of the 6 transportation methods and will come up with a few facts they have learned about it. They will become masters on that transportation method.
You can use these items images and use note cards or even dry erase or laminated paper for them to write their facts on!
Options: Telegraph, Telephone, Radio, Television, cellphone, Internet
At the end of the independent discussion the students will be split into groups to tell about their chosen transportation method.

Lesson five: The students will be looking, touching, and trying on clothes from the past as their activity. This activity can be followed by the worksheet included in the lesson plan. This worksheet asks the students to draw themselves in past, present, and future clothing! Let them know to get creative!!
**MATERIALS LIST:**

<table>
<thead>
<tr>
<th>CONSUMABLES</th>
<th>NON-CONSUMABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON ONE:</strong></td>
<td><strong>LESSON ONE:</strong></td>
</tr>
<tr>
<td>● Paper/notecards</td>
<td>● Pencils</td>
</tr>
<tr>
<td>● Crushed Oreos</td>
<td></td>
</tr>
<tr>
<td>● Small dixie cups</td>
<td><strong>LESSON TWO:</strong></td>
</tr>
<tr>
<td>● Gummy worms (optional)</td>
<td>● Pencils</td>
</tr>
<tr>
<td>● Chocolate chips</td>
<td>● Colored pencils</td>
</tr>
<tr>
<td><strong>LESSON TWO:</strong></td>
<td></td>
</tr>
<tr>
<td>● Notecards</td>
<td><strong>LESSON THREE:</strong></td>
</tr>
<tr>
<td><strong>LESSON THREE:</strong></td>
<td>● Interactive comparing photos on board or desk</td>
</tr>
<tr>
<td>● Paper</td>
<td>● Pencils and colored pencils</td>
</tr>
<tr>
<td><strong>LESSON FOUR:</strong></td>
<td></td>
</tr>
<tr>
<td>● Worksheets</td>
<td><strong>LESSON FOUR:</strong></td>
</tr>
<tr>
<td>● Notecards</td>
<td>● Interactive game center</td>
</tr>
<tr>
<td><strong>LESSON FIVE:</strong></td>
<td>(Has a worksheet to go along with it)</td>
</tr>
<tr>
<td>● Worksheet</td>
<td>● Pencils</td>
</tr>
<tr>
<td></td>
<td>● The book, <em>Rosie Revere Engineer.</em></td>
</tr>
<tr>
<td></td>
<td>● Clothing items to be able to dress up in or show from the past</td>
</tr>
</tbody>
</table>