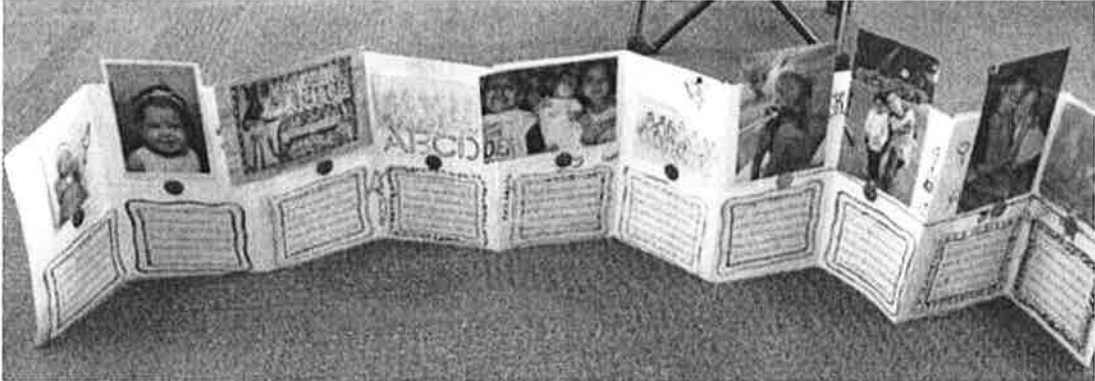


## 2<sup>nd</sup> Grade – My Neighbors are Nebraska – Lesson 4

<p><b>Grade 2</b></p>	<p><b>Theme: My Neighbors are Nebraska (History)</b>  <b>Lesson Title: Omaha Community Members</b>  <b>Literacy Strategies: Note-making, Sourcing, Think Aloud</b></p>
<p><b>Objectives / Learning Targets</b></p>	<p>1. I can identify and describe an important Omaha community member by creating a foldable that includes a paragraph about an important Omahan.</p>
<p><b>Background Information</b></p>	<p>The content of the website <a href="http://invisiblehistory.ops.org">http://invisiblehistory.ops.org</a> might be difficult for your second graders to understand independently. Options for you and your class are to use the website in small groups, have additional adults come to help administer, or pair your class with an older grade and partner each second grader with an older student. Fourth grade will be completing a lesson on Famous Nebraskans as part of their “We are Nebraska” lessons and may be a good grade to partner with.</p>
<p><b>Materials &amp; Resources</b></p>	<p>Timeline foldable for each student like the one pictured</p> 
<p><b>Content Standards/ Indicators</b></p>	<p><b>Social Studies: SS 2.4.1.d, SS 2.4.2.a</b>  <b>ELA: LA 2.1.5.b, LA 2.1.5.c, LA 2.1.6.f, LA 2.1.6.g, LA 2.1.6.i, LA 2.1.6.l, LA 2.1.6.n, LA 2.2.1.c, LA 2.2.1.g, LA 2.3.1.a, LA 2.3.1.b, LA 2.3.1.c, LA 2.3.3.a, LA 2.3.3.d, LA 2.4.1.c</b></p>
<p><b>Procedures &amp; Routines</b></p> <p><b>Gradual Release of Instruction</b></p>	<p><b>Anticipatory Set:</b>  Say to the students, "Today we are going to explore the lives of some very important Omaha community members. These people contributed many different things to our great city. It is going to be your job to dive into one of these people's lives and research them so that you can share what you have learned." If pairing students with an older grade, be sure to include those students in the modeled portion of the lesson. Also be sure to make the expectation clear that the second grade student is to do all the writing and the majority of the work.</p> <p><b>Modeled:</b>  Show the students a blank timeline foldable. Explain that timelines go in a chronological order to show the major events of someone's life. Point to the first box and explain that this is where the students will begin documenting the important events in one Omaha community members life. Model the access of the website <a href="http://invisiblehistory.ops.org">http://invisiblehistory.ops.org</a>. Once in the website, click on the Historical Landmarks tab. The students can then select their person of choice.</p> <p><b>Shared:</b>  Choose one of the individuals from the Historical Landmarks tab. Walk the students through the</p>

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	<p>process of creating a timeline using the information from the website. Ask questions such as, "Where would you start? What seems important about this individual? What should I be sure to include? Is there anything I can leave out?" Give the students a full think aloud on how to decide what is important to include on their timeline.</p> <p><b><u>Guided:</u></b> Have the students repeat the directions back to you before allowing them to begin.</p> <p><b><u>Independent:</u></b> Students work independently or with an older student to complete their timeline.</p> <p><b><u>Optional:</u></b> Invite neighbors or community members to come and speak to your class about the neighborhood. Have the visitor share their own timeline with the class.</p>
<b>Summary</b>	Have the class participate in Stand up-Hand up-Pair up. Play music while students circulate around the room. When the music stops, the students find a partner. Students will read their timelines to their partners. When the music starts again, the students will rotate and find a new partner.