

# Second Grade Social Studies



Unit 5: How Do Communities Change?

Student Name:

## Big Picture Graphic

Overarching Question: <p style="text-align: center;"><b>How Do Communities Change Over Time?</b></p>		
Previous Unit: <p style="text-align: center;">How Do People Work Together in a Community?</p>	This Unit: <p style="text-align: center;"><b>How Do Communities Change?</b></p>	Next Unit: <p style="text-align: center;">How Can a Citizen Affect a Community?</p>
Questions To Focus Assessment and Instruction: <ol style="list-style-type: none"> <li>1. How do historians study the past?</li> <li>2. How can an individual impact history?</li> <li>3. How do communities change over time?</li> </ol>		<u>Types of Thinking</u> Cause and Effect Compare and Contrast Synthesizing

# Questions for Students

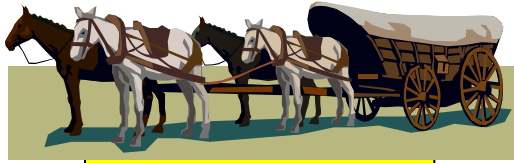
In this unit, we are going to be learning about how communities change over time. Think about the focus questions:

1. How do historians study the past?
2. How can an individual impact history?
3. How do communities change over time?

Use the chart below to write or draw about these questions.

Things I Know	Questions I Have

## Lesson 1 Graphic Organizer



**The study of  
the past**

**HISTORY**

**Historians**

**Books about  
the past**

**People who  
study the past**

**Clues in  
pictures and  
words**



## Big Idea Card

### Big Ideas of Lesson 1, Unit 5

- History is the study of the past.
- Historians are people who study the past.
- Historians look for evidence, or clues, about the past.
- We can learn about history from books that take place in the past.
- Clues about the past can be found in the pictures and words of a book.

## Word Cards

**1**  
**past**



what has happened before

**Example:** In the past people rode in wagons.

**2**  
**present**



what is happening now

**Example:** In the present people ride in car.

**3**  
**history**



what happened in the past

**Example:** When you study history you study about people and events of the past.

**4**  
**historian**



a person who studies the past

**Example:** A historian studies clues from the past.

### Looking for Clues about the Past

<b>Pictures</b>	<b>Words</b>

## Comparing the Past and Present

<p style="text-align: center;"><b>Past</b></p>	<p style="text-align: center;"><b>Present</b></p>
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In the past \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

In the present \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## Lesson Review

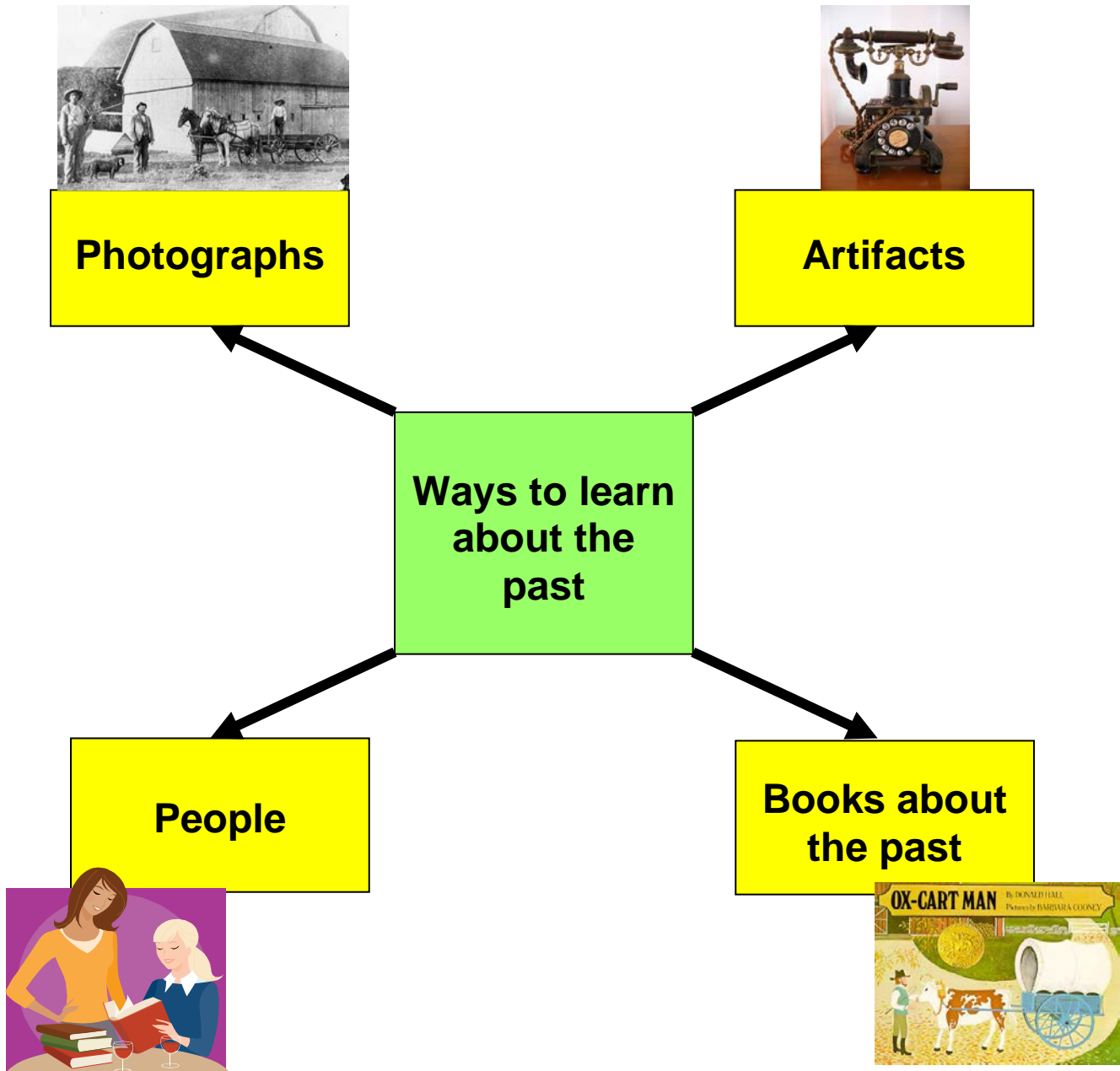
**Directions: Use the words in the boxes to fill in the blanks in the sentences.**

<b>history</b>	<b>past</b>	<b>pictures</b>
<b>books</b>	<b>historians</b>	<b>words</b>

1. \_\_\_\_\_ is the study of the \_\_\_\_\_.
2. \_\_\_\_\_ are people who study the past.
3. We can learn about the past by reading \_\_\_\_\_ about the past. These have clues about the past in their \_\_\_\_\_ and \_\_\_\_\_.



## Lesson 2 Graphic Organizer



## Big Idea Card

### Big Ideas of Lesson 2, Unit 5

- We learn about the past in different ways.
- We can study old photographs and artifacts to learn about the past.
- We can interview people about the past.
- We can read books about the past.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Past – Word Card #1 from Lesson 1
- History – Word Card #3 from Lesson 1
- Historian – Word Card #4 from Lesson 1

### 5 artifact

something from the past  
that is left for us to study



**Example:** Old tools, dishes and telephones  
are examples of artifacts

## Studying a Photograph

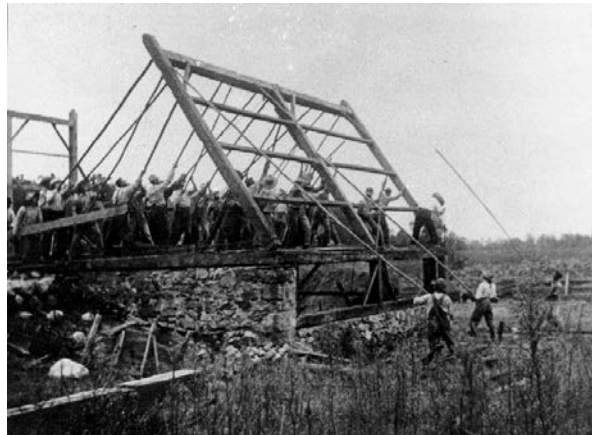


## Studying an Artifact



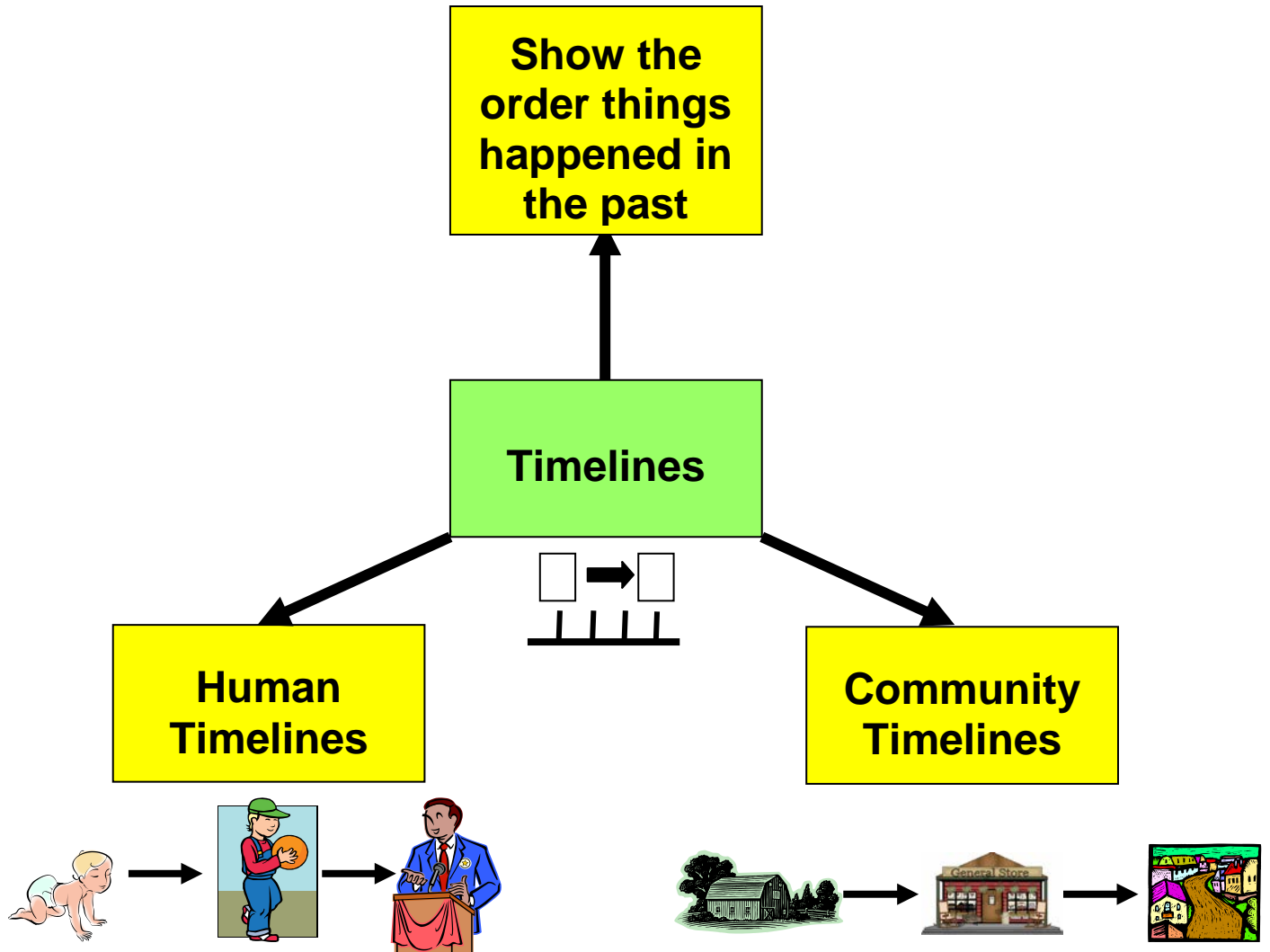
## Lesson Review

1. History is the study of
  - A. old things.
  - B. the past.
  - C. buildings.
  - D. people.
2. Which of the following would be an artifact from the past?
  - A. A song that was sung long ago
  - B. A person who is 80 years old
  - C. An old teddy bear from long ago
  - D. A book about the past



**What do you think is happening in the picture above?**

### Lesson 3 Graphic Organizer



## Big Idea Card

### Big Ideas of Lesson 3, Unit 5

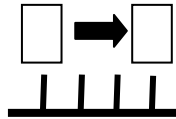
- It is important to understand the order in which things happened in the past.
- A timeline is a diagram that shows the order in which things happened in the past.

## Word Cards

Word Cards from previous lessons needed for this lesson:

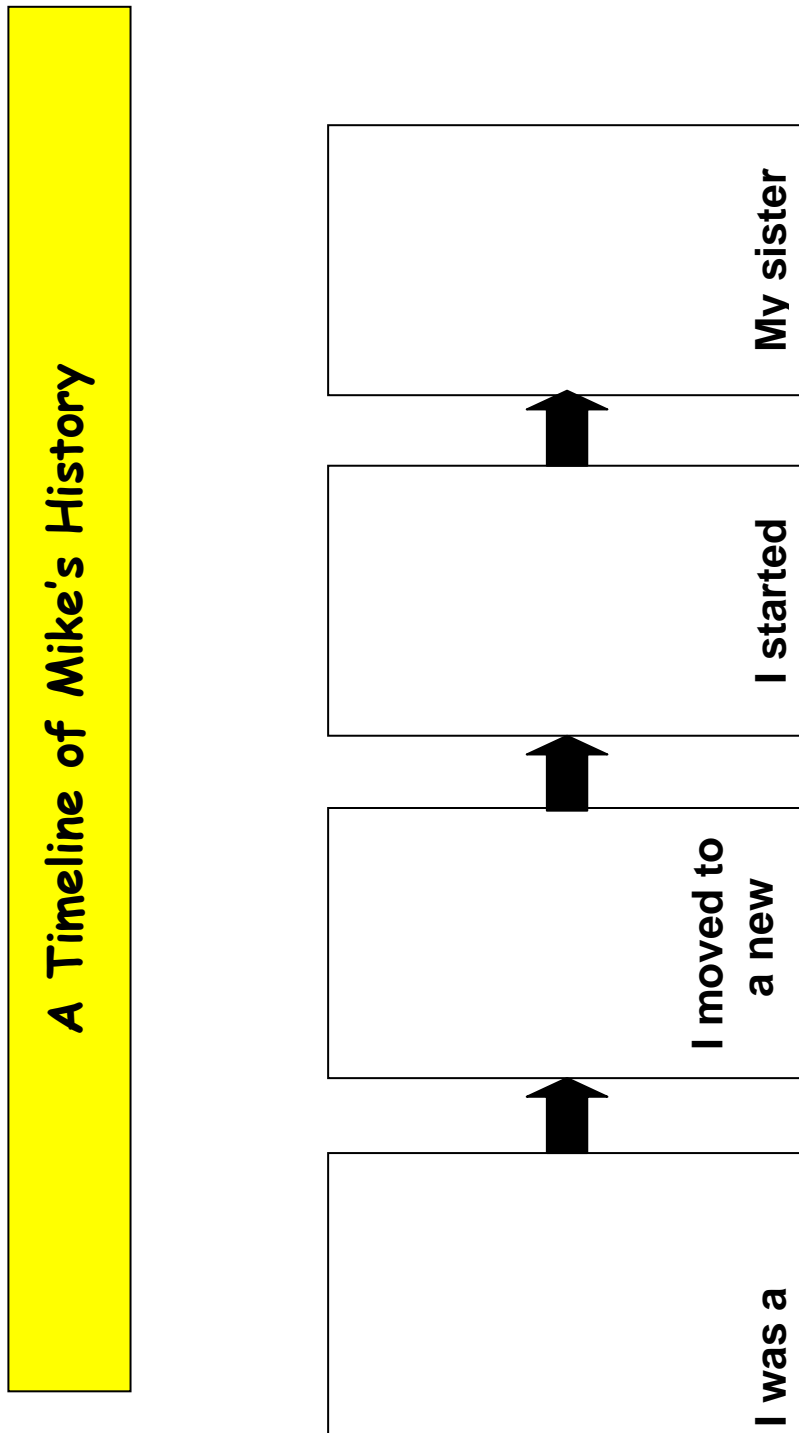
- Past – Word Card #1 from Lesson 1
- History – Word Card #3 from Lesson 1

### 6 timeline



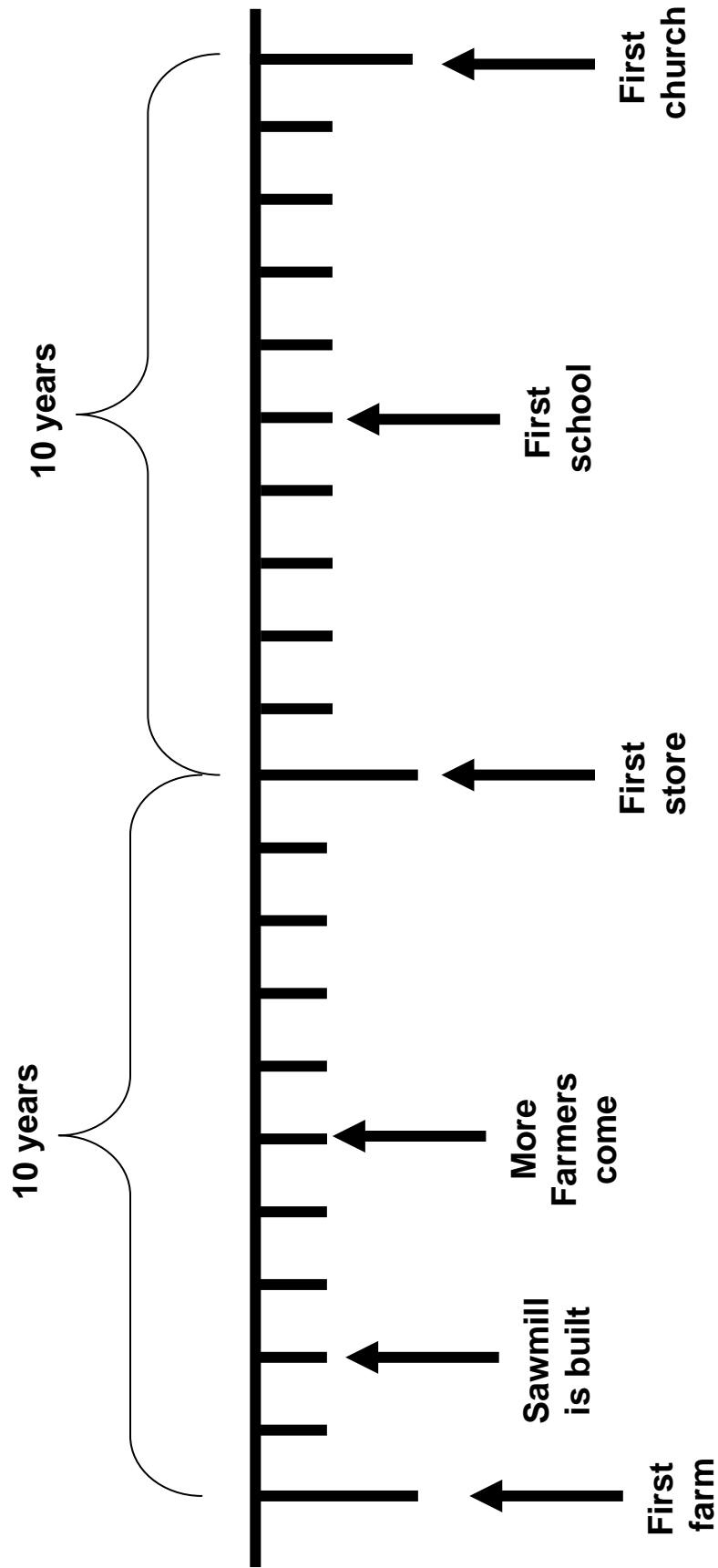
a diagram that shows the order in which things happened in the past

**Example:** You can make a timeline of important events in your life.





**A Timeline of the Early History of a Community**

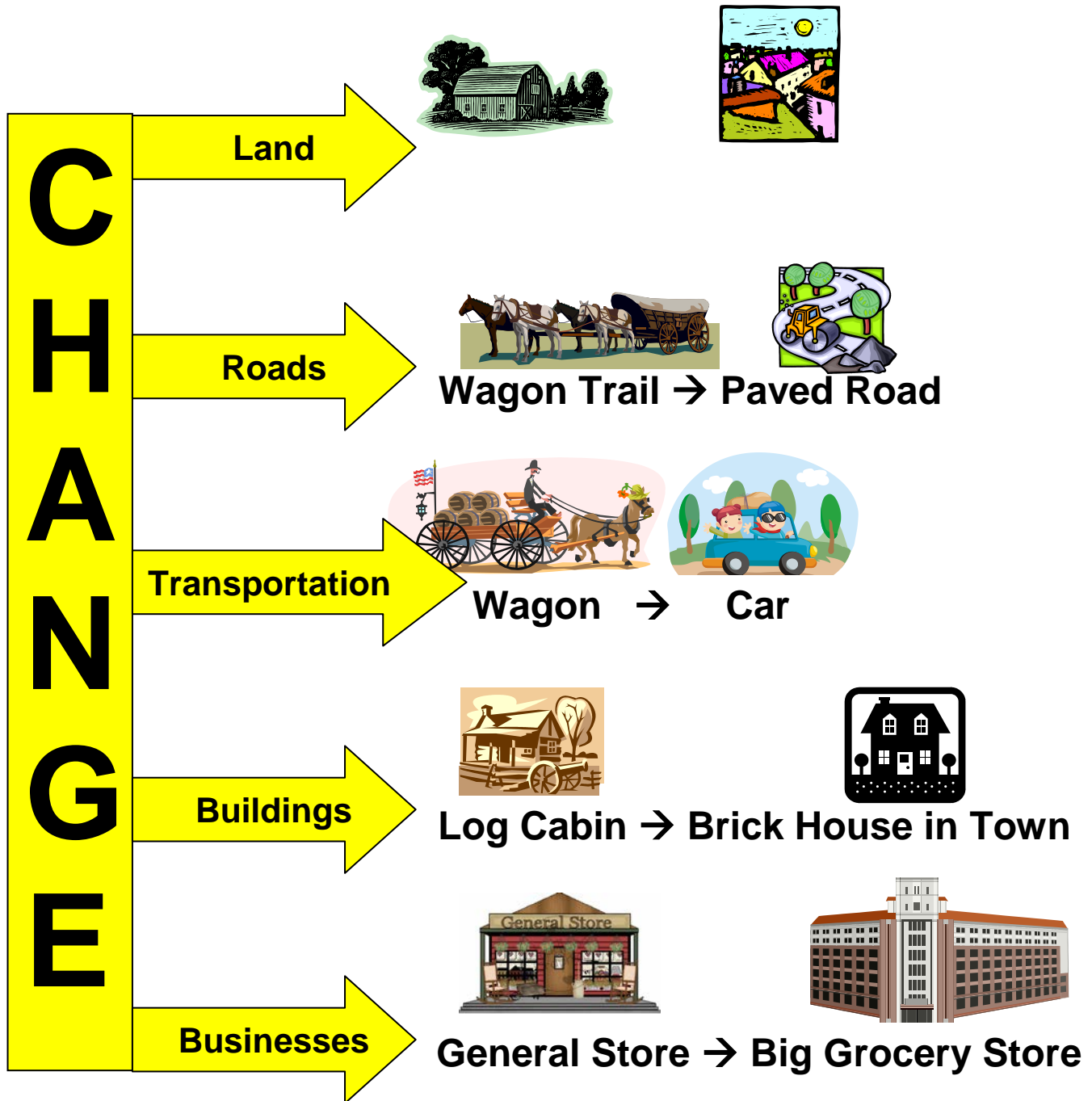


## Lesson Review

**Directions:** Use the timeline of the early history of a community to help you fill in the blanks:

1. The sawmill was built \_\_\_\_\_ years after the first farm.
2. The store was built \_\_\_\_\_ years after the first farm.
3. The school was built \_\_\_\_\_ years after the store.
4. The church was built \_\_\_\_\_ years after the store.
5. How many years of history are shown on the timeline?

### Lesson 4 Graphic Organizer



## Big Idea Card

### Big Ideas of Lesson 4, Unit 5

- Studying the history of a community helps us understand how the community has changed over time.
- The way people use the land in and around a community changes over time.
- The buildings in a community change over time.
- The businesses in a community change over time.
- Transportation in a community changes over time.

## Word Cards

Word Cards from previous lessons needed for this lesson:

- Past – Word Card #1 from Lesson 1
- History – Word Card #3 from Lesson 1
- Artifact – Word Card #5 from Lesson 2

### 7 American Indians

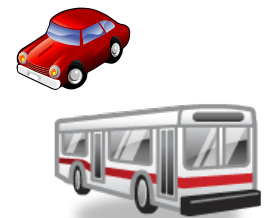
The first people to live in the United States



**Example:** American Indians are also known as Native Americans.

### 8 transportation

different ways to move people and goods from one place to another



**Example:** Cars, trains and buses are part of transportation.

**Changes – Sample Chart**

There was a forest along a stream.

A fire destroyed much of the forest.

Grasslands grew where the forest had been.

American Indians settled along the stream and stayed for a summer.

The American Indians moved on.

Wagon trains passed through the area but did not stay.

A family built a log cabin and small farm along the stream.

A larger house and farm was built.

The old wagon trail became a dirt road.

A row of maple trees was planted along the road.

More farms began in the area.

A town grew up to the edge of the farms.

Someone filled in the stream.

More people moved to the town.

The road was paved with bricks.

The old farm house was torn down.

A new brick house was built.

## An Arrowhead



## An Old China Cup



## Sequence Chart

<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	

## Sequence Strips

**The cup and arrowhead fell into a rabbit's hole.**

**An American Indian boy lost an arrowhead.**

**The cup and arrowhead stayed buried in the ground for a long, long time.**

**A family found the cup and arrowhead when they were digging a garden.**

**A little girl found the arrowhead and put it in a cup.**



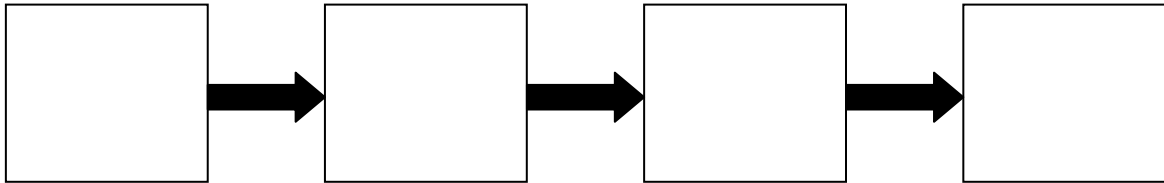
## How Our Community Has Changed

<b>Land</b>	
<b>Buildings</b>	
<b>Businesses</b>	
<b>Transportation</b>	
<b>Other Changes</b>	

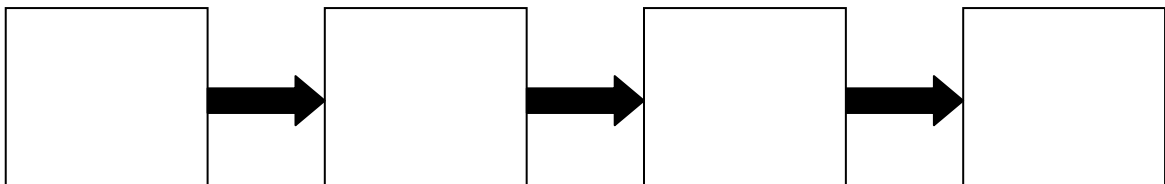
## Lesson Review

**Directions: Cut out the squares at the bottom of the page. Sort them into two groups. Paste them in the right order below:**

### How Maple Street Changed



### How Houses Changed



**Choose one of the following to use in each space above.**

paved  
road

log  
cabin

wagon  
trail

farm  
house

dirt  
road

brick  
house in  
town

American  
Indian  
teepee

brick  
road

## One Way My Community Has Changed

**Past**

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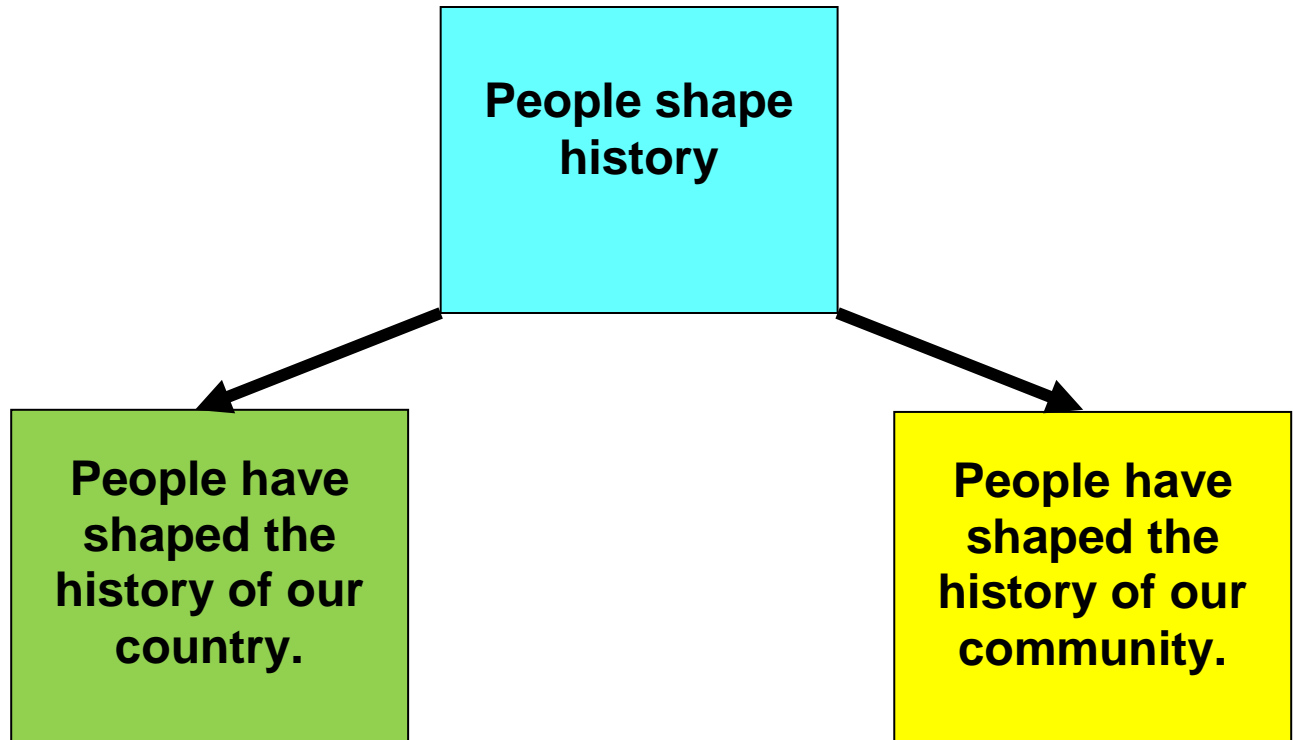
**Present**

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## Lesson 5 Graphic Organizer



## Big Idea Card

### Big Ideas of Lesson 5, Unit 5

- People shape history by the things they do.
- One person can affect history in a very big way.
- People like our presidents helped shape the history of our whole country.
- People have also shaped the history of our own community.

## Word Cards

Word Cards from previous lessons needed for this lesson:

- Past – Word Card #1 from Lesson 1
- History – Word Card #3 from Lesson 1

### 9 President

the leader of our country



**Example:** The Presidents of our country have helped shape the history of our country.

## ***Abe Lincoln's Hat***

<b>Story</b>	<b>What does it tell us about Abraham Lincoln?</b>

**A Person Who Shaped the History of Our Community**

<b>Who?</b>	
<b>What did he/she do?</b>	
<b>What were some of his/her good qualities?</b>	
<b>How did he/she help to shape the history of our community?</b>	

\_\_\_\_\_ helped shape the history of  
\_\_\_\_\_, my community.

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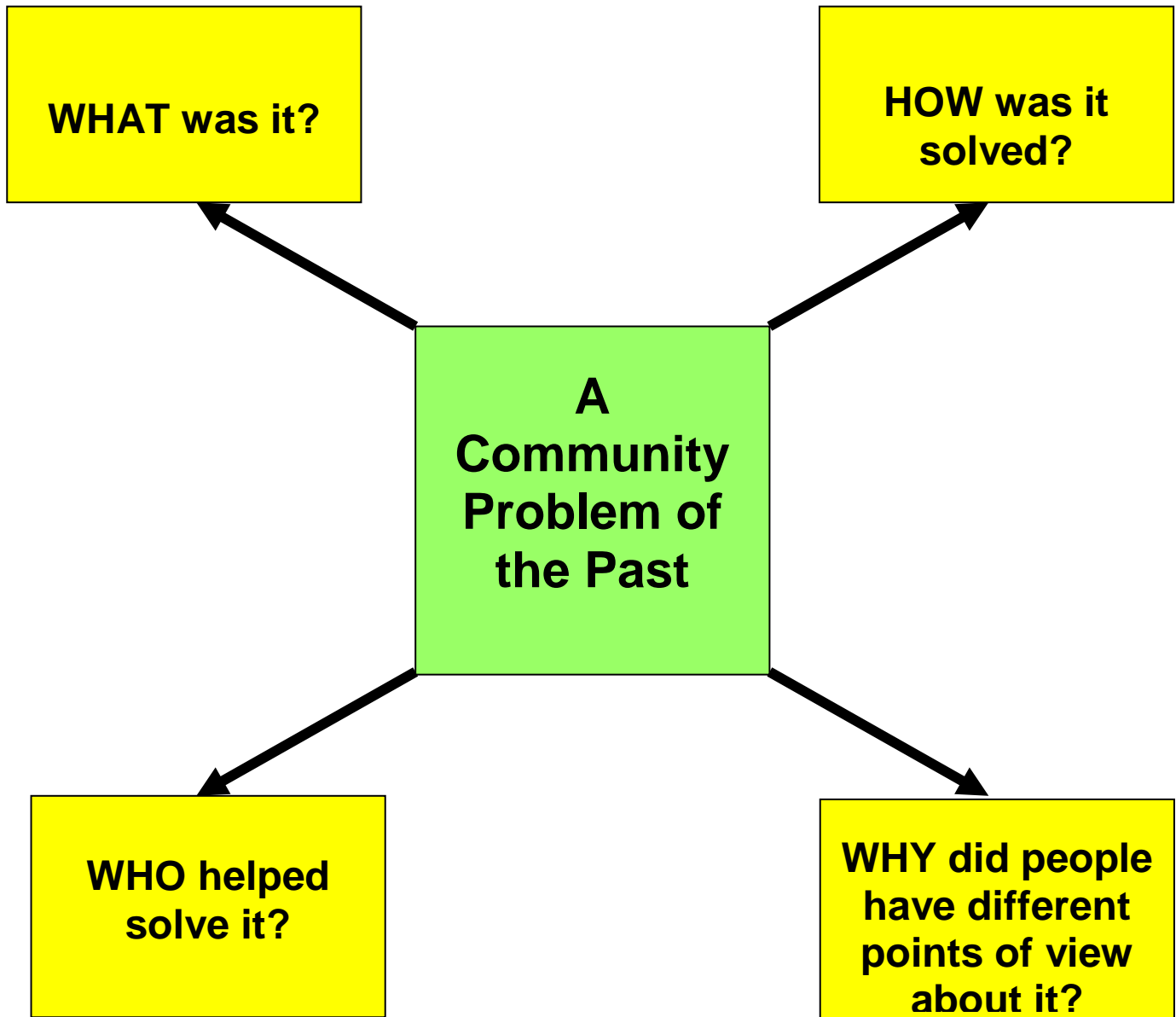
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## Lesson 6 Graphic Organizer



## Big Idea Card

### Big Ideas of Lesson 6, Unit 5

- Most communities have had to solve problems in the past.
- Learning about how communities have solved problems helps us understand the history of a community.
- Because people had different points of view, they may have described the same community problem in different ways.

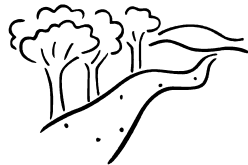
## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Past – Word Card #1 from Lesson 1
- History – Word Card #3 from Lesson 1

### 10 natural resources

things in nature that people find useful



**Example:** Water, soil, and trees are natural resources.

### 11 pollution

when harmful things are put into the air, land or water



**Example:** Water pollution can kill fish in rivers.

**12**  
**negative consequences**

bad things that happen as a result of an action a person or group takes



**Example:** Littering in a community has negative consequences.

**13**  
**positive consequences**

good things that happen as a result of an action a person or group takes



**Example:** Picking up litter in a community has positive consequences.

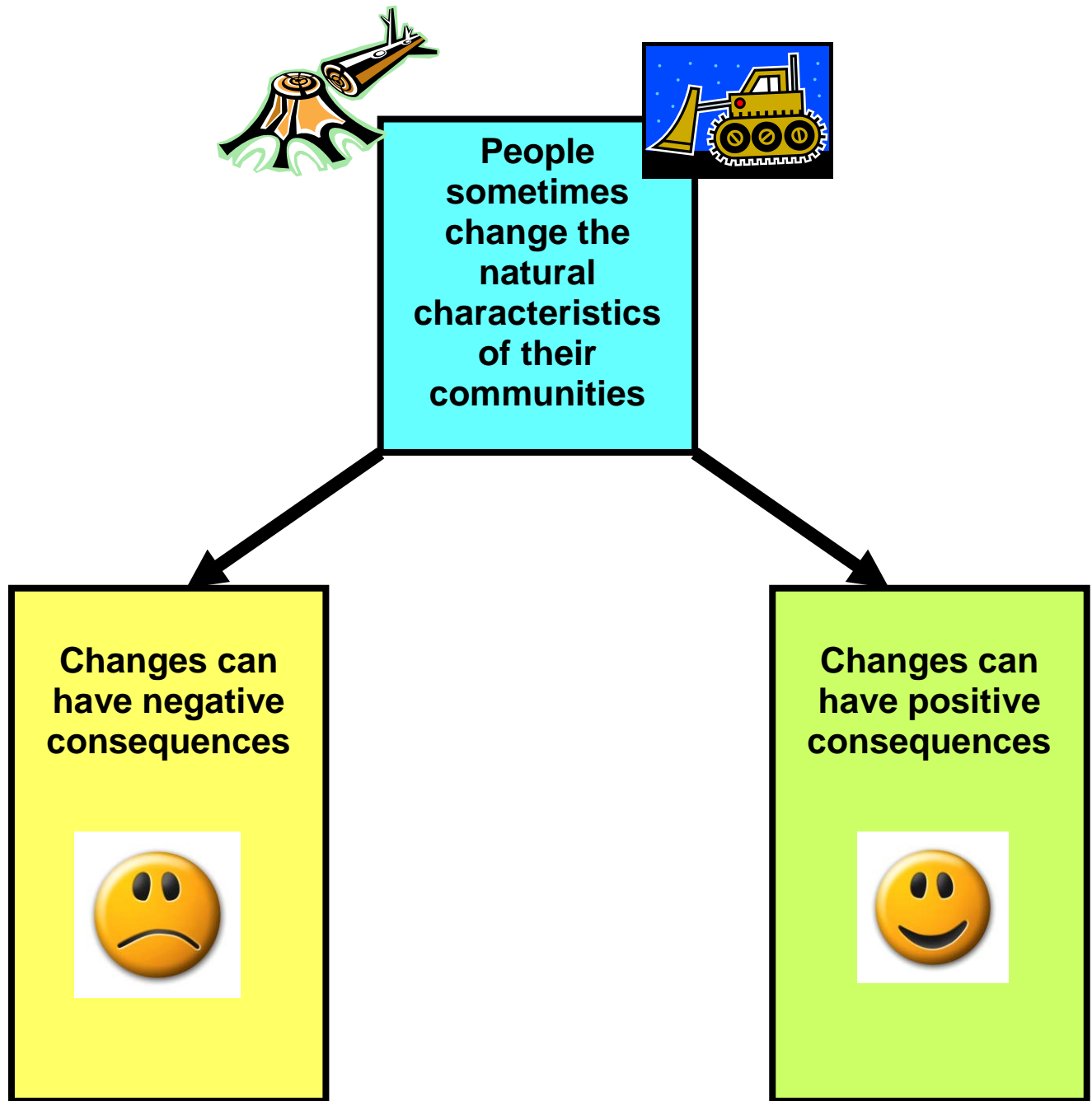
**14**  
**point of view**

the way a person looks at and thinks about something





**Example:** People had different points of view about the pollution of the river

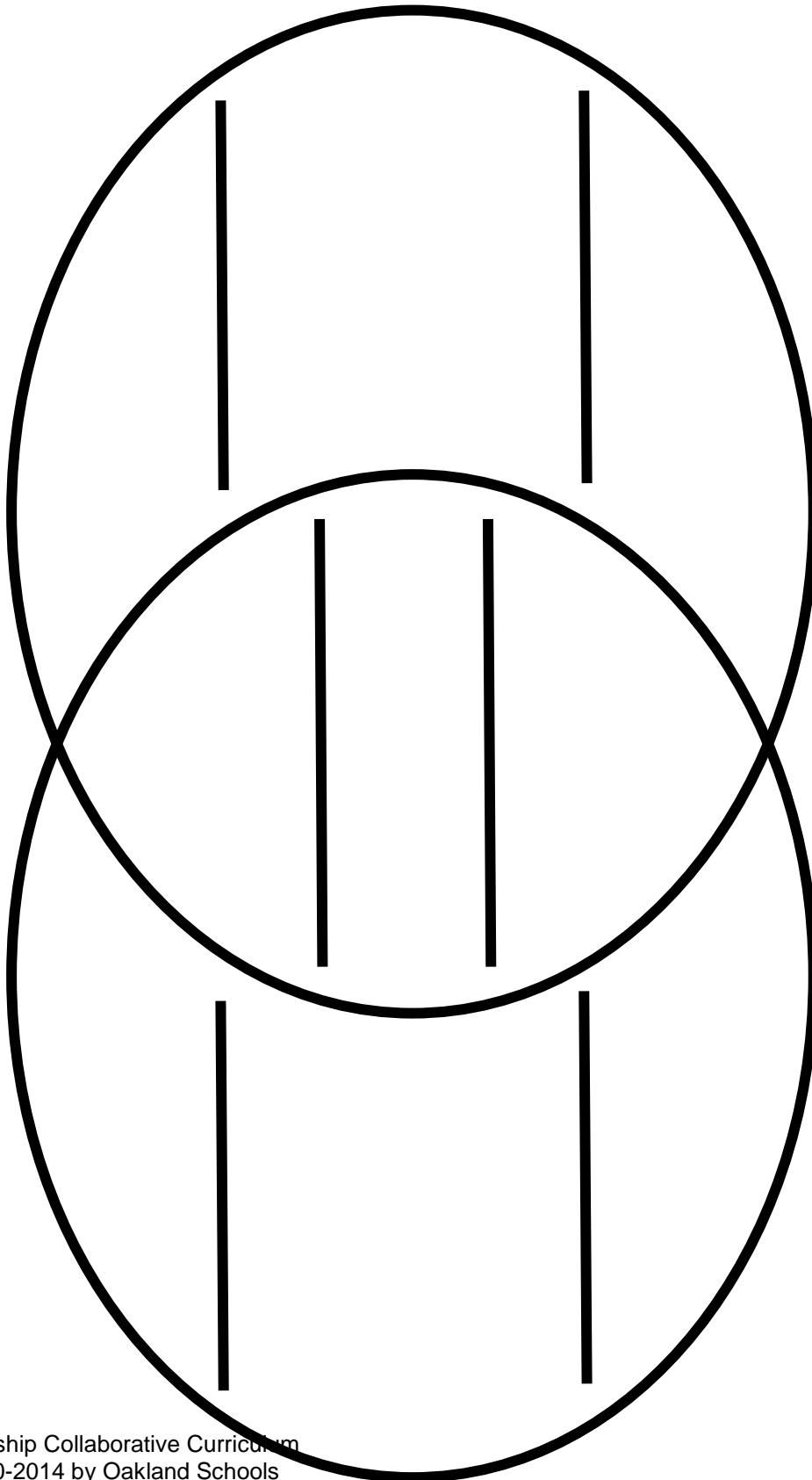
# Connecting Back



## Thinking about Consequences

	 <b>Negative Consequences</b>	 <b>Positive Consequences</b>
<p><b>People built factories along the river</b></p>		

**A Venn Diagram**



**Lesson Review**

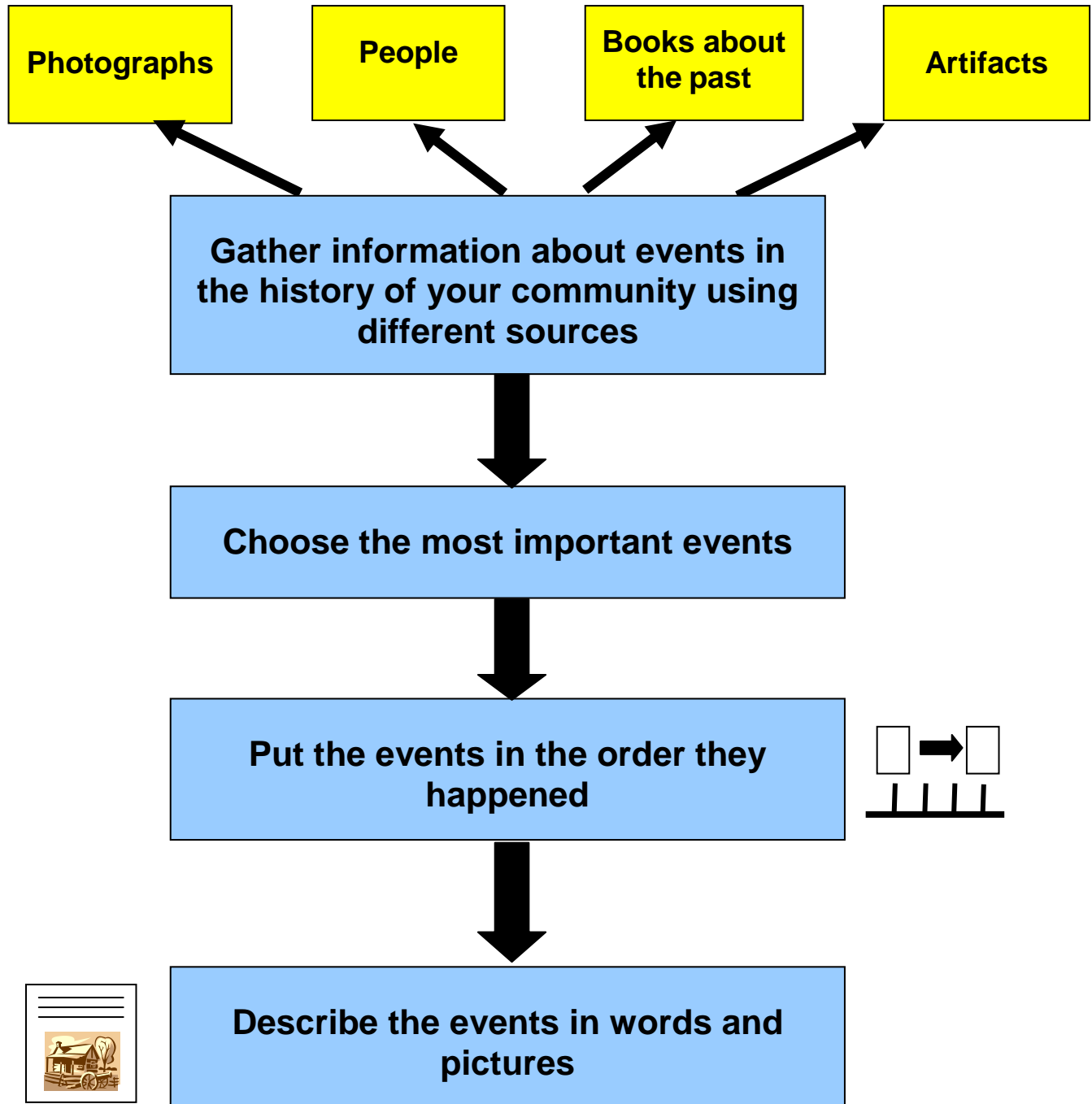
**Directions: Think about the book you used in this lesson and then answer these questions.**

**What was the problem?**

**How was it solved?**

## Lesson 7 Graphic Organizer

### How to Write a History of Your Community





## Big Idea Card

### Big Ideas of Lesson 7, Unit 5

- To learn about the history of your local community you need to study many different sources.
- Different sources to learn about the history of a community include people, artifacts, and photographs.
- To write a history of your local community, you need to identify important events in the history of your community. Then, you need to put the important events in the order they happened.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Past – Word Card #1 from Lesson 1
- History – Word Card #3 from Lesson 1
- Historian – Word Card #4 from Lesson 1
- Artifact – Word Card #5 from Lesson 2
- Timeline – Word Card #6 from Lesson 3

## My Writing Plan

### An Important Event in Our Community's History

<b>What was the event?</b>	
<b>What happened?</b>	
<b>Who was involved?</b>	

## A Picture of the Event

# Unit 5 Graphic Organizer



## Unit 5 Vocabulary Words

<b>American Indian</b> .....	<b>19</b>
<b>artifact</b> .....	<b>9</b>
<b>historian</b> .....	<b>4</b>
<b>history</b> .....	<b>4</b>
<b>natural resources</b> .....	<b>33</b>
<b>negative consequences</b> .....	<b>34</b>
<b>past</b> .....	<b>4</b>
<b>point of view</b> .....	<b>34</b>
<b>pollution</b> .....	<b>33</b>
<b>positive</b> .....	<b>34</b>
<b>present</b> .....	<b>4</b>
<b>President</b> .....	<b>28</b>
<b>timeline</b> .....	<b>14</b>
<b>transportation</b> .....	<b>19</b>

## Unit 5 Key Concepts

artifact

change

chronology

decades

historian

historical evidence

historical narrative

historical perspective

history

past

people

timeline