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Primary Sources— Second Grade

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (3 pages)
- Lesson Plan** (10 pages)
- Photograph Card** (2 pages)
- Primary Source Document** (1 page)

To Create a World ⁱⁿ which
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EXPLORING HISTORY THROUGH
PRIMARY SOURCES

Second Grade

Teacher's Guide

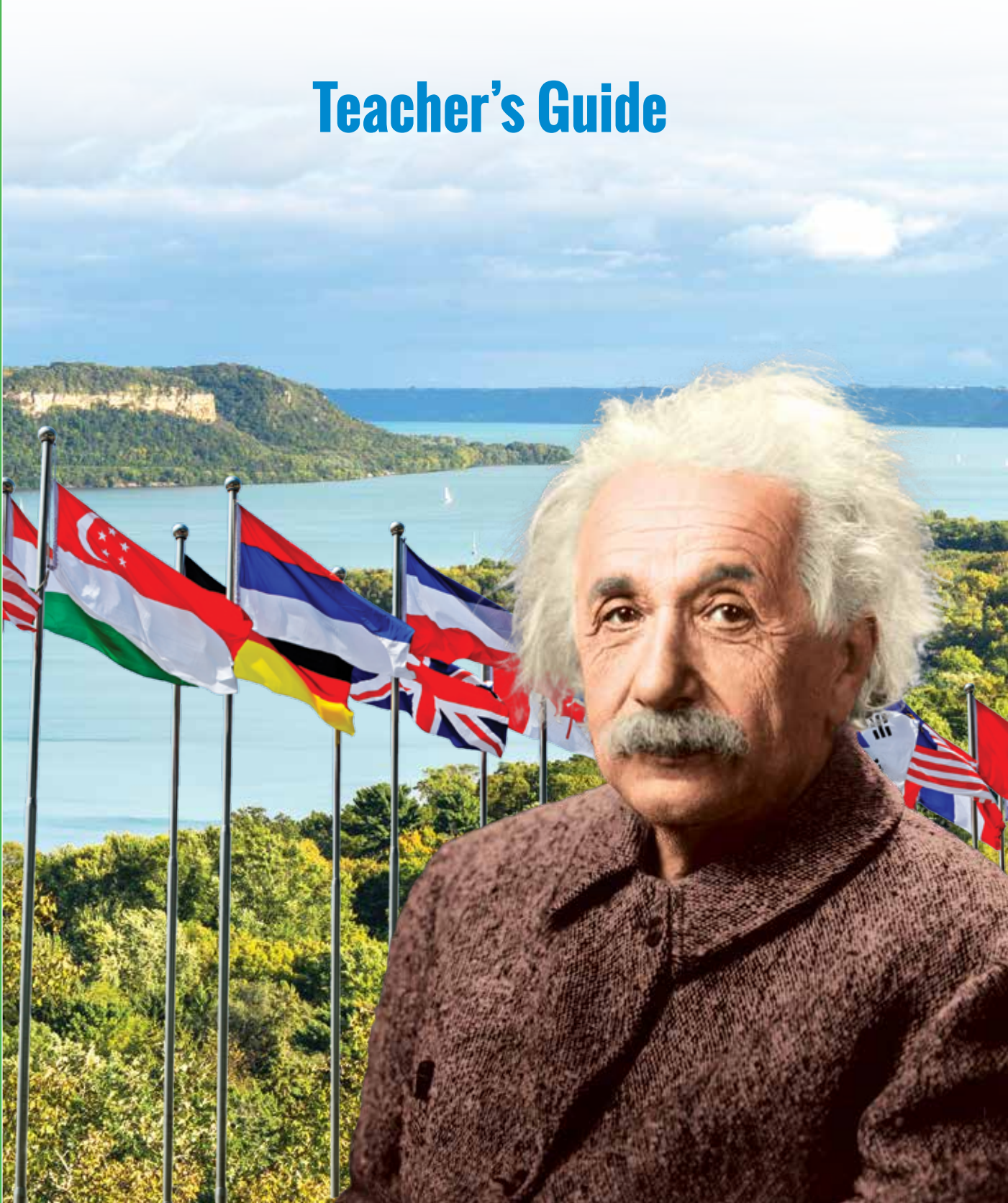


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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the *Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

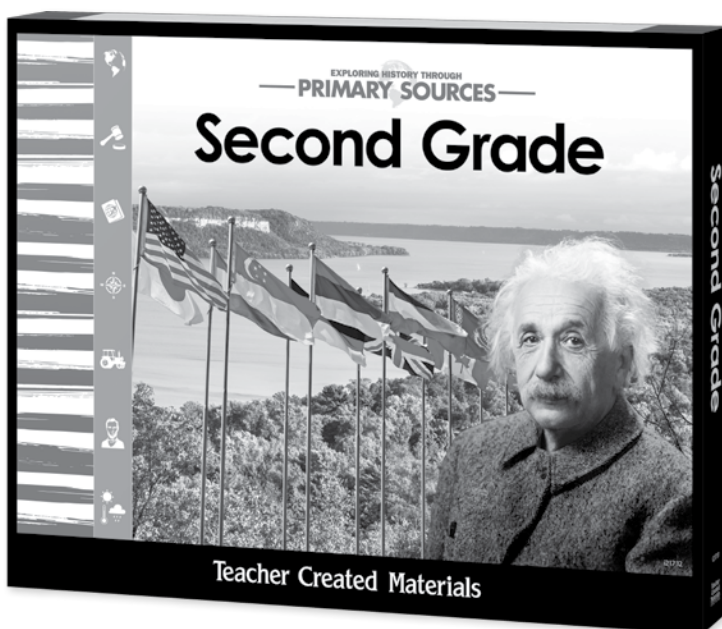
The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

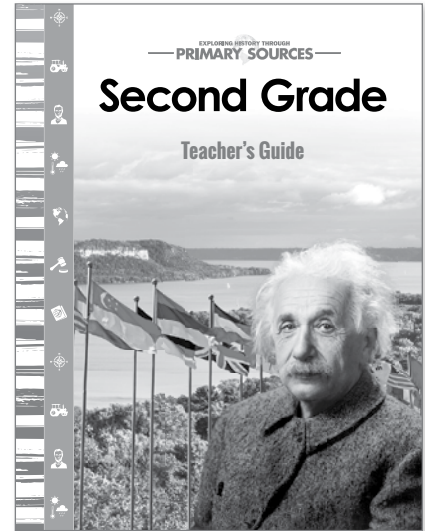


How to Use This Product *(cont.)*

Teacher's Guide

The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary

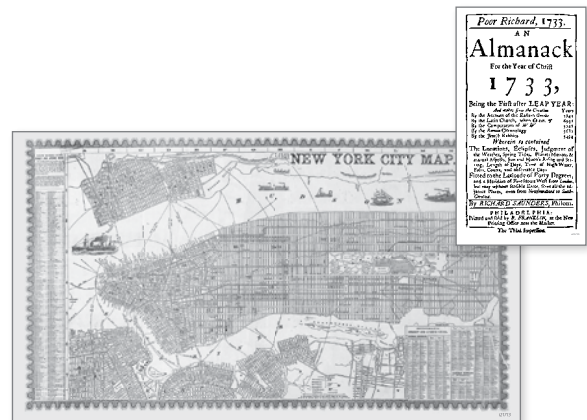


Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes two primary source images with historical background information and a challenge activity.

Primary Source Documents

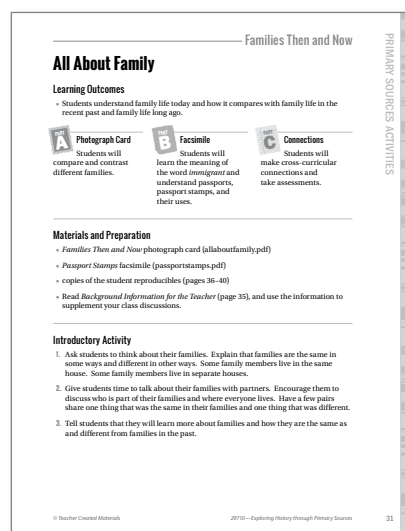
Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



How to Use This Product *(cont.)*

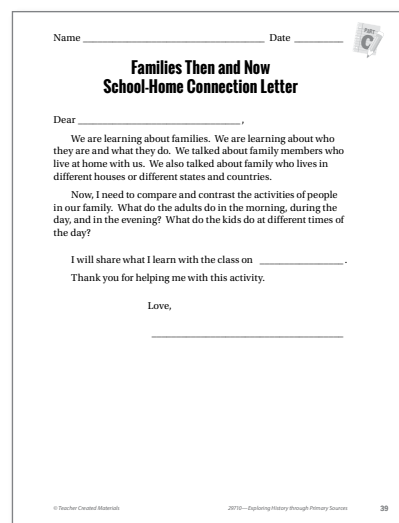
Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.



School-Home Connection Letters

Each lesson includes a School-Home Connection Letter. Each letter provides students' families with a brief summary of the content covered in the lesson as well as a fun activity for families to complete with students. This helps engage students in the content at home and keeps families involved in students' civic education. Have students complete the letters and take them home. Allow ample time for busy families to complete the activity. Then, discuss students' experiences and findings as a class. Be sure to point out how the activities that students completed at home correspond to the activities completed in class.



Digital Resources

The Digital Resources include: digital copies of the photograph cards and primary source facsimiles; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets; and a detailed listing of the original locations of all primary sources in the collection. See page 120 for more information.



Solving Problems Together

Learning Outcomes

- Students will know the major ways groups and nations interact with each other, such as trade, diplomacy, cultural contacts, treaties or agreements, and use of military force.



Photograph Card

Students will learn about the history and purposes behind the United Nations.



Facsimile

Students will learn about the symbols on the United Nations flag and create their own problem-solving emblem.



Connections

Students will make cross-curricular connections and take assessments.

Materials and Preparation

- *United Nations* photograph card ([unitednations.pdf](#))
- *United Nations Flag* facsimile ([unitednationsflag.pdf](#))
- copies of student reproducibles (pages 66–70)
- seven to eight erasers and a bucket
- Read *Background Information for the Teacher* (page 65), and use the information to supplement your class discussions.

Introductory Activity

1. Ask students if they have ever had a disagreement with another person. How was this disagreement resolved? Allow students a few minutes to share with partners.
2. Explain that people solve problems in different ways. This means that countries work together and solve problems in different ways. In some cases, people resort to violence or even war, but most people in the world try to work out their problems in a peaceful way.
3. Place students into groups of five or six. Each group will have an eraser that they need to move to the bucket near the door. Tell students that they must work together to move the eraser to the bucket as a group. They may not touch the eraser with their bodies. Give the groups two minutes to move the eraser.
4. After the problem-solving activity, discuss with students how their groups solved the problem. How did they make decisions? Did leaders emerge in their groups? In what ways did students disagree during the activity? This activity will give students a concrete example of how groups work together in stressful situations.

Solving Problems Together (cont.)

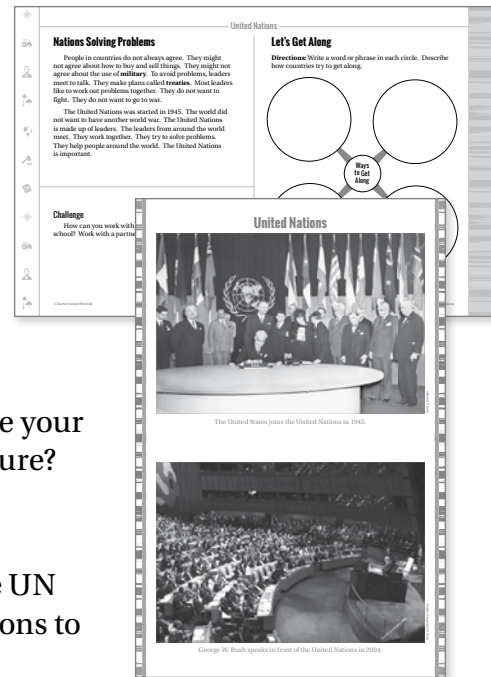
Discussion Questions

Photograph 1: Show students the photograph of the UN charter being signed in 1945. Use the following questions to guide a group discussion:

- What details do you notice about the photograph?
- Who do you think the people are?
- Point out Harry Truman on the left side. How does knowing that the president was there change your thoughts on what might be happening in the picture?
- What do the flags in the background represent?

Photograph 2: Show students the photograph of the UN General Assembly in 2004. Use the following questions to guide a group discussion:

- What do you notice about this photograph from 2004?
- Who might the people in this photograph be, and what are they doing?
- Point out George W. Bush at the front of the room. How does knowing that a United States president was there change your thoughts on what might be happening in the picture?



Using the Photograph Card

1. Give students a brief general history of the United Nations and why it was formed. Explain that leaders of the world work through the United Nations to solve problems. They work on ways to keep everyone safe without the use of nuclear weapons and war. These leaders are working together instead of fighting against each other.
2. Read the information from the back of the photograph card as students look at the photographs on the front of the card. Or, distribute copies of *Nations Solving Problems* (page 66). Students can read independently, read in pairs, or follow along as you read.
3. Re-create the web from the back of the photograph card. Discuss examples of how leaders in the United Nations resolve problems around the world. While completing the web together, discuss the meanings and purposes of *treaties*, *diplomacy*, *trade*, and *military force*. Explain why each is important, and share examples when each has been used.

Solving Problems Together *(cont.)*

Discussion Questions

Show students the *United Nations Flag* facsimile. Use the following questions to guide a group discussion:

- In what ways do countries use symbols on their flags?
- What symbols are included on the United Nations flag?
- What do you think the olive branches and the map represent?



Using the Facsimile

1. Use the United States flag as an example of how flags use symbols. For example, on the U.S. flag, there are 13 stripes for the original 13 colonies. There are 50 stars for the current states.
2. Ask students to share any information they know about other world flags. If no one has anything to share, challenge them to go home and research the flags from their family's ancestral countries and bring back information to share.
3. Distribute copies of *Flag Symbolism* (page 67) to students. Read aloud the text as students follow along. See the UN website for further information (research.un.org/en/maps/flags).
4. Distribute copies of *Creating Your Own Flag* (page 68) to students. Read the directions aloud, and encourage each student to include at least three different symbols on their flags.
5. Once students have created their own flags, have them share the flags in small groups. Give them time to explain their symbolism.

United Nations

Solving Problems Together (cont.)**School-Home Connection**

- Distribute copies of the *United Nations School-Home Connection Letter* (page 69) to students. Explain the assignment to students, and answer questions they might have. Have students write the greeting name(s) and date on the letter. Then, ask them to sign the letter. Follow up by having students share what they learned about problem solving at home.

Name _____ Date _____

United Nations School-Home Connection Letter

Dear _____

We are learning about how groups solve problems. We talked about how world leaders work together. We learned about the United Nations.

Now, I need to talk about a problem in our neighborhood that needs to be solved. How could our neighbors work to solve the problem? Should they talk about the problem together? Should they make plans to solve the problem?

I will share what I learn with the class on _____.

Thank you for helping me with this activity.

Love,

© Teacher Created Materials 2016 Exploring History through Primary Sources 69

Content-Area Connections

- **Science**—Have students work in pairs to relate the concept of working together to the animal world. Which animals are solitary? Which animals work together? Have students select animals and list the ways they help others.
- **Language Arts**—Have students interview family members about their experiences working with others to solve problems.
- **Art**—Have students create eye-catching signs to post around the school, encouraging students to work together. Provide sponges, brushes, paper, and several colors of paint.

Read-Aloud Books

- Cook, Julia. 2012. *Teamwork Isn't My Thing, and I Don't Like to Share*. Boys Town Press.
- Fullerton, Alma. 2013. *Community Soup*. Pajama Press.
- Meiners, Cheri J. 2005. *Talk and Work it Out (Learning to Get Along)*. Free Spirit Publishing.
- Sinek, Simon. 2016. *Together is Better: A Little Book of Inspiration*. Portfolio.

Document-Based Assessment

- Distribute the document-based assessment, *Members of the United Nations* (page 70), to students. Have students demonstrate how they pull details out of a data chart to create a web.

Solving Problems Together *(cont.)*

Conflict is normal. People and groups do not always agree with one another. Wars start because of unresolved conflict, but wars don't have to start if countries work together. At the end of World War II, representatives of 50 countries around the world met in San Francisco. The world wanted peace. This group of world leaders wrote a charter stating the mission and plans for an international group. The charter was officially ratified on October 24, 1945, and the United Nations was born.

The United Nations has many roles in international relations: maintain international peace and security, protect human rights, deliver humanitarian aid, promote sustainable development, and uphold international law. Often, world leaders make agreements on how they will work together. They create treaties, which are official agreements. Each country agrees to follow the rules set out in the treaty with the purpose of keeping peace. The United Nations helps enforce these treaties, makes cultural contacts around the world, uses diplomacy to prevent conflict, and at times instigates military force.

Conflict is not just a problem between countries. Groups of people often disagree and have different ways of handling their problems. When people don't choose to work together, the result can be anger, frustration, and sometimes violence. For this reason, people should continue to try to find nonviolent ways of working out troubles and solving problems.

Teaching students about ways to resolve conflict helps them learn that working together, making issues known, and talking things out can be very effective.

The Photographs

The photograph on the top shows the U.S. Secretary of State, Edward R. Stettinius, as he signs the Charter of the United Nations. Behind him are other U.S. delegates including President Harry S. Truman.

The bottom photograph shows a speech by George W. Bush at the 59th session of the General Assembly of the United Nations in 2004.

The Facsimile

The facsimile shows the flag of the United Nations with the two olive branches representing peace and the map of the world representing the idea of bringing the world together.

Nations Solving Problems



The United States joins the United Nations in 1945.



George W. Bush speaks in front of the United Nations in 2004.

People in countries do not always agree. They might not agree about how to buy and sell things. They might not agree about the use of **military**. To avoid problems, leaders meet to talk. They make plans called **treaties**. Most leaders like to work out problems together. They do not want to fight. They do not want to go to war.

The United Nations was started in 1945. The world did not want to have another world war. The United Nations is made up of leaders. The leaders from around the world meet. They work together. They try to solve problems. They help people around the world. The United Nations is important.

Flag Symbolism



The United Nations has a purpose. The group works for world peace. The members wanted a symbol. They wanted something to stand for their group. This is called an **emblem**. Many groups have symbols. This helps people know more about the group.

In December 1946, the UN approved a symbol. In October 1947, the UN created a flag. Everyone in the world knew who the group was. The flag shares the purpose of the group. The emblem helps explain what the UN wants to do.

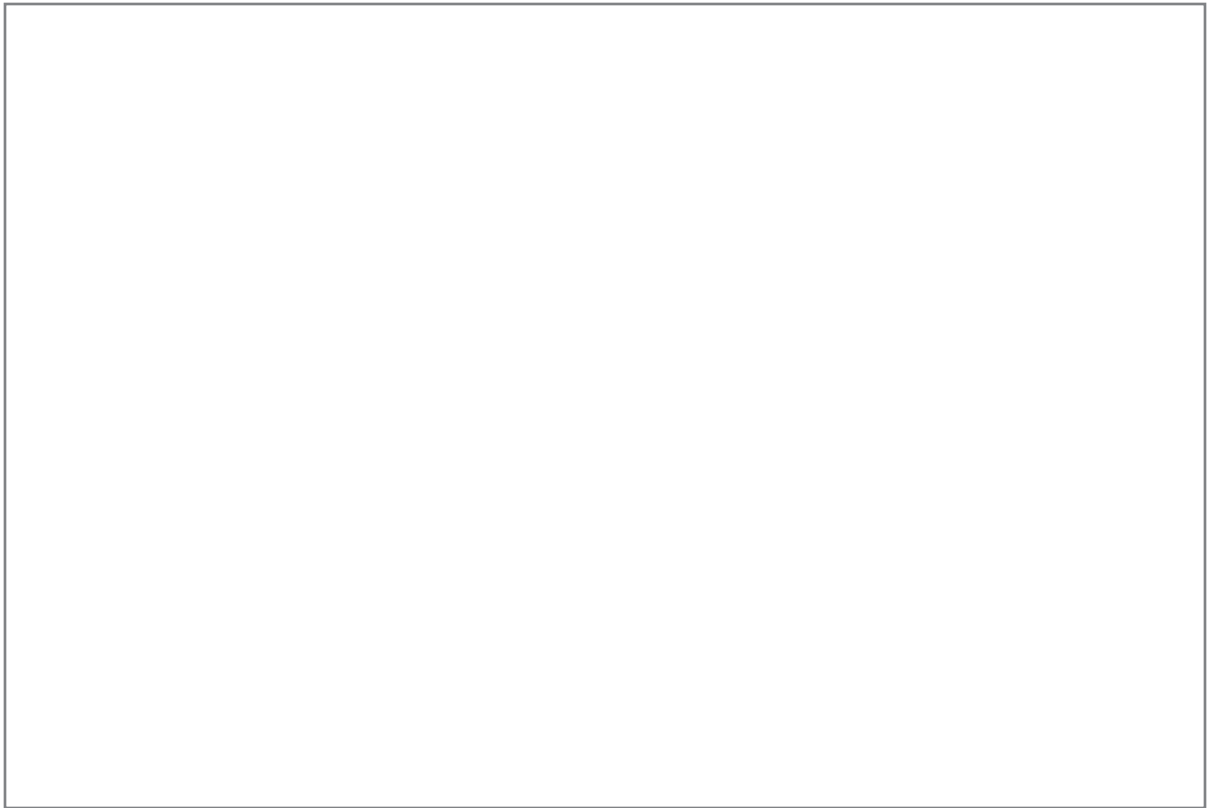
The emblem has two **olive branches**. Olive branches represent peace. They mean that people are trying to get along. The world map shows all the parts of the world where people live. The main purpose of the UN is peace and **security**. The map represents this.



Name _____ Date _____

Creating Your Own Flag

Directions: You've studied the real flag of the United Nations. Now, create your own flag for the UN. What symbols do you think should be on the flag? What color do you want it to be? Write about your flag. Which symbols did you choose? Why? Be ready to share your flag and the meanings of the symbols.



Name _____ Date _____



United Nations School-Home Connection Letter

Dear _____ ,

We are learning about how groups solve problems. We talked about how world leaders work together. We learned about the United Nations.

Now, I need to talk about a problem in our neighborhood that needs to be solved. How could our neighbors work to solve the problem? Should they talk about the problem together? Should they make plans to solve the problem?

I will share what I learn with the class on _____ .

Thank you for helping me with this activity.

Love,

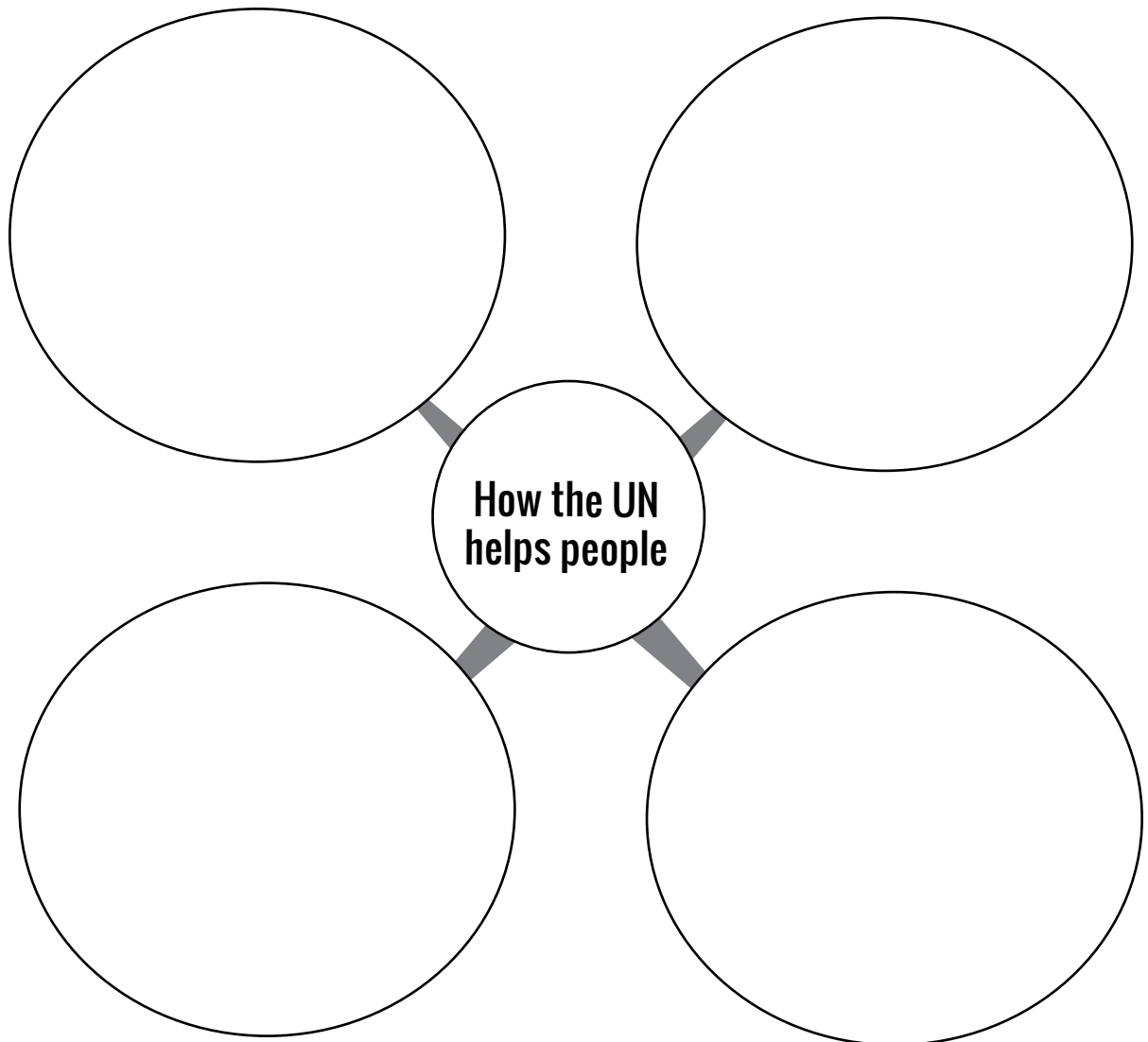


Name _____ Date _____

Members of the United Nations

Directions: This chart lists information about the United Nations. Use this data to create a web with four details about how the United Nations helps people all over the world.

- The United Nations began in 1945.
- It began with 51 countries. Now, there are 193.
- The UN feeds over 80 million people each year.
- The UN helps countries provide children with good schools.
- The UN gives shots to half the world's children.
- The UN keeps wars from starting.
- The UN keeps our air and countries clean.
- The UN helps people vote for leaders.

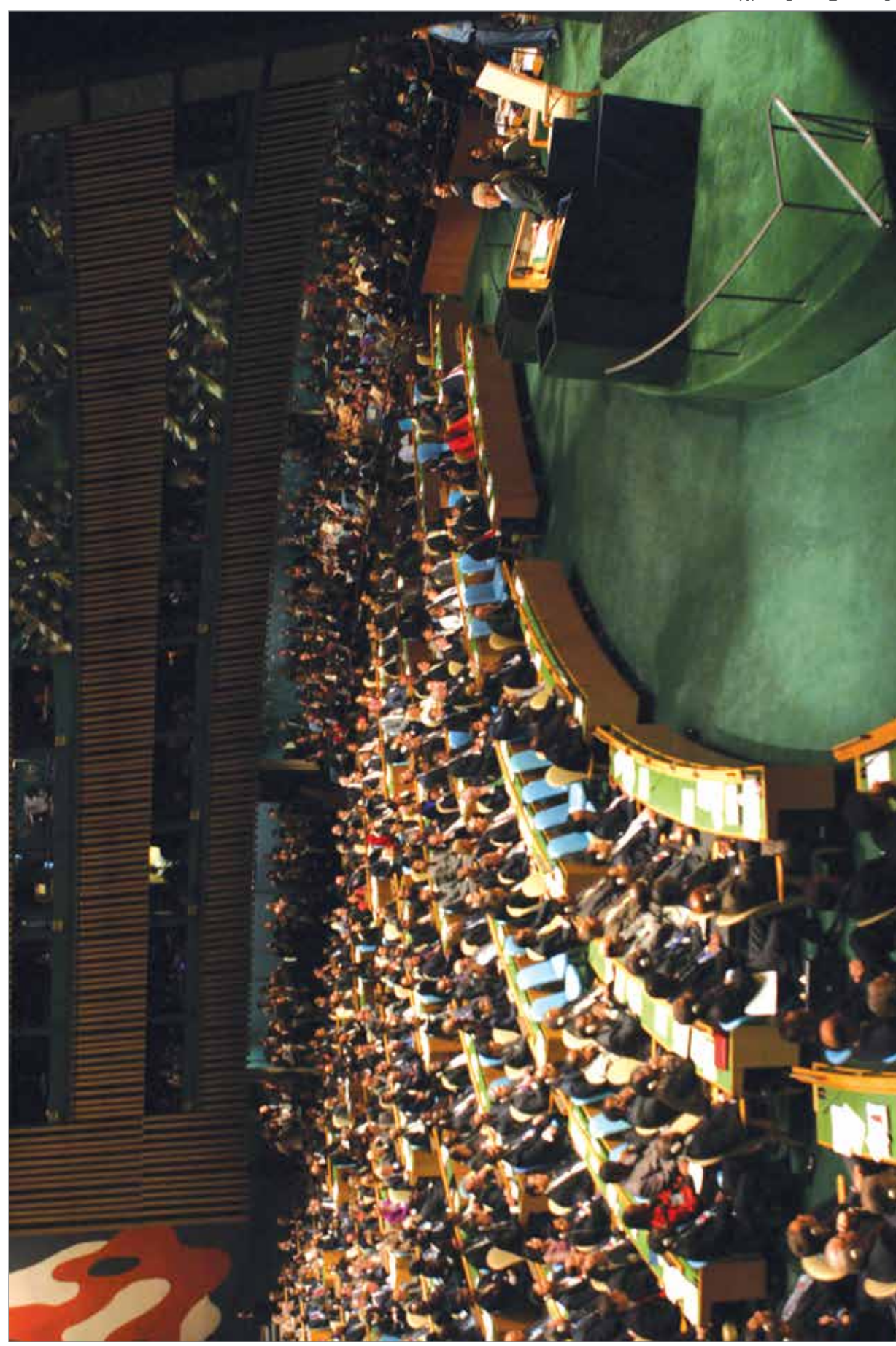


United Nations



Source: Granger

The United States joins the United Nations in 1945.



Source: Zuma Press/Alamy

George W. Bush speaks in front of the United Nations in 2004.

Nations Solving Problems

People in countries do not always agree. They might not agree about how to buy and sell things. They might not agree about the use of **military**. To avoid problems, leaders meet to talk. They make plans called **treaties**. Most leaders like to work out problems together. They do not want to fight. They do not want to go to war.

The United Nations was started in 1945. The world did not want to have another world war. The United Nations is made up of leaders. The leaders from around the world meet. They work together. They try to solve problems. They help people around the world. The United Nations is important.

Challenge

How can you work with others to solve a problem in your school? Work with a partner to create a plan.

Let's Get Along

Directions: Write a word or phrase in each circle. Describe how countries try to get along.

