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UNIT NARRATIVE

Driving Question: How do we know what really happened in the past, and why does it matter today?



Focus: This unit introduces students to the essential tools, skills, and habits of thinking like a historian. Through 15 thoughtfully sequenced lessons, students build a foundation for understanding history by exploring the work of historians, the use of sources,

the role of evidence, and the importance of different perspectives. Students engage in historical thinking by analyzing timelines, maps, artifacts, and historical documents while learning how to ask and answer questions about the past.

Throughout the unit, students learn to compare communities from the past and present, examine how government and laws have changed over time, and explore civic ideals like rights, responsibility, and consent of the governed. Lessons support literacy development by guiding students to make claims, support their ideas with evidence, and communicate their understanding through speaking, writing, and visuals. Students are also introduced to historical empathy and the importance of remembering and honoring the past.

By the end of the unit, students apply their learning in creative and reflective ways—through writing, a historian resume creation, and source analysis—demonstrating their understanding of what it means to think, read, and act like a historian.

CONTENT STANDARDS

3.1 History The student understands how individuals, events, and ideas have influenced the history of various communities, past and present.

(A) describe how individuals, events, and ideas have changed communities, past and present.

(B) identify individuals including Pierre Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin who have helped to shape communities.

3.2 History

(A) identify reasons people has formed communities, including the need for security laws, religious freedom, and material well-being.

(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.

3.3 Geography

(C) Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape

3.4 Geography

(C) Identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system

3.7 Government

(A) Describe the basic structure of government in the local community, state, and nation

(C)Identify services commonly provided by local, state, and national governments.

3.8 Government

(A) Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights.

(B) Describe the concept of "consent of the governed."

3.12 Culture

(A) Identify how various writers and artists such as Kadir Nelson, Tomie de Paola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.

3.14 Social Studies Skills

(A) Gather information, including historical and current events and geographic data, about the community using a variety of resources

(B) Differentiate and compare the information about a specific issue or event provided in primary and secondary sources.

(C) Interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.

(D) Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.

(E) Identify the central claim in a primary or secondary source.

(F) Develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic.

3.15 Social Studies Skills

(B)Create and interpret timelines

(C) Apply the terms year, decade, and century to describe historical times.

(E) Create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

(F) Apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives.

Unit 1: Thinking like a Historian

Focus: Understanding historical thinking, primary and secondary sources, timelines, and historical influences.

Lesson #	Content Focus	TEKS
1	What is History?	3.1(A), 3.14(A)
2	Historical Inquiry	3.14(B)
3	Historians and their Tools	3.14(A), 3.14(B)
4	Using Primary and Secondary Sources	3.14(B), 3.14(E)
5	Timelines	3.15(B), 3.15(C)
6	Cause and Effect in History	3.14(C)
7	Learning from Artifacts	3.14(A), 3.2(B)
8	Comparing Past and Present Communities	3.2(A), 3.2(B)
9	Change Over Time: Decades	3.1(A), 3.14 (C)
10	How We Remember History	3.1(A), 3.1(B)
11	History in Context	3.1(A), 3.14(C)
12	Evaluating Different Perspectives	3.15(F)
13	Writing Day: Making Claims with Evidence	3.14(F)
14 & 15	Becoming a Historian: Unit Project	3.14(D), 3.15(E)

VERTICAL STANDARDS

2nd Grade Social Studies	3rd Grade Social Studies	4th Grade Social Studies
Students will engage in a course about diversity and culture in the local community and state.	Students will engage in a course about the change makers in US history and their impact on communities past and present.	Students will engage in a course about Texas history and how the communities have changed over the history of Texas.

VOCABULARY GLOSSARY

Key Content Vocabulary

Adapt – To change to fit new conditions or environment.

Ancient-A very long time ago, or something that is very old.

Archaeologist-A person who studies artifacts by digging them up and learning from them.

Artifact – An object made or used by people in the past.

Bill of Rights – The first 10 amendments to the U.S. Constitution that protect individual freedoms.

Cause – The reason something happens.

Century – A period of 100 years.

Change – To make or become different.

Civilization-A group of people who live and work together with rules, jobs, and culture.

Civic Responsibility – Doing your part to help your community and country.

Claim – A statement about what someone believes or knows.

Community – A group of people who live and work together.

Consent of the Governed – The idea that people give permission for the government to make decisions.

Constitution – The plan for how the U.S. government works.

Continuity- How things happen to change or stay the same over time.

Culture – The beliefs, customs, and traditions of a group of people.

Decade – A period of 10 years.

Declaration of Independence – A document that said the American colonies wanted to be free from British rule.

Democracy – A government where people have the power to vote and make decisions.

Effect – What happens because of something else.

Empathy-Being able to know how someone else is feeling, even when you aren't in the same situation.

Event – Something that happens.

Evidence – Facts or information that support a claim.

Fact – Something that can be proven true.

Freedom – The right to make choices and live without unfair control.

Government – A group of people who make and enforce rules and laws.

Historian – A person who studies and writes about the past.

Historical Map – A map that shows what a place looked like in the past.

History – The study of the past.

Holiday – A special day for remembering or celebrating something.

Law – A rule made by the government that people must follow.

Limited Government – A government whose powers are restricted by laws.

Memorial – Something that honors and remembers a person or event.
Modern Map – A map that shows what a place looks like now.
Modify – To make changes to something.
Monument – A structure built to honor a person or event.
Needs – Things people must have to live, like food, shelter, and safety.
Opinion – What someone thinks or feels, not a fact.
Past – The time before now.
Perspective – A person's point of view or way of thinking.
Point of View – The way someone sees or understands something.
Present – The time happening now.
Primary Source – A record made by someone who was there at the time.
Reason – A cause or explanation for something.
Record – Something that gives information about the past.
Resume – A summary of a person's skills and experiences.
Rights – Freedoms or things people are allowed to do.
Rule – A guide for how to behave.
Secondary Source – Information made after an event by someone who was not there.
Skills – Abilities or things a person can do well.
Source – Something that gives information.
Support – To give help or prove something is true.
Timeline – A line that shows events in the order they happened.
Tool – Something used to help do a task.
Vote – To make a choice in an election or decision.
Year – A period of 12 months or 365 days.