

History

U.S.

SAMPLE





About the Course

Read United States history stories from the current history cycle (1800-1900). View images and reference atlases and maps to set the people and events in their time and place. Update History Charts as appropriate for student level.



Placement & Combining Tips

History courses are on a four-year rotation. Students should follow the current Alveary rotation.



Scheduling

| GRADE | SCHEDULE INFO. | BOOKS |
|-------|--|---|
| 2-3 | History: Grades 2-3 (U.S.) 1 time/week 20 min | Escape by Night: A Civil War Adventure Dandelions Buffalo Bird Girl: A Hidatsa Story Coolies Abraham Lincoln: An Initial Biography United States Atlas 7th Ed. |

Sample Weekly View

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-----------------------------------|-------|-------|-------|----------------------------|
| History: Grades 2-3 (U.S.) | | | | |
| | | | | History: Grades 2-3 (U.S.) |



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

History: Grades 2-3 (U.S.)



Escape by Night: A Civil War Adventure



Dandelions



Buffalo Bird Girl: A Hidatsa Story



Coolies



Abraham Lincoln: An Initial Biography



United States Atlas 7th Ed.



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)
(No Subject Supplies Assigned)



Quick Links

History: Grades 2-3 (U.S.)

- ∞ [Extra Helpings](#)
- ∞ [Foundations \(See Section 15: History\)](#)
- ∞ [History Charts & Timeline Scope & Sample](#)

Click THIS text or scan the QR code for links.



History: Grades 2-3 (U.S.)

How To Teach



Prepare

- Read through the lesson and gather any materials or find any necessary links.
- If you have not already read the book, you may want to read the selected pages in advance.



Recap

- Connect to previous lessons by asking students to recall where they left off.
- If students have difficulty recalling, teachers might try showing them a picture from the reading, sharing something the teacher remembers, or prompting them with the first sentence of the last reading. This will often refresh their memory enough to allow them to recall.
- If students still cannot recall anything from the last reading, teachers might consider continuing anyway (with a shorter reading this time) or repeating the previous lesson, depending on the reading and the nature of the book.



Introduce

- Use a picture, map, or engaging question to pique the student's interest in the day's lesson.
- If necessary, you may talk about one or two unfamiliar words that will be crucial to understanding.



Read

- Read the day's passage out loud. When reading to pre-readers, point to the words as you read, even if it seems like they aren't paying attention.
- Move at the student's pace for the lesson time rather than a particular number of pages. It is vitally important that teachers not try to 'force feed' a student more than they can consume in one sitting.
- Students who have a difficult time sitting still or listening may benefit from a fidget of their choice, such as a piece of putty or clay or an afghan; flexible positioning, such as a wobble seat or inverted sitting; or sensory modulation, such as a weighted vest or blanket or adjustment of light, temperature, or sound.



Narrate

- Have students retell the passage orally.
- Alternatively, learners may use words, pictures, Legos, dolls, etc., to process and convey ideas in the manner most natural to them.
- Teachers may take turns to model.
- Narration is a complex skill requiring the coordination of several parts of the brain. If a student struggles to narrate in general, with a specific subject or book, or on one day but not others, then this is an opportunity to learn. Observe when they struggle with this or any other activity today. Notice facial expressions and body language; listen to what they say about why it is hard or how they feel about it. Take note of these observations for later, tell them that you see how hard they

are working, and then offer whatever support they need to end on a positive note. If necessary, take a break for the day.



Discuss

- Give the student an opportunity to share thoughts on the lesson and any connections made.
- To stimulate discussion, you could ask them what they thought about the passage or ask an open-ended question.

SAMPLE



Term 1

WEEK 1 ☐ 20m History: Grades 2-3 (U.S.) - Lesson 1

Kentucky

☐ Materials: Abraham Lincoln: An Initial Biography, U.S. Atlas

→ INTRO

Have you heard the name Abraham Lincoln? What do you know about him? He was the 16th President of the United States. However, no one would have assumed a boy born in a log cabin and who barely went to school would grow up to become the President. This is the story of his life.

→ VIEW

∞ Image Link: Replica of log cabin

This is a replica, or copy, of the one-room log cabin where Abraham Lincoln was born. What would be hard about living there with your family? You can see the inside of a cabin in your book.

→ LOCATE

☐ Map Resource: U.S. Atlas p.14-15

Find Kentucky. This is where Abraham Lincoln was born.

→ READ, NARRATE, & DISCUSS

p.5-14 "It was a" - "was only seven."

- How is Abraham's life different from yours?
- How was life harder back then in the 1800s?

→ VIEW

∞ Image Link: Photograph of Abraham Lincoln

You can use this for your wall timeline.

WEEK 2 ☐ 20m History: Grades 2-3 (U.S.) - Lesson 2

Indiana, His Good Stepmother

☐ Materials: Abraham Lincoln: An Initial Biography, U.S. Atlas

→ RECAP

What have you learned about Abe Lincoln so far?

→ LOCATE

☐ Map Resource: U.S. Atlas

1. p.14-15 Find Indiana. They are moving to another state. Which direction is Indiana from Kentucky?
2. p.91 What river makes up the border between Kentucky and Ohio? (Ohio River)

→ INTRO

How did people cross rivers in those days when there weren't many bridges? One way is a log raft ferry similar to the one in the picture.

∞ Image Link: Log raft ferry

→ READ, NARRATE, & DISCUSS

p.15-26 "Summer days went" - " school start up."

- What kinds of hardships has Abe already faced when he was just a boy?
- What signs of hope were there in his life?

→ VIEW

Describe the kind of work that is going on in the picture on p.18-19. Would you enjoy doing that kind of work in order to live?



Term 1

WEEK 3 20m History: Grades 2-3 (U.S.)- Lesson 3

His Good Stepmother, The River and the Law

Materials: Abraham Lincoln: An Initial Biography, U.S. Atlas

→ INTRO

Why do you think so many people didn't know how to read back then? (few schools, books are hard to find, busy trying to survive) What advantage would someone have who knew how to read?

→ LOCATE

Map Resource: U.S. Atlas p.10-11

In the last chapter, we read about Abe and his family crossing the Ohio River. Now Abe is going to travel on the Mississippi. Trace the route from the Ohio River in Indiana to where the Mississippi River flows into the ocean. Do you know what city and state it flows through? (see p.14-15, New Orleans, Louisiana) You will find out more about that city in this chapter.

→ READ, NARRATE, & DISCUSS

p.26-35 "The winter Abe" - "about moving again." (You may want to stop throughout the reading to have your student narrate.)

- Why do you think Abe was so interested in reading?

→ VIEW

∞ Image Link: Painting of a steamboat