

Social Studies Content Standards Addressed in Tours of the National Underground Railroad Freedom Center

Kindergarten

History

Benchmark D: Indicator 5: Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

People in Societies

Benchmark A: Indicator 1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.

Grade 1

History

Benchmark C: Indicator 4: Raise questions about how families lived in the past and used photographs, letters, artifacts and books to clarify what is known and what is unknown.

Grade 2

History

Benchmark C: Indicator 4: Use historical artifacts, photographs, biographies, maps, diaries, and folklore to answer question about daily life in the past.

Benchmark D: Indicator 7: Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of: a. Social and political leaders in the United States (e.g., Harriet Tubman, Sojourner Truth)

People in Societies

Benchmark B: Indicator 2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.

Grade 3

People in Society

Benchmark A: Indicator 1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: a. Artistic expression;



Language Arts Content Standards Addressed in Lesson Plans

Kindergarten

Acquisition of Vocabulary

Contextual Understanding: 1. Understand new words from the context of conversations or from the use of pictures within a text.

Reading Process

Comprehension Strategies: 8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.

Self-Monitoring Strategies: 9. Monitor comprehension of orally read texts by asking and answering questions.

Reading Applications

3. Tell the main idea of a selection that has been read aloud.

Writing Processes

Drafting, Revising and Editing: 4. Organize and group related ideas., 6. Use correct sentence structures when expressing thoughts and ideas., 8. Use resources (e.g., a word wall) to enhance vocabulary.

Publishing: 9. Rewrite and illustrate writing samples for display and for sharing with others.

Research

2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study.

Communication: Oral and Visual

Listening and Viewing: 1. Listen attentively to speaker, stories, poems and songs.

Grade 1

Reading Process

Concepts of Print: 2. Establish a purpose for reading (e.g. to be informed, to follow directions or to be entertained).

Comprehension Strategies: 6. Recall the important ideas in fictional and non-fictional texts., 8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade appropriate print texts and electronic and visual media.

Self-Monitoring Strategies: 9. Monitor comprehension of independently– or group-read texts by asking and answering questions.

Independent Reading: 10. Use criteria to choose independent reading materials

Reading Applications: Informational, Technical and Persuasive Text

3. Ask questions concerning essential elements of informational text., 4. Identify central ideas and supporting details of informational text with teacher assistance., 6. Follow multiple-step directions.

Reading Applications: Literary Text

2. Identify characters, setting and events in a story.



Language Arts Content Standards Addressed in Lesson Plans

Grade 1 (Continued)

Writing Processes

Drafting, Revising and Editing: 5. Organize writing to include a beginning, middle and end., 6. Construct complete sentences with subjects and verbs., 8. Use available technology to compose text., 11. Use resources (e.g. a word wall, beginner's dictionary, word bank) to select effective vocabulary.

Publishing: 14. Rewrite and illustrate writing samples for display and for sharing with others.

Writing Applications

2. Write responses to stories that include simple judgments about the text.

Research

3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance., 4. Recall important information about a topic with teacher assistance.

Communication: Oral and Visual

Listening and Viewing: 1. Use active listening skills, such as making eye contact or asking questions., 2. Compare what is heard with prior knowledge and experience.

Speaking Applications: 5. Deliver brief informational presentations.

Grade 2

Phonemic Awareness, Word Recognition and Fluency

8. Demonstrate a growing stock of sight words.

Reading Process

Comprehension Strategies: 1. Establish a purpose for reading, 4. Summarize text by recalling main ideas and some supporting details., 6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Reading Applications

2. Describe characters and setting., 3. Retell the plot of a story.

Writing Processes

Printing: 1. Generate writing ideas through discussion with others., Drafting, Revising and Editing: 5. Organize writing with a developed beginning, middle and end., 12. Use resources to select effective vocabulary., Publishing: 15. Rewrite and illustrate writing samples for display and for sharing with others.

Writing Applications

1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.



Language Arts Content Standards Addressed in Lesson Plans

Grade 2 (Cont.)

Research

2. Utilize appropriate searching techniques to gather information from a variety of locations., 3. Acquire information, with teacher assistance, from multiple sources and collect data about the topic., 4. Identify the important information and write brief notes about the information., 6. Report important findings to others.

Communication: Oral and Visual

Listening and Viewing: 1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.

Grade 3

Acquisition of Vocabulary

Tools and Resources: 9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Reading Process

Comprehension Strategies: 4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate., 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

Reading Applications

3. Identify and list the important central ideas and supporting details of informational text.

Reading Applications: Literary Text

2. Use concrete and describe similarities and differences of plot across literary works.

Writing Processes

Publishing: 16. Rewrite and illustrate writing samples for sdisplay and for sharing with others.

Writing Applications

2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.

Research

3. Acquire information from multiple sources and collect data about the topic., 4. Identify important information found in the sources and summarize the important findings.

Communication: Oral and Visual

Speaking Applications: 8. Deliver informational presentations.

