

Integrated Model Curriculum

SECOND GRADE SAMPLE LESSON | OHIO’S ICONS AND THE AMERICAN STORY

This lesson is modeled from the third edition of HMH Into Reading (2025), an approved English Language Arts high-quality core curriculum for grades Kindergarten – Grade 5. Educators can use these materials during the English Language Arts/Literacy instructional block or as supplemental materials during the standalone social studies instructional block. Unit 7 is titled “Everyone Has a Story” and focuses on biographies.

In this lesson, students can build on what they have learned about biographies to examine the life of Ohio Icon John Glenn.

Unit Title	Unit 7: Everyone Has a Story HMH Into Reading (2025)
Grade Level	2nd Grade
Academic Standards	<p>Social Studies</p> <ul style="list-style-type: none">• Heritage. Biographies can show how peoples’ actions have shaped the world in which we live. (CS4)• Civic Participation and Skills. Respect for the rights of self and others includes making responsible choices and being accountable for personal actions. (CS10) <p>English Language Arts</p> <p><i>Reading Standards for Informational Text</i></p> <ul style="list-style-type: none">• Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (RI.2.1)• Analyze informational text development. (RI.2.2)• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (RI.2.3). <p><i>Writing Standards</i></p> <ul style="list-style-type: none">• Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section (W.2.2.) <p><i>Speaking and Listening Standards</i></p> <ul style="list-style-type: none">• Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. (SL.2.1) <p><i>Language Standards</i></p> <ul style="list-style-type: none">• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (L.2.4)

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Life Skills	<p>As identified in the OhioMeansJobs-Readiness Professional Skills:</p> <ul style="list-style-type: none"> • Work Ethic: Through the biography studies and learning about their impacts with their careers, these texts show the importance of work ethic. Teachers can use this connection to talk with students about the importance of their work ethic in school and in the future. • Teamwork/Collaboration: Through a variety of activities, students may use teamwork and/or collaboration to brainstorm ideas and share background knowledge, investigate problems, and present findings. • Critical Thinking/Problem-Solving: Critical thinking can be an important skill when reviewing informational text, as students will need to move from explicit identification of ideas (key details and ideas) to implicit understanding of main ideas and overarching themes. • Leadership: The biographies studied can be a great way to talk about how leaders serve in different roles. Students can connect with how they might be leaders in their own communities. • Creativity/Innovation: Several of the biographies can show how they used creativity and innovation to do the amazing things they accomplished in their lives. Ask students how they use their creativity and innovation to fuel their passions. • Oral and Written Communication: Integration of social studies instructional strategies with English language arts standards provide opportunities for students to communicate what they have learned, and new ideas formed based on this information, using both oral and written communication specific to the skills taught per grade level. • Career Management: Through biography studies, students can begin thinking about how their passions can lead to career paths. Talk with students about how specific skills and interests can lead to career pathways.
Essential Questions	<p>Unit Essential Question</p> <ul style="list-style-type: none"> • <i>How do our experiences shape our lives?</i> <p>Lesson Essential Question</p> <ul style="list-style-type: none"> • <i>How did John Glenn’s experiences shape his life?</i>
Learning Intentions	<p>Social Studies</p> <ul style="list-style-type: none"> • I am learning about the life of John Glenn. • I am learning how to use evidence from a source I explore and analyze. <p>English Language Arts</p> <ul style="list-style-type: none"> • I am learning how to identify the who, what, where, when, why and how of informational texts. • I am learning how to use evidence to support my thinking and writing.

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Success Criteria	<p>Social Studies</p> <ul style="list-style-type: none"> I will identify the importance of John Glenn to his local, state, and national communities. I will use evidence from the text to show how I know the importance of John Glenn to his local, state, and national communities. <p>English Language Arts</p> <ul style="list-style-type: none"> I will identify the who, what, where, when, why, and how of the text on John Glenn. I will use text evidence to support my reasoning. 	
Lesson Materials	<ul style="list-style-type: none"> John Glenn in Friendship 7 Photograph Ohio Memory- Ohio History Connection John Herschel Glenn, Jr. World Book Kids - INFOhio Graphic organizer (two-column notes, top-down web, concept map, etc.) Digital timeline template or printed timeline template to add events to 	
Key Vocabulary	<p>English Language Arts Vocabulary</p> <ul style="list-style-type: none"> Text evidence Reasoning Primary Source Secondary Source Biography 	<p>Social Studies Vocabulary</p> <ul style="list-style-type: none"> Community Mission Orbit Spacecraft Timeline Test Pilot Icon
Learning Experiences & Instruction	<p><i>Engage (Lesson Introduction)</i></p> <ul style="list-style-type: none"> Ask students what they remember from yesterday’s conversation about biographies. Why is it important to tell our story? What can others’ stories tell us about them? <p><i>Explore (Lesson Introduction)</i></p> <ul style="list-style-type: none"> Students will review primary and secondary sources in today’s lesson. Before reviewing the sources, review the difference between a primary source and a secondary source. This could be done through a Frayer model, sharing the student-friendly definition, the part of speech, and examples and non-examples of both. Explain to student that they will be learning about an Ohio icon, John Glenn, through both primary and secondary source analysis today. 	

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<p>Learning Experiences & Instruction</p>	<p><i>Explain (Lesson Activities)</i></p> <ul style="list-style-type: none"> • Social Studies and Civics – Source Analysis and Collaboration. Ask students what they notice and wonder in the primary source, the picture of John Glenn in the Friendship 7 spacecraft. After students share what they notice and wonder, have students read the caption under the photograph, taking note of what they have learned about John Glenn through this primary source. • Have students get into small groups to read and analyze the secondary source, the biography passage on John Glenn from World Book Kids. Using a given graphic organizer, have students identify the who, what, when, where, why, and how of John Glenn. <p><i>Elaborate (Lesson Activities)</i></p> <ul style="list-style-type: none"> • Have students use the information they learned about John Glenn to create a timeline of his life achievements. • After students create these timelines, have a class discussion about the two essential questions: <ul style="list-style-type: none"> ○ <i>How did John Glenn’s experiences shape his life?</i> ○ <i>How do our experiences shape our lives?</i> • Have students think about things that they would include in their timeline (ex: when they were born, memories and important moments, first day of school, etc.) <ul style="list-style-type: none"> ○ <i>Students will likely need scaffolds to come up with events that could go on their timelines. Teachers will want to share topics that could be added to the timeline, such as date of birth, trips taken, sports team participation, first day of school, etc.)</i> • Have students complete their timeline from birth to present (second grade). <p><i>Evaluate (Assessment Options)</i></p> <ul style="list-style-type: none"> • Option #1: Content Knowledge Written Response Assessment. Why was John Glenn important? How is he an Ohio icon? <ul style="list-style-type: none"> ○ Students will respond in a short answer response. <ul style="list-style-type: none"> ▪ <i>Scaffolds may need to be provided, such as sentence starters or sentence frames.</i> <p>Option #2: Citing Evidence to Support a Claim. Have students review their biographical timelines. Ask students to identify their own who, what, when, where, why, and how. Students can use this evidence to support the claim that they are classroom icons.</p>
<p>Scope and Sequence</p>	<ul style="list-style-type: none"> • Primary and secondary analysis will continue for students as they continue to study Ohio icons through this source set, integrating these sources into their study of biographies in Into Reading.