

the J.R.  
**Clifford**  
project

*Grade Two*



*Remembering the Past – To Inspire the future.*

**J. R. Clifford**  
**Grade Two Lesson Plan**

**Title:** JR Clifford Unit Plan for 2nd grade

**Grade Level/Subject:** 2nd Grade - Social Studies

**WV Content Standards(s) and Objectives:**

- **SS.O.2.1.3:** model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).
- **SS.O.2.2.4:** assess the importance of laws/rules and justify how and why they can provide order and predictability.
- **SS.O.2.3.2:** research various occupations and how job opportunities in the community have changed.
- **SS.O.2.3.4:** compare and contrast the needs of people in different cultures and show how they meet their needs in different ways
- **SS.O.2.4.1:** locate the United States on a map and recognize West Virginia by the shape and relative location.
- **SS.O.2.5.2:** explore the history of the community and give examples of locally significant sites and people.
- **SS.O.2.5.3:** compare and contrast the past contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.
- **SS.O.2.5.5:** read children's books, stories, legends, myths and folklore and collect data from timelines, charts and graphs to compare and contrast the variety of traditions, languages, structures of families and community life in different cultures, (e.g., Native Americans, early settlers, cultures around the world), and draw conclusions from what they have learned.

**Day 1:** Introduction Activity- Primary Sources, Coloring/Reading/History Book

- **Essential Questions:**

- Who was JR Clifford?
- What did JR Clifford do?
- Where is JR Clifford from?

- **Materials Needed:**

- JR Clifford story/coloring book
- Crayons
- Pencil
- Computer with Internet Access
- Projector and/or Smartboard

- **Instructional Procedures:**

- Teacher will ask students if they have ever heard of JR Clifford.
- Using computer with Internet access and projector and/or Smartboard, teacher will go to the following websites:
  - [www.jrclifford.org](http://www.jrclifford.org) – Teacher will explore the site, showing students pictures and reading the website text, stopping to explain key terms and answer questions
  - [www.google.com](http://www.google.com)- Teacher will do a google image search for pictures of J.R. Clifford
- Teacher will present students with J.R. Clifford coloring history book. The teacher will facilitate student reading through: buddy reading and/or choral reading of the coloring book text
- Students will color, neatly, the first two pages of the book.
- Teacher will monitor the room and ask students questions as he/she moves about the room, make sure students are on task, and assist students as needed.

- **Assessment:**

- Teacher will ask students, at random, questions from the story and Internet search.
  - Who was JR Clifford?
  - Name one thing he did during his life.
  - Why do you think he is important to history?

- **Resources:**

- Information from the JR Clifford Website [www.jrclifford.org](http://www.jrclifford.org)

- **File Attachments:** none

## **Day 2: Vocabulary and Key Terms**

- **Essential Questions:**

- What do the following key terms mean: slavery, attorney, segregation, discrimination, race, civil rights, Civil War, court case, West Virginia?
- How do those terms relate to the J.R. Clifford story?

- **Materials Needed**

- Computer with Internet Access
- Projector and/or Smartboard
- J.R. Clifford Key Term Word Search
- J.R. Clifford History coloring book
- Crayons

- **Instructional Procedures:**

- Teacher will review what students learned from the story about JR Clifford yesterday.
- Teacher will write some key terms on the chalkboard and/or whiteboard and discuss their meanings with the students and how each term is related to the story we read yesterday:

1. slavery
2. attorney
3. segregation
4. race
5. civil rights
6. discrimination
7. Civil War
8. court case
9. West Virginia

- Using the Internet and a projector and/or Smartboard, the teacher will bring up the website: [www.wordle.net](http://www.wordle.net) and the students will work with the teacher as a whole group creating a wordle using the key terms
- The teacher will give the students the Key Term Word Search and allow students to work in collaborative pairs to search for the words.
- Students will then work on two more pages of the coloring book.
- Teacher will monitor the room and ask students questions as he/she moves about the room, make sure students are on task, and assist students as needed.

- **Assessment:**

- Classroom Observation/Discussion of Key Terms and how they relate to J.R. Clifford\

- **Resources:**

- Information from the JR Clifford Website [www.jrclifford.org](http://www.jrclifford.org)
- Discovery Word Search Creator  
[http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.as  
p](http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp)
- Wordle [www.wordle.net](http://www.wordle.net)

**File Attachments:** J.R. Clifford Key Term Word Search

# J.R. Clifford Key Term Word Search

A H J C B J V F Q S X O X H N  
T B A P O O H Q U M E S Y K O  
T J N I Y U J V H M T C T D I  
O I W G N S R N O H O C A U T  
R Y D K V I W T G F C O K R A  
N G B H Q S G I C I O P S U G  
E U P R G J R R V A H T S H E  
Y R E V A L S I I Y S O H W R  
K U Y F I X L E O V I E X N G  
S K J V G W J H G V T Z K E E  
N O I T A N I M I R C S I D S  
W C J R C L I F F O R D E Z L  
G C B A M Y G V D W W S K W Q  
Z L L E T D L C N S H F S R Z  
P G C W Q C X S L B L D I Y D

ATTORNEY  
CIVIL RIGHTS  
CIVIL WAR  
COURT CASE  
DISCRIMINATION  
JR CLIFFORD  
RACE  
SEGREGATION  
SLAVERY  
WEST VIRGINIA

**Day 3:** Discovery Box Exploration and List Creation collaborative pairs- students work together going through chest, making list of items/purposes

- **Essential Questions:**

- What items are in the discovery box?
- What are the purposes of the items in the discovery box?
- How are they related to J.R. Clifford?

- **Materials Needed:**

- Discovery Boxes - with items inside that JR Clifford might have used, or might have been useful during that period of time.
- J.R. Clifford History Coloring book
- crayons
- Elmo or Document Camera
- Projector
- Bell and/or other sound making device

- **Instructional Procedures:**

- Teacher will review/discuss terms and concepts from previous days' instruction.
- Teacher will show the class the "discovery box" and ask "what do you think is in the box?" while the lid is still on it. Teacher will explain that the items inside are related to what we've been discussing the last couple of days- J.R. Clifford.
- Students will make guesses of what might be in the box.
- Teacher will explain that the items in the box are items that JR Clifford might have used OR items that were around during his time.
- Students will get into collaborative pairs and be asked to get out a sheet of paper.
- The teacher will give each pair of students an item from the discovery box. The students will then make a list on their paper of their discoveries. Students should write down what the item is and/or describe it, its purpose(s), and how it is related to J.R. Clifford. After 2-3 minutes, the teacher will ring a bell, signaling to the students to "pass on" their items to the next group of students.
- After students have been given a chance to explore the items in the box, the teacher will put each object under the Elmo or Document Camera and display it on a projector screen and/or smartboard. The teacher will then tell the students what the object is, what its purpose

- is, and how it is related to J.R. Clifford. Students will be encouraged to check their answer lists.
- Students will complete two more pages in the coloring book.
  - Teacher will monitor the room and ask students questions as he/she moves about the room, make sure students are on task, and assist students as needed.
  - **Assessment:**
    - Teacher Observation during Discovery box activity
    - Creation of item list and discussion of items in discovery box answering the questions:
      - What is the item?
      - What is its purpose?
      - How is it related to J.R. Clifford?

**Resources:**

- Information from the JR Clifford Website [www.jrclifford.org](http://www.jrclifford.org)
- **File Attachments:**
  - List of items for the treasure chest



List of Items for Discovery Box

1. Gavel
2. Birth Certificate
3. Map of West Virginia
4. Photo of J.R. Clifford
5. Stamp of J.R. Clifford
6. Civil Rights Flier

#### **Day 4: J.R. Clifford- Key Terms, Events, Places, and People**

- **Essential Questions:**

- What are the key terms and their meanings associated with J.R. Clifford?
- What is a major event in J.R. Clifford's life story?
- What are the names of some of the people and places J.R. Clifford is associated with?

- **Materials Needed:**

- J.R. Clifford History Coloring Book
- J.R. Clifford Concentration/Memory Game Cards
- J.R. Clifford History Coloring Book
- Crayons

- **Instructional Procedures:**

- Teacher will re-read the J.R. Clifford History Coloring Book while the students follow along to help them with the upcoming lesson.
- Teacher will review the key terms and meanings discussed in previous lessons and book by writing the following words on the chalkboard or whiteboard:
  - segregation
  - civil rights
  - discrimination
  - Civil War

○ Teacher will then remind students that in addition to important words from the story we read, there are also some important events, places and people. Teacher will then write the following on the board and discuss each:

- 1933
  - Tucker County
  - Niagara Movement
  - Pioneer Press
- 1848
  - Williams vs. Board of Education
- Teacher will explain the Concentration/Memory Game to the students: Students will be divided into collaborative pairs to play the game. Students will lay the cards face down. Player One will choose two cards, turn them over and see if they have made a match (a key term, event, or place) with its definition. If the student has made a match,

the student will remove the cards from the game. If it is not a match, the student will place the cards back until a match is made. When all cards have been matched, the student with the most matches wins the game.

- After the game is finished, students will complete two more pages in the coloring book.
- Teacher will monitor the room and ask students questions as he/she moves about the room, make sure students are on task, and assist students as needed.
- **Assessment:**
  - Student Discussion of Terms, Events, Places, and People
  - Concentration Game Observation
- **Resources:**
  - Information from the JR Clifford Website [www.jrclifford.org](http://www.jrclifford.org)
  - JR Clifford Coloring book
- **File Attachments:** J.R. Clifford Concentration Game Cards

**J.R. Clifford Concentration Game Cards**

<b>segregation</b>	<b>Separating people and treating them differently based on their looks, religion, or beliefs</b>
<b>civil rights</b>	<b>Rights to personal liberty</b>
<b>discrimination</b>	<b>Judging a person based on their looks, religion, or beliefs</b>
<b>Civil War</b>	<b>The war between the North and South that J.R. Clifford fought in</b>
<b>1933</b>	<b>The year J.R. Clifford died</b>
<b>Tucker County</b>	<b>The county where the Williams vs. Board of Education case took place</b>
<b>Niagara Movement</b>	<b>A civil rights group</b>
<b>Pioneer Press</b>	<b>A newspaper that J.R. Clifford edited</b>
<b>1848</b>	<b>The year J.R. Clifford was</b>

	<b>born</b>
<b>Williams vs. Board of Education</b>	<b>One of the first court cases that said all people should be treated equally</b>
<b>J.R. Clifford</b>	<b>West Virginia's first African American attorney and civil rights pioneer</b>

## **Day 5: Create a Stamp**

- **Essential Questions:**
  - Who was J.R. Clifford?
  - What did J.R. Clifford look like?
  - Why is he important?
  - What are some ways the world can pay tribute to an important person or event in history?
- **Materials Needed:**
  - Paper
  - Computer with Internet Access
  - Projector and/or Smartboard
  - Crayons and/or Markers
  - J.R. Clifford History Coloring Book
- **Instructional Procedures:**
  - Teacher will explain that there are many stamps around the world today that pay tribute to important and/or famous people or events. Teacher will show students various stamps using google images on the projector/smartboard.
  - Teacher will give students paper and crayons/markers and explain that they are going to make a stamp illustrating J.R. Clifford and/or an event in his life, paying tribute to him. The teacher will keep an example on the projector for the students to model their stamp off of.
  - Teacher will monitor the room and ask students questions as he/she moves about the room, make sure students are on task, and assist students as needed.
  - Students who finish early will continue in their JR Clifford History Coloring book.
  - When all students have finished, the teacher will display the actual US Postage Stamp paying tribute to J.R. Clifford and have students compare their stamps.
- **Assessment:**
  - Teacher will ask students at random to present their stamps and explain what they illustrated.
- **Resources:**
  - Information from the JR Clifford Website [www.jrclifford.org](http://www.jrclifford.org)
  - Google Images
  - JR Clifford History Coloring book
- **File Attachments:** none