



**Curriculum Guide**  
**Social Studies**  
**Grade 2**

OBE Approval Date: December 10, 2019

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## Social Studies Curriculum Guide

<b>Content Area:</b>	Social Studies	<b>Grade</b>	2
<b>Unit Plan Title:</b>	Chapter 1 - Families Today and in the Past		
<b>Career Ready Practices</b>			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			
<p>In this chapter, students will learn why families and communities are important and how life has changed throughout history. Students will learn about the different kinds of families and their different traditions. Students will also learn how families change over time. Students will also learn that people can learn about their family history through primary sources and secondary sources.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• NJSLS.6.1.P.D.1 Describe characteristics of oneself, one’s family, and others.</li> <li>• NJSLS.6.1.P.D.2 Demonstrate an understanding of family roles and traditions.</li> <li>• NJSLS.6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).</li> <li>• NJSLS.6.1.P.D.4 Learn about and respect other cultures within the classroom and community</li> <li>• NJSLS.6.1.4.D.11 Determine how local and state communities have changed over time, and explain the reasons for changes.</li> </ul>			
<p style="text-align: center;"><b>Technology Standard(s)</b></p> <ul style="list-style-type: none"> <li>• 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>• 8.1.2.A.6 Identify the structure and components of a database</li> </ul>	<p style="text-align: center;"><b>Interdisciplinary Standard(s)</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.2.4.E</u> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>• <u>CCSS.ELA-LITERACY.RI.2.1</u> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• <u>CCSS.ELA-LITERACY.RI.2.5</u> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• <u>CCSS.ELA-LITERACY.RF.2.4</u></li> </ul>		

	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.RI.2.3</u> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> <li>• <b>CCSS.ELA-LITERACY.W.2.8</b></li> <li>• Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>
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**Essential Question(s)**

- How does life change throughout history?
- How are families different from each other?
- How can primary and secondary sources help us learn about our ancestors?

**Enduring Understandings**

- A family is a group of people who live together and experience the world together. They keep you safe and healthy.
- A community is a place where people live, work, and play together.
- Families can be similar and different from our own.
- All families have a history.
- Families have changed throughout time.
- Sequence is the order in which things happen.
- A primary source was written or made by a person who saw an event happen.
- A secondary source is written or made by someone who did not see or experience an event.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	T/A Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	T/A Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	T/A Collaboration

**Student Learning Targets/Objectives**

- I can explain what a family is and why they are important.
- I can describe a community.
- I can explain how families treat each other.
- I can identify ways families are different.
- I can explain why immigrant families come to the United States.
- I can analyze and use a timeline.
- I can create a personal timeline.
- I can compare and contrast families in the past and present.
- I can define and explain what sequence is.
- I can explain a primary and secondary source.

**Assessments**

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Interview of a family member or neighbor
  - Timeline of their lives so far
  - Timeline of an important event that happened in their lives

*Teaching and Learning Actions*

*Instructional Strategies*  
*D:*  
 -Reading aloud  
 -Graphic organizers  
 -Reading study guides  
 -one-on-one instruction  
 -class website (Google classroom)  
 -Handouts  
 -Definition list  
 -Small learning group  
 -Inclusion of more visuals and films  
 -Think-Pair-Share  
 -More rigorous rubrics

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives
- KWL Chart
- Student notebooks

<p>-Multimedia projects -Student led classroom instruction</p> <p><b>Students with a 504:</b> Adhere to all modifications and health concerns stated in 504 plan.</p>	
<p><i>Activities</i></p> <p><b>D:</b> <b>Special Education Students:</b> Adhere to all modifications and health concerns stated in IEP first and foremost.</p> <p>-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</p>	<p><b>Chapter Introduction</b></p> <ul style="list-style-type: none"> <li>• The Big Question: <ul style="list-style-type: none"> <li>○ How does life change throughout history?</li> </ul> </li> <li>• Introduce the vocabulary: <ul style="list-style-type: none"> <li>○ Sing about it- “Our Family History” to the tune of “Oh My Darling”</li> </ul> </li> <li>• Introduce the Literacy Skill: <ul style="list-style-type: none"> <li>○ Sequence and sequence illustration</li> </ul> </li> <li>• Read “My Family, Your Family” by Lisa Bullard (can be found on youtube.com)</li> <li>• Complete Quest with students</li> </ul> <p><b>Lesson 1:</b> <b>Families</b> <b>Discuss the Big Question: Why is it important to learn about families?</b> <b>Introduce the vocabulary:</b> -family, community, responsible, respect</p> <p><b>Jumpstart the activity:</b> Have students make a list of all the people who make up their family and share with their partner.</p> <p><b>Read the lesson:</b> Discuss the provided questions in the teacher’s edition.</p> <p><b>Below Level:</b> Have children draw a picture of a younger family member being taught something from an older family member. Students should label their drawing.</p> <p><b>On Level:</b> Have children write 1 helpful thing they have learned from an older family member.</p> <p><b>Above Level:</b> Invite children to think of one way they might contribute to their families when they grow older and write a short paragraph about what they might do and why.</p> <p><b>ELL:</b> Have children review the text, draw, and label how an older family member has helped them.</p> <p><b>Special Needs:</b> Write “Teaching” and “Helping” as category columns on the board. Have children</p>



describe what family members do or why family is important in each category. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 1 Check

**Lesson 2:**

**Different Kinds of Families**

**Discuss the Big Question: How are families different?**

**Introduce the vocabulary:**

-extended family, generation, guardian, immigrant, citizen, tradition, practice

**Jumpstart the activity:**

Have students write about their families and then discuss with classmates. Students will find someone with the same number of siblings or adults at home.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What makes a family?

How are families organized?

**Below Level:**

Have children write the meanings of citizen, citizenship, and rights. Then have children make a list of the rights that come with being a citizen.

**On Level:**

Have children describe what a citizen and citizenship are. Have children describe what a citizen has the right to do.

**Above Level:**

Have children work independently to write a short paragraph from the point of view of an immigrant studying to become a citizen and then becoming a citizen. Paragraphs should include facts about citizenship found in the worktext.

**ELL:**

Children will use their worktext to describe what citizen, citizenship, and rights mean. Students will draw a representation of each word.

**Special Needs:**

Review with children the meanings of citizen, citizenship, and rights. Have children define each in their own words, and then write sentences using each word. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 2 Check

**Map and Graph Skills**

## **Interpret Timelines**

Explain what a timeline is and how it is used.

### **Show Youtube.com video titled:**

Timelines for kids - A comprehensive overview of timelines for k-6 students by Clarendon Learning.

### **Practice the Skill:**

Have children analyze what they see in the timeline. Have children identify each event and the year it took place.

### **Below Level:**

Discuss with children the different time periods that might be used on a timeline. Have students answer: If you were using a timeline to show what you did in an hour, what time period would you use? How about for a day, a year, in a life? Have children create a timeline of what the class has done so far today.

### **On Level:**

Children will create a timeline about their life so far. Children will choose what unit of time they would like to use for it and set up their timeline. They will label all parts of the timeline.

### **Above Level:**

Have children work in pairs to create a timeline in which they order events by decade and/or by century. Children can choose either a long-lived historical person or a historical time period and create a timeline using decades or centuries as the time period.

### **ELL:**

Draw a two-column chart on the board, headed "School Day" and "Life So Far." Work with children to brainstorm ideas for events that they would include on a timeline showing the two categories. Have children identify the events and place them in the column.

### **Special Needs:**

Remind children that events on a timeline can be organized by different periods, including minutes, hours, days, years, and so on. Work with children to create a timeline, using minutes, that shows what they do, as they get ready for school every morning. Have children choose which activity they would like to do.

### **Checking for Understanding:**

Holiday Timeline

### **Authentic Assessment:**

Have students create a timeline showing the most important events in their lives.

### **Lesson 3:**

Life Then and Now

**Discuss the Big Question: How can we share our history?**

**Introduce the vocabulary:**

-history, ancestor, culture, compare, contrast

**Jumpstart the activity:**

Students will work with a partner to act/draw out things they have learned to do since they were little.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are some things that are part of history?

What are some things you have learned from the past when you were little until today?

What things are part of your family history?

**Below Level:**

Review the concept of a generation with children. On the board, write "grandparents, parents, children." Show a picture of each person and have children put them in order from the oldest generation to the youngest.

**On Level:**

Have children compare family life today and in the past by using a T-chart.

**Above Level:**

Have children work independently to write a short description of how they see themselves a decade or two from now. What will they like to do then? Where will they be?

**ELL:**

Children will draw one example of culture in the past and one of culture today. Have them tell about similarities and differences.

**Special Needs:**

Review with children the concept of a decade. Explain that a decade is ten years. Have children hold up their hands and spread their fingers. Count with them to ten. Remind them that a decade has ten years just as their hands have ten fingers. Have children choose which activity they would like to do.

**Small Group Activity**

Have children work in pairs to find pictures from the 1950s, 1960s, or the 1970s that show the different styles of the time and the different objects people used and things people did. Have students search the web for these pictures. Partners should brainstorm a list of search terms to find these pictures. Students will pick and print the best pics and create a collage labeled with the decade it shows.

**Checking for Understanding:**

Lesson 3 Check

**Assessment:**

Lesson 3 Quiz

**Lesson 4:**

**Family History**

**Discuss the Big Question: What are primary and secondary sources, and how can they help us learn about our ancestors?**

**Introduce the vocabulary:**

-primary source, artifact, oral history, secondary source, family tree, examine

**Jumpstart the activity:**

With a partner, find a classroom object that shows what life is like for a second grader. Tell the class what your object shows.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are other types of secondary sources you can think of not discussed in your book but that would help you learn about the past?

What is a family tree? What do we put on it?

**Read Aloud:**

Me and My Family Tree by Joan Sweeney (can be found on youtube.com). Discuss how the character created her family tree and how students could create theirs.

**Below Level:**

Review the family tree in the text with the children. Then show children pictures of individual members of several generations of a family. Have children work together to organize the pictures in vertical rows, with the oldest generation at the top and the youngest at the bottom.

**On Level:**

Have children fill in their family tree as much as they can with some assistance.

**Above Level:**

Have children work independently to create family trees that diagram their own family histories.

**ELL:**

Children will use the on level template and fill in with teacher assistance.

**Special Needs:**

Review with children the family tree in the text. Explain that each branch-or horizontal list of family members- shows a generation in a family. Review each generation using the family tree in the text. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 4 Check

**Assessment:**

	<p>Lesson 4 Quiz</p> <p><b>Chapter Wrap Up:</b> Review the big question: How does life change throughout history? Have students share what they have learned in this chapter.</p> <p><b>Assessment:</b> Chapter Assessment</p> <p><b>Amistad Read Alouds</b> Aardema, Verna Bringing the Rain to Kapiti Plain 1992 Aardema, Verna Anansi Does the Impossible!: An Ashanti Tale 2000 Adler, David A Picture Book of Rosa Parks 1995 Adoff, Arnold Black is Brown is Tan 2004 Adoff, Arnold Malcolm X 2000 Barnes, Derrick D. Stop, Drop and Chill 2004 Black, Sonia W. Jumping the Broom 2004 Boyd, Dee Only the Stars 2004 Cameron, Ann Gloria Rising 2004 Coles, Robert The Story of Ruby Bridges 1992 Cunnane, Kelly For You Are a Kenyan Child 2006 DeGross, Monalisa and Hanna, Cheryl Donovan's Word Jar 1998</p>
<p><i>Experiences</i></p> <p>D</p>	<p>-The Jersey Explorer Children’s Museum -Newark Museum</p>
<p>Resources</p>	
<ul style="list-style-type: none"> <li>• Pearsonrealize.com</li> <li>• Read aloud: “My Family, Your Family” by Lisa Bullard (can be found on youtube.com)</li> <li>• Read aloud: Me and My Family Tree by Joan Sweeney (can be found on youtube.com)</li> <li>• Family tree template- <a href="https://freefamilytreetemplates.com/4-generation-family-tree-template/">https://freefamilytreetemplates.com/4-generation-family-tree-template/</a>.</li> </ul> <p><b>Literary Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://jr.brainpop.com/readingandwriting/comprehension/sequence/">https://jr.brainpop.com/readingandwriting/comprehension/sequence/</a></li> <li>• <a href="https://jr.brainpop.com/readingandwriting/comprehension/compareandcontrast/">https://jr.brainpop.com/readingandwriting/comprehension/compareandcontrast/</a></li> <li>• <a href="https://jr.brainpop.com/readingandwriting/writing/writingaboutyourself/">https://jr.brainpop.com/readingandwriting/writing/writingaboutyourself/</a></li> <li>• <a href="https://www.sampletemplates.com/business-templates/timeline-template-for-kids.html">https://www.sampletemplates.com/business-templates/timeline-template-for-kids.html</a></li> </ul>	
<p>Suggested Time Frame:</p>	<p>7 weeks September 9, 2019-October 25, 2019</p>

**Social Studies Curriculum Guide**

<b>Content Area:</b>	<b>Social Studies</b>	<b>Grade</b>	<b>2</b>
<b>Unit Plan Title:</b>	<b>Chapter 2-People, Places, and Nature</b>		
<b>Career Ready Practices</b>			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			
<p>In this chapter, students will learn that maps and globes can be used to locate places and geographical features. They will also learn that Earth is made up of different physical features such as landforms and bodies of water. Students will explore that people may move from place to place for a better life, for a job, to be safe, or other such reasons. Students will also have the ability to identify urban, suburban, and rural areas as living environments, each with its own set of characteristics.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• NJSLS. 6.1.P.B.1 Develop an awareness of the physical features of the neighborhood/community.</li> <li>• NJSLS.6.1.4.B.3 Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.</li> <li>• NJSLS.6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have affected where and how people live and work in different regions of New Jersey and the United States.</li> <li>• NJSLS.6.1.4.B.8 Compare ways people choose to use and distribute natural resources.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>• 8.1.2.A.2 Create a document using a word processing application.</li> <li>• 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</li> <li>• 8.1.2.A.4 Demonstrate developmentally appropriate navigation skill</li> <li>• 8.1.2.A.6 Identify the structure and components of a database</li> </ul>		<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>• CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> <li>• CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</li> </ul>	

- **CCSS.ELA-LITERACY.RI.2.2**  
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-LITERACY.RI.2.3**  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **CCSS.ELA-LITERACY.RI.2.7**  
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-LITERACY.W.2.8**  
Recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.W.2.7**  
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **CCSS.ELA-LITERACY.W.2.8**  
Recall information from experiences or gather information from provided sources to answer a question.
- **CCSS.ELA-LITERACY.SL.2.1**  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.4**  
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**Essential Question(s)**

- **What is the world like?**
- **Why are maps and globes important?**
- **Why do people move from place to place?**
- **How do we use maps to find information?**

**Enduring Understandings**

- **Maps and globes can be used to locate places and geographic features.**

- Earth is made up of different physical features such as landforms and bodies of water.
- People may move from place to place for a better life, for a job, to be safe, or other such reasons.
- Urban, suburban, and rural areas are living environments, each with its own set of characteristics.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

#### Student Learning Targets/Objectives

- I can apply the concepts in this chapter to prepare a presentation.
- I can demonstrate map skills by using absolute and relative locations.
- I can locate on a simple letter-number grid system local locations and geographical features.
- I can interpret map information by using a compass rose and map legend.
- I can create simple maps, with or without a grid.
- I can use a map scale to approximate the distance between two points on a map.
- I can describe Earth's various types of landforms.
- I can explain the differences among Earth's various water bodies.
- I can describe the shape of Earth as a globe with continents and oceans.
- I can explain the reasons people migrate.
- I can discuss and compare the different kinds of evidence that show when, why, and how people moved from one place to another.
- I can identify and explain the elements of our environment.
- I can describe the characteristics of cities, suburbs, rural areas, and life in each environment.
- I can identify the main idea and supporting details in a passage.

#### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative



- Chapter test
- Authentic
  - Presentation
  - Research

*Teaching and Learning Actions*

*Instructional Strategies*

- D:*
- Reading aloud
  - Graphic organizers
  - Reading study guides
  - one-on-one instruction
  - class website (Google classroom)
  - Handouts
  - Definition list
  - Small learning group
  - Inclusion of more visuals and films
  - Think-Pair-Share
  - More rigorous rubrics
  - Multimedia projects
  - Student led classroom instruction

**Students with a 504:**  
Adhere to all modifications and health concerns stated in 504 plan.

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives
- KWL Chart
- Student notebooks

*Activities*

*D:*  
**Special Education Students:**  
Adhere to all modifications and health concerns stated in IEP first and foremost.

-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

**Chapter Introduction**

- The Big Question:
  - What is the world like?
- Introduce the vocabulary:
  - Sing about it- "Places Where We Live" to the tune of "On Top of Old Smokey"
- Introduce the Literacy Skill:
  - Summarize
- Watch BrainPopJr.com video: <https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>
- Complete Quest with students: Discuss "What makes an environment a good place for you to live?"

**Lesson 1:**

**Use Maps to Locate Places**

**Discuss the Big Question: How do I use a map to locate places?**

**Introduce the vocabulary:**

-relative location, absolute location, town, legend, city, compass rose

**Jumpstart the activity:**

Have students think of a place in their school and draw a map to help their partner find it.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are words or phrases that can describe a relative location?

Why does a postal worker need to know the absolute location of every house on the delivery route?

What are some things a map shows? Why are maps important?

How do map legends and symbols make a map easier to use?

**Video:**

<https://jr.brainpop.com/socialstudies/geography/readingmaps/>

**Below Level:**

Encourage children to tell about known landmarks near their school using terms to describe relative location. Then have each child describe where his/her house is in relation to one known landmark using the sentence frame: My house is \_\_\_\_ the landmark. Students may draw their home's location in relation to the landmark they wrote about.

**On Level:**

Encourage children to tell about known landmarks near their school using terms to describe relative location. Then have each child describe where their house is in relation to one known landmark.

**Above Level:**

Have children work in pairs to write how they gradually expand the relationship of their house to an increasing landscape-to local landmarks, then to city sites, to state sites, and to national sites using relative or absolute locations and cardinal directions. They can accompany their writing with a map that includes a legend.

**ELL:**

Have children demonstrate a chain of locational relationships. Beginning by describing the locational relationship of two objects. Then, add the relationship of the latter object to a new object, and so on. Pairs will then describe the relationship between their two chosen objects. Teacher will guide them to write sentences describing the locational relationships.

**Special Needs:**

Place toy figures, game pieces, or pictures of houses and buildings on a prepared labeled grid that includes street and building names of your school neighborhood. Ask children to say where their school is in relation to other landmarks. Prepare card labels of relative terms and ask them to use them during the exercise. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 1 Check/ Interactive Lesson Review activity

**Lesson 2:**

**Earth's Land and Water**

**Discuss the Big Question: How do I identify different kinds of land and water?**

**Introduce the vocabulary:**

-landform, ocean, continent, globe, model

**Jumpstart the activity:**

Students will create a symbol for a mountain and a river. They will discuss with their partner.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are some landforms shown in the pictures?

How are ocean water and river water different?

Which three countries are on the continent of North America?

What is a continent?

What are the seven continents of the world?

What are Earth's five oceans?

**Video:**

<https://jr.brainpop.com/science/land/landforms/>

**Below Level:**

On the board, write the names of a few different landforms children read about, such as mountain, hill, and valley. Have children draw a picture of the three together. It should show the identifying characteristics of each.

**On Level:**

Children will work in pairs to draw a map of their area to include at least one natural feature. Students will label the feature.

**Above Level:**

Have children work with a partner to research how landforms can change over time, especially through erosion and earthquakes. Have volunteer share what they learned.

**ELL:**

Have children work together in small groups to closely view and study the globe and identify countries that have at least one boundary that consists of a natural feature, such as a mountain range, river, or an ocean. Have children create a chart that shows the names of the countries and the types of natural features that create their borders.

**Special Needs:**

Review with children the meaning of the word landform, and analyze it as a compound word. Have them define land and form and then define landform in their own words. Show them pictures of landforms and have them identify their names and

characteristics. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 2 Check/ Interactive Lesson Review activity

**Authentic Assessment:**

Have students create a map of their city with landforms and landmarks labelled.

**Lesson 3:**

**Where People Live**

**Discuss the Big Question: Why do people from other parts of the world move to the United States?**

**Introduce the vocabulary:**

-migrate, harbor, evidence

**Jumpstart the activity:**

Students will work with a small group to discuss the questions: Have you moved? How many times have you moved? Count the numbers in a chart and find out who moved the most.

**Read the lesson:**

What are the reasons people may migrate from one place to another?

Why would it have taken longer to move long ago that it takes today?

What are different types of evidence you can get to learn about why your family moved to the United States?

**Below Level:**

Have children act out as in charades, the different ways people move today. They may enact how individuals move on their own, locally with others, and long-distance. Have children guess which forms of transit their classmates perform. Direct children to complete the sentence frame: [Name] is showing that people move short/long distances by \_\_\_\_\_.

**On Level:**

Have children compare transportation today and in the past by using a T-chart.

**Above Level:**

Have children work in pairs to create a timeline of the methods of transport people used to move, from ancient times until today. The timelines do not need to have dates but should be, as much as possible, in chronological order of the development of transportation technology. Children may use illustrations and labels on their timelines.

**ELL:**

Have pairs of children work together to draw pictures of forms of transit. Pictures may show methods of transit of long ago or today. Children should label their pictures.

**Special Needs:**

Have pairs of children work together to draw pictures of forms of transit. Pictures may

show methods of transit of long ago or today. Children can work together to write a sentence-long caption describing their pictures. Have children choose which activity they would like to do.

**Small Group Activity**

Have children gather in a reading circle to read aloud the book, "The Long Way to a New Land" by Joan Sandin. After reading, students will discuss with their group the similarities and differences between the immigration of the family in the book and their family. Book can be found on: <https://www.youtube.com/watch?v=phBmGLk-KNA>

**Checking for Understanding:**

Lesson 3 Check/Interactive Lesson Review activity

**Assessment:**

Lesson 3 Quiz

**Lesson 4:**

**Our Communities and Resources**

**Discuss the Big Question: How do people change the land in their community?**

**Introduce the vocabulary:**

-environment, urban, suburb, rural, resource

**Jumpstart the activity:**

Children will look at the city in their worktext. Children will draw what they think a city should look like. Share their drawing with a partner.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are the things that make up our environment?

Why is it necessary to for city people to live in tall apartment buildings with many apartments?

How is a suburb different from a city environment?

What are two main ways people get around, or go places, in a suburb?

What does the word rural mean? What might you find in a rural area?

How do you think people have changed the natural environment where we live?

**Video:**

<https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/>

**Below Level:**

Instruct children to suggest the different modes of transit between suburb and city in large cities. Have them discuss the problems associated with commuting by car. Invite them to suggest alternative ways people who live in the suburbs might get work.

**On Level:**

Have children fill in a three-column chart labeled urban, suburban, and rural columns. Have students write the elements that comprise each area. On the back, have students

list problems they might think each area has.

**Above Level:**

Have children work in pairs to research the problems that have arisen from sprawling suburbs, such as traffic jams, long commutes, and car dependence. Ask them to create a picture collage that illustrates the traffic problems that arise from an increasing suburban population.

**ELL:**

Using picture cards for support, ask children to suggest the different modes of transit between suburb and city in large cities. Have them discuss the problems associated with commuting by car. Invite them to suggest alternative ways people who live in the suburbs might get work.

**Special Needs:**

Using picture cards for support, ask children to name different models of transit between suburb and city. Place one coin on each of the ten pictures of cars to represent ten cars on the road. Arrange coins to carpool, two to a car. Lastly, place all ten coins on a picture of a bus or commuter train to show how public transit greatly reduces the number of vehicles on the road. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 4 Check

**Assessment:**

Lesson 4 Quiz

**Chapter Wrap Up:**

Review the big question: What is the world like?

-Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.

**Assessment:**

Chapter Assessment

**Amistad Read Alouds**

Ferris, Jeri What Are You Figuring Now?: A Story

About Benjamin Banneker 1990

Ford, Juwanda Shop Talk 2004

Giovanni, Nikki Spin a Soft Black Song 1987

Greenfield, Eloise Africa Dream 1992

Greenfield, Eloise Night on a Neighborhood Street 1996

Grimes, Nikki and

Cooper, Floyd Danitra Brown Leaves Town 2005

Havill, Juanita Jamaica Tag-Along 1989

Hoffman, Mary Starring Grace 2001

Hopkinson, Deborah A Band of Angels 2002

	Hudson, Cheryl Willis What Do You Know? Snow! 2004
<i>D</i> <i>Experiences</i>	-The Jersey Explorer Children's Museum -Newark Museum
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Pearsonrealize.com</li> <li>• Watch BrainPopJr.com video: <a href="https://jr.brainpop.com/socialstudies/geography/continentsandoceans/">https://jr.brainpop.com/socialstudies/geography/continentsandoceans/</a></li> <li>• Reading maps: <a href="https://jr.brainpop.com/socialstudies/geography/readingmaps/">https://jr.brainpop.com/socialstudies/geography/readingmaps/</a></li> <li>• Landforms: <a href="https://jr.brainpop.com/science/land/landforms/">https://jr.brainpop.com/science/land/landforms/</a></li> <li>• Suburbs, Urban, Rural: <a href="https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/">https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/</a></li> <li>• Immigration: "The Long Way to a New Land" by Joan Sandin <a href="https://www.youtube.com/watch?v=phBmGLk-KNA">https://www.youtube.com/watch?v=phBmGLk-KNA</a></li> <li>• Immigration: <a href="https://jr.brainpop.com/socialstudies/americanhistory/ellisland/">https://jr.brainpop.com/socialstudies/americanhistory/ellisland/</a></li> <li>• Map identifying games: <a href="https://online.seterra.com/en">https://online.seterra.com/en</a></li> </ul> <p><b>Literary Resources</b></p> <ul style="list-style-type: none"> <li>• <a href="https://jr.brainpop.com/readingandwriting/comprehension/sequence/">https://jr.brainpop.com/readingandwriting/comprehension/sequence/</a></li> <li>• <a href="https://jr.brainpop.com/readingandwriting/comprehension/compareandcontrast/">https://jr.brainpop.com/readingandwriting/comprehension/compareandcontrast/</a></li> <li>• <a href="https://jr.brainpop.com/readingandwriting/writing/bookreports/">https://jr.brainpop.com/readingandwriting/writing/bookreports/</a></li> </ul>	
<b>Suggested Time Frame:</b>	7 weeks  October 28, 2019-December 13, 2019

<b>Content Area:</b>	<b>Social Studies</b>	<b>Grade</b>	<b>2</b>
<b>Unit Plan Title:</b>	<b>Chapter 3- Government</b>		
<b>Career Ready Practices</b>			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence</p>			
<b>Overview/Rationale</b>			
<p>Students will delve into why rules and laws are helpful to people and society. Citizenship comes with rights and those rights come with responsibilities. Students will learn about the three branches of government and these branches of government make and review laws. The different types of government found around the world will be explored. Students will also explore the U.S. Constitution and the Bill of Rights, which are the foundation of American civil society. Finally, students will discuss how governments cooperate in different ways to solve problems.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• NJSLS.6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</li> <li>• NJSLS.6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.</li> <li>• NJSLS.6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.</li> <li>• NJSLS.6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.</li> <li>• NJSLS.6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</li> <li>• NJSLS.6.1.4.A.6 Explain how national and state governments share power in the federal system of government.</li> <li>• NJSLS. 6.1.4.A.7 Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.</li> </ul>			
<b>Technology Standard(s)</b>		<b>Interdisciplinary Standard(s)</b>	
<ul style="list-style-type: none"> <li>• 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>• 8.1.2.A.2 Create a document using a word processing application.</li> <li>• 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify</li> </ul>		<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>• CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate</li> </ul>	



the advantages and disadvantages of using each.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skill
- 8.1.2.A.6 Identify the structure and components of a database

understanding of key details in a text.

- CCSS.ELA-LITERACY.RI.2.5  
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RF.2.4  
Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.RI.2.2  
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-LITERACY.RI.2.3  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- CCSS.ELA-LITERACY.RI.2.7  
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.W.2.7  
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.SL.2.1  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- CCSS.ELA-LITERACY.SL.2.4  
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Essential Question(s)
<ul style="list-style-type: none"> <li>• How does the government work?</li> <li>• Why are rules and laws important?</li> <li>• How do the three branches of government work together?</li> </ul>
Enduring Understandings
<ul style="list-style-type: none"> <li>• Rules and laws help people and society.</li> <li>• People’s rights comes with responsibilities.</li> <li>• The United States has three branches of government that make and review laws.</li> <li>• There are many different types of government in the world.</li> <li>• The U.S. Constitution and the Bill of Rights are the foundation of American civil society.</li> <li>• Governments cooperate in different ways to solve problems.</li> </ul>

In this unit plan, the following 21 <sup>st</sup> Century themes and skills are addressed.																			
<p><i>Check all that apply.</i></p> <p><b>21<sup>st</sup> Century Themes</b></p>	<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p>																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">x</td> <td>Global Awareness</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Environmental Literacy</td> </tr> <tr> <td style="text-align: center;"></td> <td>Health Literacy</td> </tr> <tr> <td style="text-align: center;">x</td> <td>Civic Literacy</td> </tr> <tr> <td style="text-align: center;"></td> <td>Financial, Economic, Business, and Entrepreneurial Literacy</td> </tr> </table>	x	Global Awareness	x	Environmental Literacy		Health Literacy	x	Civic Literacy		Financial, Economic, Business, and Entrepreneurial Literacy	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">T/A</td> <td>Creativity and Innovation</td> </tr> <tr> <td style="text-align: center;">T/A</td> <td>Critical Thinking and Problem Solving</td> </tr> <tr> <td style="text-align: center;">T/A</td> <td>Communication</td> </tr> <tr> <td style="text-align: center;">T/A</td> <td>Collaboration</td> </tr> </table>	T/A	Creativity and Innovation	T/A	Critical Thinking and Problem Solving	T/A	Communication	T/A	Collaboration
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T/A	Collaboration																		
Student Learning Targets/Objectives																			
<ul style="list-style-type: none"> <li>• I can define a rule and explain why rules are important.</li> <li>• I can identify some of the rights we have and explain why we need them.</li> <li>• I can discuss what consequences are in relation to laws and how courts are used to determine if a law has been broken.</li> <li>• I can define a government and describe how the Constitution has set up the U.S. government.</li> <li>• I can explain the roles and responsibilities of the president and Congress in the federal government.</li> <li>• I can identify the characteristics of the Supreme Court and its role in our government and civil life.</li> <li>• I can explain the ways governments help their citizens.</li> <li>• I can compare and contrast different forms of government such as democracies, monarchies, and autocracies.</li> <li>• I can describe America’s colonial history and how the colonists fought for their freedom from British rule.</li> <li>• I can summarize the creation and content of the U.S. Constitution and the Bill of Rights.</li> <li>• I can identify problems that need a solution.</li> <li>• I can explain how trade and cultural exchanges help governments cooperate.</li> <li>• I can summarize the history, purpose, and function of the United Nations.</li> </ul>																			

- I can describe the role of diplomacy and treaties between nations.
- I can interpret primary source photographs for historical information.

### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Research

### Teaching and Learning Actions

#### *Instructional Strategies* *D:*

- Reading aloud
- Graphic organizers
- Reading study guides
- one-on-one instruction
- class website (Google classroom)
- Handouts
- Definition list
- Small learning group
- Inclusion of more visuals and films
- Think-Pair-Share
- More rigorous rubrics
- Multimedia projects
- Student led classroom instruction

**Students with a 504:**  
Adhere to all modifications and health concerns stated in 504 plan.

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives
- KWL Chart
- Student notebooks

#### *Activities*

*D:*  
**Special Education Students:**  
Adhere to all

#### **Chapter Introduction**

- The Big Question:
  - How does government work?
- Introduce the vocabulary:
  - Sing about it- "Our Country Today" to the tune of "Rockabye Baby"

*modifications and health concerns stated in IEP first and foremost.*

*-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.*

- Introduce the Literacy Skill:
  - Cause and Effect
- Watch BrainPopJr.com video:  
<https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>
- Complete Quest with students: Discuss “Is this rule important? What if we didn’t have this rule?”

**Lesson 1:**

**Citizens Follow Rules and Laws**

**Discuss the Big Question: Why must there be consequences for a person who does not follow the law in a country?**

**Introduce the vocabulary:**

-right, law, court, consequence

**Jumpstart the activity:**

Have students draw a picture showing how you share and work in a group? Talk about your picture with a partner. Brainstorm with class a list of ways they can share and work together.

**Read the lesson:**

Discuss the provided questions in the teacher’s edition:

What do you see in the picture that shows children following rules at home? What do you see in the picture that shows children not following rules at home?

What class rules are the children in the picture following?

How do school rules help make the class fair for everyone?

Why do you think it is a law for children to be strapped into a car seat when they are in a moving car?

Why might a person go to court when they have been blamed for breaking a law?

**Video:**

<https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>

**Below Level:**

Have children describe rules that keep things fair for everyone and protect everybody’s rights. Teacher will write them on the board and encourage children to discuss each rule and tell the ways it protects everybody’s rights and makes life fair for people.

**On Level:**

Have children pick 3 of the school rules and tell the importance of each. Then describe what might happen if we did not have those rules.

**Above Level:**

Explain to children that, in practice, “ignorance of the law is no excuse” for having broken it. Encourage students to discuss whether they think this principle is fair or unfair. Encourage them to think of an argument for or against the principle, especially in terms of a specific law they know about that someone might break without realizing it.

**ELL:**

Have children work in pairs to think of a sport they either both play or enjoy watching. Have partners collaborate to write a list of the sport's rules. Have children choose one rule and write a sentence telling why it helps keep the game fair. Have them also write a sentence about how ignoring the rule would make the game unfair. Partners may use technology to write their sentences.

**Special Needs:**

Make sure that children understand the different meanings of the words *right* (correct/direction/freedom) and *rule* (accepted behavior/to govern). Write each word on the board, and beneath write the meanings. Invite children to explain why or how rules make things fairer for everyone. Have children choose which activity they would like to do.

**Understand the Quest Connection:**

People follow rules and they have responsibilities and rights. Think about how these are different.

**Checking for Understanding:**

Lesson 1 Check/ Interactive Lesson Review activity

**Literacy Skills:**

**Cause and Effect**

<https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/>

**Apply the skill:**

Read the paragraph in the worktext. Circle the cause and underline the effects.

<https://www.k12reader.com/worksheet/cause-and-effect-alices-adventure-in-wonderland/view/>

<https://www.k12reader.com/worksheet/find-the-cause-and-effect/view/>

**Lesson 2:**

**Our Government**

**Discuss the Big Question: How do Congress and the president both participate in making laws?**

**Introduce the vocabulary:**

-government, constitution, Congress, vote, represent, tax, Supreme Court, interpret

**Jumpstart the activity:**

Divide the class into pairs of children. Before starting the game, have children write individual lists of things they know or think that the government does. They may draw their clues from this list. Then have children play "Clue Me In."

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What is a government?

How does the U.S. Constitution make sure that everybody in government has a say in the

laws that are made?

What does the president do to make new laws?

Why is the president able to have soldiers sent to fight a war?

What are some issues that the president and other leaders talk about?

What is the main job of Congress?

What does it mean that a member of Congress represents the people from their state?

What is a tax? What part of the government collects taxes?

What document does the Supreme Court study to decide if a law is fair?

**Video:**

<https://jr.brainpop.com/socialstudies/government/branchesofgovernment/> Summarize the powers and responsibilities of each branch.

-OR-

**Read Aloud:**

Our Government: The Three Branches by Shelley Buchanan-Summarize the powers and responsibilities of each branch.

**Below Level:**

Have children suggest a few lunch menu choices. Direct the class in a vote for their favorite meal. Tell children that they could elect and vote for one classmate. This person will be the class representative and would represent the class by speaking to the people in the cafeteria kitchen and requesting the chosen meal.

**On Level:**

Children will work in groups of three to come up with a new rule. Children will vote within their group to choose their representative. The representative will explain why that new rule is needed.

**Above Level:**

Divide children into small groups with one representative chosen in each. Have representatives tally "yes" and "no" votes while the rest of the group members vote for or against a "bill" to add a classroom rule. Ask each representative to share his or her group's majority opinion. Record what the class consensus is based on the opinion shared by the majority of the representatives.

**ELL:**

Have children suggest a few gym activities. Direct the class in a vote for their favorite activity. Tell children that they could elect and vote for one classmate. This person will be the class representative and would represent the class by speaking to the people in the physical education department and requesting the activity.

**Special Needs:**

Divide children in pairs. One child acts as representative; the other child acts as a voter. Have children acting as voters tell their representatives which outdoor game or activity they would like to do as a class. Ask each representative to share aloud their voter's choice. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 2 Check/ Interactive Lesson Review activity

**Authentic Assessment:**

Have students create a poster with the three branches of government. Students will draw and describe the roles and responsibility of each.

**Lesson 3:****Governments Around the World**

**Discuss the Big Question: Why do countries need a government?**

**Introduce the vocabulary:**

-independence, colony, freedom, document

**Jumpstart the activity:**

Introduce the idea of a class government, and have children consider what they would do to govern the class. Children work in small groups to discuss how a class government would be organized and what powers it would have. Groups will make a poster to show a classroom government might be set up.

**Read the lesson:**

What are the main things that governments are supposed to do?

How can Americans be active in our government?

Why did American colonists want to get rid of English rule?

What did the Declaration of Independence say?

**A Big Book of Independence**

Children will make a list of ways they are more independent from adults as they have grown. Children will choose one independent activity from the list or that they came up with on their own. Children will work independently to draw a picture of themselves doing the activity with a sentence explaining what the picture depicts.

**Video:**

[https://www.ducksters.com/history/us\\_bill\\_of\\_rights.php](https://www.ducksters.com/history/us_bill_of_rights.php)

To aid children in accessing understanding, use picture cards with illustrations of six rights detailed in the lesson: the rights to free speech, writing (press), religion, assembly, vote (petition), and fair trial.

**Below Level:**

Have children work in pairs to write a sentence describing the right illustrated by each picture card

**On Level:**

Have children use the picture cards to describe the importance of each right.

**Above Level:**

Have children choose one right and think of a specific scenario in which they may exercise that right. Ask children to write a sentence describing the scenario and how they would practice their freedom. Have children draw self-portraits of themselves exercising the rights they wrote about.

**ELL:**

Have children work in pairs to write a sentence describing the right illustrated by each picture card using vocabulary words.

**Special Needs:**

Guide children through a matching game. Have them match picture cards with text cards that briefly describe the rights in simple terms. Have children discuss their pairings with each other. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 3 Check/Interactive Lesson Review activity

**Assessment:**

Lesson 3 Quiz

**Lesson 4:**

**Governments Work Together**

**Discuss the Big Question: How might a treaty be used to end a conflict?**

**Introduce the vocabulary:**

-trade, peace, conflict

**Jumpstart the activity:**

Work in a small group. Act out how you work together to solve problems.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

How does trade help countries solve problems and get along together?

What is the main purpose of the United Nations?

Why do you think the United States has a diplomat-someone who uses diplomacy-in nearly every country on Earth?

**Video:**

<https://mocomi.com/types-of-government/>

**Below Level:**

Review some of the many functions of the United Nations and show pictures of UN workers helping people in different ways in different places. Have children access images from the United Nations Web site to find out about UN global aid programs. Children may print out images of UN workers helping others and then make a collage or poster with labels.

**On Level:**



Have children draw three different ways with describing sentences how the United Nations workers aid around the world.

**Above Level:**

Tell children that part of the United Nations is the United Nations Children's Fund (UNICEF), which helps children around the world in many ways. Guide children through the UNICEF website to discover a few different ways UNICEF works to improve the lives of children around the globe. Have pairs of children pick one specific area of focus and write an explanatory paragraph about how this single effort benefits children.

**ELL:**

Using picture cards for support, ask children to suggest the different ways the UN helps people around the world. Children will write a describing sentence for each card.

**Special Needs:**

Review with children the role and functions of the United Nations. Provide children with art paper and have them draw a picture of one way people working for the United Nations can help make life better for the people of the world. Encourage children to label their drawings, and then share them with the group. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 4 Check

**Assessment:**

Lesson 4 Quiz

**Chapter Wrap Up:**

Primary Source:

Using a primary source

Review the big question: How does government work?

-Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.

**Assessment:**

Chapter Assessment

**Quest:**

Complete skit students have been working on throughout the chapter.

**Amistad Read Alouds**

Johnson, Angela The Leaving Morning 1995

Kimmel, Eric A. Anansi Goes Fishing 1993

Kroll, Virginia L. Africa Brothers and Sisters 1993

Lester, Julius Let's Talk About Race 2005

	<p>Lester, Julius Tales of Uncle Remus: The Adventures of Brer Rabbit 2006</p> <p>Levine, Ellen If You Lived at the Time of Martin Luther King 1994</p> <p>Marzollo, Jean Happy Birthday Martin Luther King 2005</p> <p>McDermott, Gerald Anansi the Spider 1987</p> <p>McDonough, Yona Zeldis Who Was Louis Armstrong? 2004</p>
<i>D</i> <i>Experiences</i>	<p>-UN Headquarters</p> <p><a href="https://visit.un.org/content/tour-1#26">https://visit.un.org/content/tour-1#26</a></p>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Pearsonrealize.com</li> <li>• Watch BrainPopJr.com video: <a href="https://jr.brainpop.com/socialstudies/government/branchesofgovernment/">https://jr.brainpop.com/socialstudies/government/branchesofgovernment/</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/">https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/government/branchesofgovernment/">https://jr.brainpop.com/socialstudies/government/branchesofgovernment/</a></li> <li>• <a href="https://www.ducksters.com/history/us_bill_of_rights.php">https://www.ducksters.com/history/us_bill_of_rights.php</a></li> <li>• <a href="https://mocomi.com/types-of-government/">https://mocomi.com/types-of-government/</a></li> </ul> <p><b>Literary Resources</b></p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• <a href="https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/">https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/</a></li> <li>• <a href="https://www.k12reader.com/worksheet/cause-and-effect-alices-adventure-in-wonderland/view/">https://www.k12reader.com/worksheet/cause-and-effect-alices-adventure-in-wonderland/view/</a></li> <li>• <a href="https://www.k12reader.com/worksheet/find-the-cause-and-effect/view/">https://www.k12reader.com/worksheet/find-the-cause-and-effect/view/</a></li> </ul>	
<b>Suggested Time Frame:</b>	<p>7 weeks</p> <p>December 16, 2019-January 31, 2020</p>

## Social Studies Curriculum Guide

<b>Content Area:</b>	<b>Social Studies</b>	<b>Grade</b>	<b>2</b>
<b>Unit Plan Title:</b>	<b>Chapter 4-People Who Supply Our Goods and Services</b>		
<b>Career Ready Practices</b>			

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Overview/Rationale**

Students will learn about needs, wants, and the difference between them. Students will explore that they must make choices between needs and wants because resources are limited. Students will explore food production and consumption as a process that often starts on a farm. The ways this process has changed over time will also be discussed. During this chapter, students will discover what a producer and consumer are, as well as how they are connected through selling and buying of goods and services. Along with this, students will also learn that producers often face challenges, which can limit their resources.

**Standard(s)**

- NJSLS. 6.1.4.C.1 Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals’ decisions, including ones made in their communities.
- NJSLS. 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- NJSLS. 6.1.4.C.3 Explain why incentives vary between and among producers and consumers.
- NJSLS. 6.1.4.C.4 Describe how supply and demand influence price and output of products.
- NJSLS.6.1.4.C.5 Explain the role of specialization in the production and exchange of goods and services.
- NJSLS. 6.1.4.C.6 Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- NJSLS.6.1.4.C.7 Explain how the availability of private and public goods and services is influenced by the global market and government.
- NJSLS.6.1.4.C.8 Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
- NJSLS. 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.

**Technology Standard(s)**

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using

**Interdisciplinary Standard(s)**

- CCSS.ELA-LITERACY.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

each.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skill
- 8.1.2.A.6 Identify the structure and components of a database

- CCSS.ELA-LITERACY.RI.2.5  
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RF.2.4  
Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.RI.2.2  
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-LITERACY.RI.2.3  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- CCSS.ELA-LITERACY.RI.2.7  
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.W.2.7  
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.SL.2.1  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

#### Essential Question(s)

- How do people get what they need?
- What is the difference between a need and a want?
- How do families make money to pay for the needs and wants they choose?

- How do farmers help people get what they need?
- Why are producers important?
- How are the producers connected to the consumers?
- How do farmers decide what to grow?

**Enduring Understandings**

- People have to make choices about needs and wants because resources are limited.
- Food production and consumption is a process that often starts on the farm, and the methods have changed over time.
- Producers and consumers are connected through the selling and buying of goods and services.
- Producers face challenges, which limit their resources.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> T/A	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> T/A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> T/A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> T/A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives**

- I can identify needs and wants.
- I can explain the difference between a need and a want.
- I can understand basic economic concepts, such as money and trade.
- I can recognize that scarcity makes people make choices.
- I can understand cost and benefits.
- I can analyze cost and benefits to make good choices.
- I can identify producers in communities.
- I can understand the role of farmers.
- I can compare farmers today with farmers from the past.
- I can understand how farmers use resources.
- I can identify the main idea in a print and oral paragraph.
- I can identify the role producers, distributors, and consumers in providing and consuming goods and services.
- I can understand how producers and consumers work together.
- I can describe the process of getting good from farm to market.
- I can understand how weather can challenge crop production.
- I can identify how farmers learned to grow productive crops in new climates.

- I can describe how farmers solve weather problems to grow productive crops.
- I can create an ad for a farm.

### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Research

### Teaching and Learning Actions

#### *Instructional Strategies*

*D:*

- Reading aloud
- Graphic organizers
- Reading study guides
- one-on-one instruction
- class website (Google classroom)
- Handouts
- Definition list
- Small learning group
- Inclusion of more visuals and films
- Think-Pair-Share
- More rigorous rubrics
- Multimedia projects
- Student led classroom instruction

**Students with a 504:**  
Adhere to all modifications and health concerns stated in 504 plan.

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives
- KWL Chart
- Student notebooks

#### *Activities*

*D:*

**Special Education Students:**  
Adhere to all modifications and health

#### **Chapter Introduction**

- The Big Question:
  - How do people get what they need?
- Introduce the vocabulary:
  - Sing about it- "What We Buy" to the tune of "Twinkle, Twinkle, Little Star"

*concerns stated in IEP first and foremost.*

*-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.*

- Introduce the Literacy Skill:
  - Identify Main Idea and Details
- Watch Big Question video on Pearson Realize:
- Complete Quest with students: Discuss “How can we create an ad that would make consumers want to buy our product?”

**Lesson 1:**

**Needs, Wants, and Choices**

**Discuss the Big Question: What is the difference between needs and wants?**

**Introduce the vocabulary:**

-needs, wants, choice, scarce, barter, purchase

**Jumpstart the activity:**

Have students work with a partner to play a guessing game. Each partner will think of something he/she would like to have. They will each take turns asking yes or no type questions to guess what the other would like.

**Read the lesson:**

Discuss the provided questions in the teacher’s edition:

How are wants different from needs?

What does barter mean?

How did people get things they wanted or needed in the past?

How do families make money to pay for the needs and wants they choose?

**Video:**

<https://jr.brainpop.com/socialstudies/economics/needsandwants/>

**Group work:**

Draw a T-chart on the board with the headings Needs and Wants. Have children copy the chart into their notebooks and make a list of their own needs and wants. Then have small groups compare their lists. As a group they must agree on the top three needs and the top three wants. Then make a new chart for the group.

**Below Level:**

Have children draw a picture of a need and a want. Have children write sentences about their pictures using the following sentence frame: \_\_\_\_ is a need and \_\_\_\_ is a want. I choose to buy \_\_\_\_ because \_\_\_\_.

**On Level:**

Have children pick 1 need and 1 want. Have children describe what makes each item a need and want. Then have students give reasons why they would pick one or the other.

**Above Level:**

Have children draw a picture of a need and a want. Then ask children to write a short paragraph about which item they would choose to buy, and why. Invite volunteers to share their pictures and sentences with the class.

**ELL:**

In pairs have children exchange information about their needs and wants. Have children use learned phrases, or use the following sentence frames for them to refer to in their questions and answers: is \_\_\_\_\_ a need or a want? Why do you need \_\_\_\_\_? I need \_\_\_\_\_ because \_\_\_\_\_.

**Special Needs:**

Display a picture of a need and a want. Which thing would you choose to buy? Why? Have children choose which activity they would like to do.

**Understand the Quest Connection:**

Use ads of food to find descriptive words for food.

**Checking for Understanding:**

Lesson 1 Check/ Interactive Lesson Review activity

**Literacy Skills:**

**Analyze Costs and Benefits**

<https://kids.britannica.com/kids/article/costs-and-benefits/628715>

**Apply the skill:**

Look at the chart in the worktext. Analyze the benefits and cost of each item. Explain your choice.

**Lesson 2:**

**Food Producers**

**Discuss the Big Question: How do farmers use land to help people get what they need?**

**Introduce the vocabulary:**

-producers, harvest, natural

**Jumpstart the activity:**

Name your favorite fruit or vegetable. Draw a picture showing where you think it comes from.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What things do producers make?

Why are producers important?

How are farms today different from the past?

How do farmers help people get what they need?

What are natural resources?

**Video:**

<https://jr.brainpop.com/science/conservation/naturalresources/>

-OR-

**Read Aloud:**

Farming by Gail Gibbons



[https://www.youtube.com/watch?v=HD\\_jD\\_T6sVo](https://www.youtube.com/watch?v=HD_jD_T6sVo)

**Below Level:**

Explain that both farmers and bakers are producers. Ask: What products do farmers and bakers produce? In pairs, have children make a list. Then invite volunteers to write their items on the board.

**On Level:**

Children will work in groups of three to come up with a list of 2 producers. They will use a 2-column chart to write down the producers as the heading and list what they produce and why they are important.

**Above Level:**

In pairs, have children think of three producers and make a list. Under each producer, have them list all they can think of that the producer makes. Then invite the children to share their lists with the class.

**ELL:**

In pairs, have children think of three producers and make a list. Under each producer, have them draw some of the things they can think of that the producer makes. Then invite the children to share their lists with the class.

**Special Needs:**

Point out that farmers are producers. Say: Farmers grow crops to sell. What products do they produce? Bakers are also producers. What products do they produce? Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 2 Check/ Interactive Lesson Review activity

**Lesson 3:**

**Producing and Consuming Goods**

**Discuss the Big Question: How do producers and consumers work together?**

**Introduce the vocabulary:**

-goods, consumers, services, process, distributors, markets, sequence

**Jumpstart the activity:**

Work with a partner. Write or draw how you would deliver a farmer's fresh produce in the quickest way possible.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What do consumers do?

How are producers and consumers connected?

How do farmers get their goods to market?

How do you think processing food and distributing farm goods has changed from long ago?

**Authentic Assessment:**

Have students pick a producer and research the process they go through to get their products to the consumers. Students will draw and then explain the process to the class.

**Below Level:**

Have children share the steps necessary to get apples from a farm to their home. Write one child's response on the board. As a small group, number the steps and record them into a blank flowchart. Encourage children to name the steps in order.

**On Level:**

Have children choose a producer and their good. Have students draw the steps in order in a blank flowchart.

**Above Level:**

Provide a blank flowchart to children, and ask them to record the steps in getting apples from a farm to their home. Have children illustrate each step in the boxes and add an explanatory sentence for each.

**ELL:**

Give children picture cards, which show: farmers harvesting apples, apples being packed in crates, crates being loaded on trucks, consumers buying apples. Ask children to put the steps in the proper sequence. Have them tell you their reasoning for the order they chose.

**Special Needs:**

Give children picture cards, which show: farmers harvesting apples, apples being packed in crates, crates being loaded on trucks, consumers buying apples. Ask children to put the steps in the proper sequence. Have them tell you their reasoning for the order they chose. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 3 Check/Interactive Lesson Review activity

**Assessment:**

Lesson 3 Quiz

**Lesson 4:****Challenges Producers Face**

**Discuss the Big Question: How do producers meet challenges?**

**Introduce the vocabulary:**

-weather, drought, climate, irrigation, source

**Jumpstart the activity:**

With a partner, act out one way weather can help or cause problems doing an activity outside.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What weather can help crops?

How do farmers decide what to grow?

Why do farmers look at water sources?

How can farmers solve weather problems?

**Video:**

<https://climatekids.nasa.gov/weather-climate/>

**Below Level:**

Remind children that climate is the weather in one place over a long time. In pairs, have children draw a picture of what the weather is like at different times of the year where they live.

**On Level:**

Have children draw the four seasons on a paper folded into four squares. Children can write the name of the season, what the season is like, and when it happens.

**Above Level:**

Have children draw the four seasons on a paper folded into four squares. Children can write the name of the season, what the season is like, and when it happens. Then have pairs ask and answer questions about what the weather is like where they live.

**ELL:**

Have children draw the four seasons on a paper folded into four squares. Children can write the name of the season and what the season is like.

**Special Needs:**

Ask children what the weather is like outside right now. Explain that climate is the weather in one place over a long time. Draw a sun, clouds, rain, and snow on the board. Ask: What is the weather like in spring? Summer? Fall? Winter? Have children point to the pictures to answer the questions. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 4 Check

**Assessment:**

Lesson 4 Quiz

**Chapter Wrap Up:**

Primary Source:

Using a primary source

Review the big question: How does government work?

-Have students work in pairs to skim the chapter, read lesson titles and heads, and look

	<p>at the pictures and graphics. Ask them to take turns telling their partner what they have learned.</p> <p><b>Assessment:</b> Chapter Assessment</p> <p><b>Quest:</b> Design the ad for the farm.</p> <p><b>Amistad Read Alouds:</b> McGovern, Ann Wanted Dead or Alive: The Story of Harriet Tubman 1991 McKissack, Patricia C. Mirandy and Brother Wind 1997 Medearis, Angela Shelf Singing for Dr. King 2004 Mendez, Phil Black Snowman 2005 Mitchell, Margaree King Uncle Jed's Barbershop 1998 Monjo, F. N. The Drinking Gourd: A Story of the Underground Railroad 1993 Nelson, Vaundra Micheaux Almost to Freedom 2003</p>
<p><i>D</i></p> <p><i>Experiences</i></p>	<p>-Abma's Farm <a href="https://abmasfarm.com/education/">https://abmasfarm.com/education/</a></p> <p>-Alstede Farms <a href="https://www.alstedefarms.com/educational-tours/">https://www.alstedefarms.com/educational-tours/</a></p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• Pearsonrealize.com</li> <li>• Big Question Video: <a href="https://www.pearsonrealize.com/community/program/e4505b44-6abb-3e0b-834e-4f73c4b438d2/25/tier/647acce2-62ac-319f-86d1-d0e68a2051a2/25/lesson/9f0b2c37-8b6e-367d-be2d-fd070b7a6167/26/content/6d489755-88ef-3905-9978-cec908f31ab7/26">https://www.pearsonrealize.com/community/program/e4505b44-6abb-3e0b-834e-4f73c4b438d2/25/tier/647acce2-62ac-319f-86d1-d0e68a2051a2/25/lesson/9f0b2c37-8b6e-367d-be2d-fd070b7a6167/26/content/6d489755-88ef-3905-9978-cec908f31ab7/26</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/economics/needsandwants/">https://jr.brainpop.com/socialstudies/economics/needsandwants/</a></li> <li>• <a href="https://jr.brainpop.com/science/conservation/naturalresources/">https://jr.brainpop.com/science/conservation/naturalresources/</a></li> <li>• Farming by Gail Gibbons- <a href="https://www.youtube.com/watch?v=HD_jD_T6sVo">https://www.youtube.com/watch?v=HD_jD_T6sVo</a></li> <li>• <a href="https://climatekids.nasa.gov/weather-climate/">https://climatekids.nasa.gov/weather-climate/</a></li> </ul> <p><b>Analyze Costs and Benefits</b></p> <ul style="list-style-type: none"> <li>• <a href="https://kids.britannica.com/kids/article/costs-and-benefits/628715">https://kids.britannica.com/kids/article/costs-and-benefits/628715</a></li> </ul>	
<p><b>Suggested Time Frame:</b></p>	<p>7 weeks</p> <p>February 3, 2020-March 20, 2020</p>

## Social Studies Curriculum Guide

<b>Content Area:</b>	Social Studies	<b>Grade</b>	2
<b>Unit Plan Title:</b>	Chapter 5-Making a Difference		
<b>Career Ready Practices</b>			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			
<p>Students will learn what makes a hero and heroic leaders. Chapter will also cover heroes who have inspired change. Students will learn that anyone can be a hero and change the world to make it better. A hero can work in any field such as science, the arts, or government. Students will also explore how they can make a difference in their community or world.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• NJSLS. 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey. NJSLS. 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</li> <li>• NJSLS. 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).</li> <li>• NJSLS.6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</li> <li>• NJSLS.6.1.4.A.11 Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.</li> <li>• NJSLS.6.1.4.A.12 Explain the process of creating change at the local, state, or national level differently.</li> </ul>			
<b>Technology Standard(s)</b>	<b>Interdisciplinary Standard(s)</b>		
<ul style="list-style-type: none"> <li>• 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</li> <li>• 8.1.2.A.2 Create a document using a word processing application.</li> <li>• 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using</li> </ul>	<ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>• CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> </ul>		

each.

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skill
- 8.1.2.A.6 Identify the structure and components of a database

- CCSS.ELA-LITERACY.RI.2.5  
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RF.2.4  
Read with sufficient accuracy and fluency to support comprehension.
- CCSS.ELA-LITERACY.RI.2.2  
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- CCSS.ELA-LITERACY.RI.2.3  
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- CCSS.ELA-LITERACY.RI.2.7  
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.W.2.7  
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.SL.2.1  
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

#### Essential Question(s)

- **What makes someone a hero?**
- **What are some things a person can do for the common good?**
- **How can you tell if someone is a hero?**

- What does it mean to act with justice?
- What are civil rights?
- Why is public protest a good way to work for civil rights for people?
- What traits do you think a leader should have to inspire people to work for a change?
- What are some ways helpers help people in need?
- Why is volunteering to help people a heroic thing to do?

### Enduring Understandings

- A hero is a person who helps others in need.
- Anyone can be a hero and change the world to make it better.
- A hero may work in any field, such as science, the arts, or government.
- A hero may become a leader or may be an ordinary person who helps solve a local problem.

### In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

Check all that apply. 21 <sup>st</sup> Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 <sup>st</sup> Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives

- I can recognize character traits of a hero.
- I can understand a hero's motivation.
- I can explain why heroes of the past are important.
- I can explain what leaders do to encourage their people to follow them.
- I can discuss how leaders become heroes to their people.
- I can identify civil rights activists who worked together against racial inequality.
- I can identify women's rights activists and their individual contributions.
- I can explain what an invention is and how they benefit the world.
- I can discuss how scientific inventions, discoveries, and experiments extend our understanding of the world.
- I can explain how and why some heroes help those in need.
- I can recognize that ordinary people who help others can be heroes.
- I can identify community members such as artists and service workers who help others in need.
- I can identify ways I can be a hero.
- I can create a book cover.

### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Research

*Teaching and Learning Actions*

*Instructional Strategies*

- D:*
- Reading aloud
  - Graphic organizers
  - Reading study guides
  - one-on-one instruction
  - class website (Google classroom)
  - Handouts
  - Definition list
  - Small learning group
  - Inclusion of more visuals and films
  - Think-Pair-Share
  - More rigorous rubrics
  - Multimedia projects
  - Student led classroom instruction

**Students with a 504:**  
Adhere to all modifications and health concerns stated in 504 plan.

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives
- KWL Chart
- Student notebooks

*Activities*

*D:*  
**Special Education Students:**  
Adhere to all modifications and health concerns stated in IEP first and foremost.

**Chapter Introduction**

- The Big Question:
  - What makes someone a hero?
- Introduce the vocabulary:
  - Sing about it- "Making a Difference" to the tune of "This Old Man"
- Introduce the Literacy Skill:
  - Compare and contrast
- Watch Big Question video on Pearson Realize:



*-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.*

- Complete Quest with students: Discuss "How can we design a book cover that will make people want to learn more about a hero?"

**Lesson 1:**

**What Makes a Hero?**

**Discuss the Big Question: How can you tell if someone is a hero?**

**Introduce the vocabulary:**

-trait, courage, risk, sacrifice, common good, goal

**Jumpstart the activity:**

Work with a partner. Talk about something you did that was helpful but also hard to do.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are some important things to know about heroes?

Why should a hero understand the difference between right and wrong?

What is the difference between a superhero and an ordinary person who is a hero?

**Video:**

Kid President Hero-<https://www.youtube.com/watch?v=tgF1Enrgo2g>

**Group work:**

Draw a web on the board with the word hero in the center. Encourage children to suggest words and phrases they learned that described a hero.

**Below Level:**

Review the difference between a possible risk and purposely taking a risk to help others. Explore with children everyday risks they take: they risk falling when they climb on the playground; they risk losing when they play a game, and so on. Have them write a full sentence example of risk that involves helping others.

**On Level:**

Have children work in groups to discuss outcomes they should consider before deciding to take a risk. Guide them in creating a list of positive and negative consequences on the board: I might help someone in need, make a new friend, lose something, be late, be embarrassed. Have children draw a situation with one positive possible outcome and one negative possible outcome. Have children explain the situation.

**Above Level:**

Have children work in pairs to discuss outcomes they should consider before deciding to take a risk. Guide them in creating a list of positive and negative consequences on the board: I might help someone in need, make a new friend, lose something, be late, be embarrassed. Have children write a sentence about a situation with one positive possible outcome and one negative possible outcome.

**ELL:**

Have children work in groups to discuss outcomes they should consider before deciding to take a risk. Guide them in creating a list of positive and negative consequences on the board: I might help someone in need, make a new friend, lose something, be late, be

embarrassed. Have children draw a situation with one positive possible outcome and one negative possible outcome. Have children explain the situation to their partner.

**Special Needs:**

Make sure that children understand the concept of risk by using the word risk in the following sentence frames: I risk getting a cold when I \_\_\_\_\_. I risk being late when I help \_\_\_\_\_. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 1 Check/ Interactive Lesson Review activity

**Lesson 2:**

**Heroic Leaders**

**Discuss the Big Question: How do leaders become heroes?**

**Introduce the vocabulary:**

-inspire, justice, Civil War, reservation, behalf

**Jumpstart the activity:**

Explain the game "follow the leader." Divide class into groups of six or seven. In each group, each child gets a turn to be the leader that others in the group follow.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

How do you know that the people listening to Abraham Lincoln's speech think of him as a great leader?

What other things besides speeches, might a leader do to make the world a better place?

What does it mean to act with justice?

What is a civil war?

Who was Sitting Bull and why was he a hero to his people?

**Video:**

<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>

**Below Level:**

Have students work in pairs to discuss how they feel when they are faced with great challenges. Who helps them overcome these challenges? Have children write 2 or 3 sentences describing the emotions their leaders inspire in them to overcome challenges.

**On Level:**

Have children write about a chosen hero. Tell how that hero helps them overcome challenges. Tell about the hero's traits.

**Above Level:**

Have children independently write a short paragraph about leaders who inspire their people to face great challenges. What traits do these leaders have? How do they inspire people to overcome challenges? How do challenges make people feel and what emotions do leaders inspire to help people overcome challenges?

**ELL:**

Have children work in pairs to write compound sentences using the following sentence frame: [Name] inspires me to \_\_\_\_\_ because he/she \_\_\_\_\_.

**Special Needs:**

Engage children in reflecting on emotions they might feel if they were forced from their homes to a new and unfamiliar place. List their ideas on the board. Have children write a couple of sentences describing how they might feel.

**Checking for Understanding:**

Lesson 2 Check/ Interactive Lesson Review activity

**Lesson 3:****Producing and Consuming Goods**

**Discuss the Big Question: How do heroes inspire change?**

**Introduce the vocabulary:**

-civil rights, protest, race, boycott, considerable

**Jumpstart the activity:**

Work with a partner. Draw peaceful ways that you can get other people to listen to you.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are civil rights?

Why did Harriet Tubman work on the Underground Railroad? What was her goal?

What were some things that girls and women could not do in the past?

What did women do that got a law passed that gave them the right to vote?

**Below Level:**

Review the meaning of protest. Have children describe the various forms and reasons for protest they read about. Show some appropriate examples of protest posters. Have them work in partners to create a poster to protest some unfairness. When they are done, have them display and explain their posters to the class.

**On Level:**

Have children independently design a poster for protesting something they think is unfair. Have children explain their poster.

**Above Level:**

Have children write a letter to a leader to protest some unfairness. Remind them to use reasons to support their argument. When they are finished, volunteers read their letters to the class.

**ELL:**

Review the meaning of protest. Have children describe the various forms and reasons for protest they read about. Show some appropriate examples of protest posters. Have them work in partners to create a poster to protest some unfairness. When they are

done, have them display and explain their posters to the class.

**Special Needs:**

Write the word protest on the board and define it for children. Remind them that some American heroes protested against unfair and unequal treatment of people. Have children use the word protest in the following sentence frames: *Dr. King led a \_\_\_\_\_ against unfair and unequal treatment of African Americans. A speech and a march are ways to \_\_\_\_\_.* Another way to \_\_\_\_\_ is to talk with lawmakers. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 3 Check/Interactive Lesson Review activity

**Assessment:**

Lesson 3 Quiz

**Primary Source:**

Read and discuss Rosa Parks and her act of protest.

<https://jr.brainpop.com/socialstudies/biographies/rosaparks/>

**Lesson 4:**

**Heroes in Science**

**Discuss the Big Question: What are some of the traits that heroes of science have that help them invent and discover new things?**

**Introduce the vocabulary:**

-invention, element, vaccine, experiment, discovery

**Jumpstart the activity:**

With a partner, brainstorm some activities that you do every day. Then discuss how you could make it so it would be easier, faster, or safer to do.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

How did Thomas Edison start learning about how things worked?

How do you think Thomas Edison's invention of the light bulb changed people's lives?

What are discoveries made by Marie Curie and Albert Einstein?

Who was Louis Pasteur, and how did his discoveries help people?

**Video:**

Thomas Edison-[https://www.youtube.com/watch?v=KgSi\\_R1Wcyk](https://www.youtube.com/watch?v=KgSi_R1Wcyk)

Albert Einstein-

<http://www.sciencekids.co.nz/videos/famousscintists/alberteinstein.html>

Marie Curie- <https://thekidshouldseethis.com/post/the-genius-of-marie-curie-ted-ed>

Louis Pasteur- <http://www.sciencekids.co.nz/videos/famousscintists/louispasteur.html>

**Below Level:**

Tell children that some of the objects that work with electricity today once were used by hand or worked with other forms of energy. Explain that we use the word electric to describe some of these modern products. On the board, list some products or objects, such as a can opener, toothbrush, stove, oven, mixer, and so on. Invite children to suggest items as well.

**On Level:**

Have children draw and label two of the inventions created by Thomas Edison.

**Above Level:**

Review with children that, since Edison, most electricity has been generated in electric power plants. Name some new ways for generating electricity such as hydroelectricity, windmills, solar panels, atomic energy. Have children work in pairs to collect pictures of these methods from magazines or the internet. Partners may show their pictures and tell how each creates electricity.

**ELL:**

Have children work with a partner and discuss Thomas Edison's inventions. Have students draw and label two of the inventions created by Thomas Edison.

**Special Needs:**

Remind children that Thomas Edison invented many useful things that run on electricity. Have children name things that run on electricity. Write their list on the board. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 4 Check

**Assessment:**

Lesson 4 Quiz

**Literacy Skills:**

Compare and contrast

**Lesson 5:**

**Heroic Helpers**

**Discuss the Big Question: How do heroes help people?**

**Introduce the vocabulary:**

-poverty, volunteer, establish

**Jumpstart the activity:**

With a partner, act out ways you can help people in your community.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are some way helpers help people in need?

What does it mean to live in poverty?

What is the Red Cross' main goal? How does it work to achieve this goal?  
Who was Clara Barton, and how did she help soldiers during the Civil War?  
What led Florence Nightingale to help injured soldiers?  
Why is volunteering to help people a heroic thing to do?

**Video:**

Florence Nightingale- <https://www.youtube.com/watch?v=YKZIYuMwwMs>

Jane Addams- <https://www.youtube.com/watch?v=Tw4GZeABINl>

**Below Level:**

Lead children in a review of the ways that the Red Cross helps people. Divide children into small groups. Have them create collages of pictures that show the many things that the Red Cross does. They may find pictures in magazines or on the Red Cross website.

**On Level:**

Have children discuss the different ways the Red Cross helps people in need. Children may pick 3 ways the Red Cross helps and explain it through pictures and descriptive sentences.

**Above Level:**

Instruct children to work in pairs to research the many ways the Red Cross helps people. Information can be readily found on their website: [www.redcross.org](http://www.redcross.org). Have children create brochures about the different things that the Red Cross does. They should write informative text that tells at least four facts about the Red Cross.

**ELL:**

Ask children to name ways they have helped a friend or family member when they were sick or hurt. Have them draw a picture of themselves helping somebody. Below their drawing, they should write a sentence describing the way they were helpful using provided vocabulary words.

**Special Needs:**

Ask children to name ways they have helped a friend or family member when they were sick or hurt. Have them draw a picture of themselves helping somebody. Below their drawing, they should write a sentence describing the way they were helpful. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 5 Check

**Assessment:**

Lesson 5 Quiz

**Lesson 6:**

**Heroic Helpers**

**Discuss the Big Question: How can I make a difference?**

**Introduce the vocabulary:**

-first responder, ongoing

**Jumpstart the activity:**

Draw a picture of someone you know who likes to help other people. Label your picture.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

How can artists and musicians help their community?

How might firefighters, police officers, and medical workers save lives?

What are some ongoing community problems you can help solve?

How would working with others such as classmates or neighbors, make it easier to solve problems in your community?

**Small Group:**

Have children brainstorm ways they can volunteer to help: in people's homes (painting, cleaning, gardening, errands, shopping) and in the community (community garden, clean up, recycling, food banks, visiting nursing homes, or animal shelters). Then have children brainstorm ways they could convince other children to volunteer their help. Each group will create an advertisement for volunteers to show what type of work they would do.

**Below Level:**

Have children work in small groups to create a list of both ongoing, or long-term, and short-term community problems. Ask children to collaborate on writing a task chart of each problem and the people best qualified to solve it: volunteers, professionals, or government.

**On Level:**

Have children work with a partner to create a list of ongoing, long-term, and short-term community problems. Ask children to collaborate on deciding the best way to solve these problems using volunteers, professionals, or government.

**Above Level:**

Encourage children to give examples of ongoing problems in their school or community. With the children working as a group, have them offer suggestions about how they might volunteer to solve one problem. Have them write a collaborative plan of action for volunteers to help solve the problem. The plan may state the problem at the top followed by one or two written solutions beneath.

**ELL:**

On the board write the phrase "share your talents," and review what it means. Have them work with a partner to come up with an ongoing problem and how they could use their talents to solve it.

**Special Needs:**

Write the word ongoing on the board and help the children define it. Ask children to name any ongoing problems in their school or community and list their ideas on the board. Be sure to point out any short-term problems children may suggest and explain why these are not ongoing problems. Have children choose which activity they would like to do.

	<p><b>Checking for Understanding:</b> Lesson 6 Check</p> <p><b>Assessment:</b> Lesson 6 Quiz</p> <p><b>Chapter Wrap Up:</b> Review the big question: What makes someone a hero? -Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.</p> <p><b>Assessment:</b> Chapter Assessment</p> <p><b>Quest:</b> Design and draw a book cover that will inspire people to learn more about a hero covered in this chapter.</p> <p><b>Amistad Read Alouds</b> Armstrong 2002 Pinkney, Andrea Davis Alvin Alley, Vol. 1 1995 Raschka, Chris Charlie Parker Played Be Bop 2004 Ringgold, Faith Cassie's Word Quilt 2004 Ringgold, Faith Tar Beach 1996 San Soucie, Robert D. Cendrillon: A Caribbean Cinderella 2002 Shore, Diane, et al This is the Dream 2005</p>
<p><i>D</i></p> <p><i>Experiences</i></p>	<p>-Volunteering Opportunities <a href="http://www.kidsguidenj.com/enrichment/volunteer.html">http://www.kidsguidenj.com/enrichment/volunteer.html</a></p> <p>-Red Cross <a href="http://redcrossyouth.org/college/resources/">http://redcrossyouth.org/college/resources/</a></p>
<p><b>Resources</b></p>	
<ul style="list-style-type: none"> <li>• Pearsonrealize.com</li> <li>• Kid President Hero-<a href="https://www.youtube.com/watch?v=tgF1Enrgo2g">https://www.youtube.com/watch?v=tgF1Enrgo2g</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/">https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/</a></li> <li>• Rosa Parks-<a href="https://jr.brainpop.com/socialstudies/biographies/rosaparks/">https://jr.brainpop.com/socialstudies/biographies/rosaparks/</a></li> <li>• Thomas Edison-<a href="https://www.youtube.com/watch?v=KgSi_R1Wcyk">https://www.youtube.com/watch?v=KgSi_R1Wcyk</a></li> <li>• Albert Einstein- <a href="http://www.sciencekids.co.nz/videos/famousscientists/alberteinstein.html">http://www.sciencekids.co.nz/videos/famousscientists/alberteinstein.html</a></li> <li>• Marie Curie- <a href="https://thekidshouldseethis.com/post/the-genius-of-marie-curie-ted-ed">https://thekidshouldseethis.com/post/the-genius-of-marie-curie-ted-ed</a></li> <li>• Louis Pasteur- <a href="http://www.sciencekids.co.nz/videos/famousscientists/louispasteur.html">http://www.sciencekids.co.nz/videos/famousscientists/louispasteur.html</a></li> <li>• Florence Nightingale- <a href="https://www.youtube.com/watch?v=YKZlYuMwwMs">https://www.youtube.com/watch?v=YKZlYuMwwMs</a></li> <li>• Jane Addams- <a href="https://www.youtube.com/watch?v=Tw4GZeABINl">https://www.youtube.com/watch?v=Tw4GZeABINl</a></li> </ul>	



- [www.Redcross.org](http://www.Redcross.org)

**Suggested Time Frame:**

8 weeks

March 23, 2020-May 15, 2020

## Social Studies Curriculum Guide

<b>Content Area:</b>	<b>Social Studies</b>	<b>Grade</b>	<b>2</b>
<b>Unit Plan Title:</b>	<b>Chapter 6-Making a Difference</b>		
<b>Career Ready Practices</b>			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
<b>Overview/Rationale</b>			
<p>Students will learn that culture is our way of life. Culture is the way we live. It includes our food, our music, our language, and our religion. This chapter will also teach students to compare points of view. Many cultures can be found in the United States from all over the world. American stories will be covered in this chapter as well. The stories include folk tales and tall tales. Students will also explore the different American holidays celebrated.</p>			
<b>Standard(s)</b>			
<ul style="list-style-type: none"> <li>• NJSLS.6.1.P.D.2 Demonstrate an understanding of family roles and traditions.</li> <li>• NJSLS.6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).</li> <li>• NJSLS.6.1.P.D.4 Learn about and respect other cultures within the classroom and community.</li> <li>• NJSLS.6.1.4.A.10 6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</li> <li>• NJSLS.6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</li> <li>• NJSLS.6.1.4.D.14 Trace how the American identity evolved over time.</li> <li>• NJSLS. 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</li> <li>• NJSLS. 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</li> <li>• NJSLS. 6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</li> </ul>			

- NJSLS.6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- NJSLS.6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

#### Technology Standard(s)

- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skill
- 8.1.2.A.6 Identify the structure and components of a database

#### Interdisciplinary Standard(s)

- CCSS.ELA-LITERACY.L.2.4.E  
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- CCSS.ELA-LITERACY.RI.2.1  
Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RI.2.5  
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY.RF.2.4  
Read with sufficient accuracy and fluency to support comprehension.
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Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
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Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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- CCSS.ELA-LITERACY.W.2.8  
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- CCSS.ELA-LITERACY.W.2.7  
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- CCSS.ELA-LITERACY.W.2.8  
Recall information from experiences or gather information from provided sources to answer a

	<p>question.</p> <ul style="list-style-type: none"> <li>CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> </ul>
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**Essential Question(s)**

- How is culture shared?
- How can culture bring people together?
- In what ways do people share their culture?
- What makes Mardi Gras parades special?
- Why are there so many cultures in America?
- Why are American stories important to our culture?

**Enduring Understandings**

- Culture is passed down through generations.
- Many different cultures are shared in the United States.
- American stories are an important part of our culture.
- National holidays are an important way to honor people, religions, and heroes in our culture.

**In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.**

<i>Check all that apply.</i>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
<b>21<sup>st</sup> Century Themes</b>		<b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	Global Awareness	T/A	Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	T/A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	T/A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	T/A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives**

- I can understand what makes up a person's culture.
- I can explain how culture is passed down.
- I can identify how music and food are important to culture.
- I can identify and compare points of view.
- I can understand why there are many cultures in the United States.
- I can describe how people share cultures in our country.

- I can explain how adults pass culture down to their children.
- I can understand the importance of telling stories from the past.
- I can distinguish fact from fiction in stories about the past.
- I can compare and contrast folk tales and tall tales.
- I can recognize the different reasons for celebrations.
- I can identify holidays that honor American heroes.
- I can understand why we celebrate important people.
- I can understand how heroes have made a difference in people's lives.
- I can present an artifact and its importance.

### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Research

### Teaching and Learning Actions

*Instructional Strategies D:*  
 -Reading aloud  
 -Graphic organizers  
 -Reading study guides  
 -one-on-one instruction  
 -class website (Google classroom)  
 -Handouts  
 -Definition list  
 -Small

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives
- KWL Chart
- Student notebooks

learning group  
-Inclusion of more visuals and films  
-Think-Pair-Share  
-More rigorous rubrics  
-  
Multimedia projects  
-Student led classroom instruction

**Students with a 504:**  
Adhere to all modifications and health concerns stated in 504 plan.

Activities D:  
**Special Education Students:**  
Adhere to all modifications and health concerns stated in IEP first and foremost.  
  
-Give students a MENU options allowing students to pick

**Chapter Introduction**

- The Big Question:
  - How is culture shared?
- Introduce the vocabulary:
  - Sing about it- "Festival Time" to the tune of "Do Your Ears Hang Low?"
- Introduce the Literacy Skill:
  - Distinguish Fact from Fiction
- Watch Big Question video on Pearson Realize.
- Complete Quest with students: Discuss "What holidays do you celebrate? What special clothing do you wear?"

**Lesson 1:**  
**Culture Is Our Way Of Life**  
**Discuss the Big Question: How can culture bring people together?**  
**Introduce the vocabulary:**  
-language, religion, heritage, continue, instrument

**Jumpstart the activity:**  
Work with a partner. Talk about your family's food and celebrations.

**Read the lesson:**

*assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.*

Discuss the provided questions in the teacher's edition:

What does communicate mean?

How can culture bring people together?

Why does quick, lively music make you feel excited?

How might music make you feel?

Do your parents listen to music from their culture? Do you like the same music?

What types of food does your family cook? Do you help in the kitchen?

**Quest Connection Video:**

Musical Instruments: <https://jr.brainpop.com/artsandtechnology/music/musicalinstruments/>

**Below Level:**

Ask children to share a family or community cultural tradition that they enjoy. Have them make a series of drawings with captions to describe the tradition and what happens.

**On Level:**

Have children work independently to share a family tradition that they would like to share with the class. Have them draw a picture and write explanatory sentences about their chosen tradition.

**Above Level:**

Have children create a cultural tradition that could be representative of the classroom. Ask them to present the tradition to the class and explain how it represents all of them.

**ELL:**

In small groups, have children exchange information about what they eat on special holidays. Encourage children to contribute by asking relevant questions and adding relevant information.

**Special Needs:**

Ask children to draw a picture of something that represents their culture, or a culture they know about. Encourage them to say what it is. Have students choose what activity they would like to do.

**Checking for Understanding:**

Lesson 1 Check/ Interactive Lesson Review activity

**Critical Thinking Skills**

Comparing points of view

Apply the skill: Have students complete Your Turn!

**Lesson 2:**

**Cultures in Our Country**

**Discuss the Big Question: In what ways do people share their culture?**

**Introduce the vocabulary:**

-unique, diverse, parade, settled, character

**Jumpstart the activity:**

Ask your classmates where their parents were born. Find the states or countries on a map.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What do the words unique and diverse describe?

Why are there so many cultures in the United States?

In what ways do people share their culture?

Why do people celebrate Cinco de Mayo?

How is jazz music part of the culture in New Orleans?

What makes Mardi Gras parades special?

**Video:**

Chinese New Year: [https://www.youtube.com/watch?v=u-R-aiq3\\_E](https://www.youtube.com/watch?v=u-R-aiq3_E)

Cinco de Mayo: <https://www.youtube.com/watch?v=O20HgEL0t8I>

Mardi Gras: <https://www.youtube.com/watch?v=EklZwXbSh-Y>

**Below Level:**

Have students choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Then encourage children to label their drawing.

**On Level:**

Have students choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Have children to label their drawing and add an explanatory sentence.

**Above Level:**

Have children choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Then, encourage children to write a short paragraph about what is happening.

**ELL:**

Have students choose a cultural event from the lesson. Ask them to look at the pictures and describe what they see in greater detail.

**Special Needs:**

Have students choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Have students choose what activity they would like to do.

**Checking for Understanding:**

Lesson 2 Check/ Interactive Lesson Review activity

**Lesson 3:****American Stories**

**Discuss the Big Question: Why is it important to know American stories?**

**Introduce the vocabulary:**

-fact, fiction, folk tale, tall tale, travel

**Jumpstart the activity:**

Play a game. Write two true things and one false thing about yourself. Read your sentences to the class. Who can guess which thing is false?

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

How are American stories part of our heritage?

How are facts different from fiction?

How are folk tales similar to tall tales? How are they different?

Why is Johnny Appleseed a folk tale?

The story of John Henry is a tall tale, what do you think he might do?

**Small Group:**

In small groups, have children brainstorm American stories they know, such as those about Paul Bunyan or Sally Ann Thunder Ann Whirlwind. Ask for ideas and write the names of the stories on the board, giving a brief explanation of each. Then, invite a volunteer to the front of the class. Whisper a story to the child; have them explain the story without saying the name. Have children guess the story.

**Below Level:**

Have partners reread one of the stories then work together to tell about it in their own words. Tell children to identify those parts of the story that could be true and those that are fiction.

**On Level:**

Have children independently reread one of the stories then tell about it in their own words. Tell children to identify those parts of the story that could be true and those that are fiction.

**Above Level:**

Have children choose a story from the lesson and either write their own version of it or write a continuation. Invite children to add illustrations to their version.

**ELL:**

Review the meaning of protest. Have children describe the various forms and reasons for protest they read about. Show some appropriate examples of protest posters. Have them work in partners to create a poster to protest some unfairness. When they are done, have them display and explain their posters to the class.

**Special Needs:**

Read each story aloud, acting out or using gestures to convey information. Then, ask simple yes/no questions about the characters and what happened. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 3 Check/Interactive Lesson Review activity

**Assessment:**

Lesson 3 Quiz



**Literacy Skill:**

Distinguish Fact from Fiction

**Teach the skill:**

Explain to children that a fact is something that is true and fiction is not true.

**Practice the skill:**

Discuss Pecos Bill. Complete Your Turn! Activity

**Assessment:**

Choose a short story from your classroom library, which has facts and fiction. Read it once to the children. Then, explain you will read it again, and students should put their thumbs up when they hear facts and thumbs down when they hear fiction.

**Lesson 4:****American Holidays**

**Discuss the Big Question: Why are national holidays important?**

**Introduce the vocabulary:**

-honor, veteran, monument, treated

**Jumpstart the activity:**

Take a class poll. Which American holiday does your class like the best?

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What holidays celebrate events in people's lives?

What does bravery mean?

What is the purpose of Veteran's Day?

Why do we have a parade on Memorial Day?

Which president helped end slavery?

Why are each of the presidents on this page honored?

Why did Martin Luther King, Jr. give speeches?

Do you think Martin Luther King, Jr. helped change the laws?

What is Labor Day?

How do many people celebrate Labor Day?

**Make a Speech:**

Have children write a speech about why it is important to treat all people fairly. Then, have children present their speech to the class.

**Below Level:**

Draw a T-Chart on the board and write the headings "Personal Holidays" and "National Holidays." Call out a holiday or celebration identified in the text and ask children in which category it belongs. Have a volunteer write the name of the holiday in the correct column.

**On Level:**

Have children categorize personal and national holidays into two columns using a T-Chart. Encourage children to write a sentence about the meaning of each holiday.

**Above Level:**

Ask children to name the two holidays that honor men and women who protect our country. Then ask children to identify a difference between the two holidays. Children should understand that Veterans Day honors all those who have served in the armed forces, while Memorial Day honors those who died fighting for our country.

**ELL:**

In pairs, have children ask and answer questions about why we have celebrations. Encourage children to listen attentively, follow turn-taking rules, and add relevant information to the conversation.

**Special Needs:**

Display a number of photographs-some should show everyday scenes and others should depict a variety of holiday celebrations: a personal celebration such as a wedding, a celebration specific to a religious holiday, and a gathering for a national holiday, such as a parade, ask students if it depicts a holiday or celebration. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 4 Check

**Assessment:**

Lesson 4 Quiz

**Chapter Wrap Up:**

Review the big question: How is culture shared?

-Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.

**Assessment:**

Chapter Assessment

**Quest:**

Choose and research an artifact to present to the class.

**Amistad Read Alouds:**

San Soucie, Robert D. Cendrillon: A Caribbean Cinderella 2002

Shore, Diane, et al This is the Dream 2005

Steptoe, John Creativity 2003

Steptoe, John Stevie

Stroud, Bettye The Patchwork Path: A Quilt Map to Freedom 2007

Udry, Janice May What Mary Jo Shared

Unobagha, Uzo Off to the Sweet Shores of Africa 2005

Williams, Vera B. A Chair for My Mother 1984

Winter, Jeanette Follow the Drinking Gourd 1992

Woodson, Jacqueline Coming On Home Soon 2004

Young, Richard Dockrey African-American Folktales for Young Readers

**Experience**

-Museums

<https://www.funnewjersey.com/en/results/plainkey=+region=any+county=99+city=any+category=176+>

s D	distance=25+geo lat+=geo lng+=sort by=
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Pearsonrealize.com</li> <li>• Musical Instruments: <a href="https://jr.brainpop.com/artsandtechnology/music/musicalinstruments/">https://jr.brainpop.com/artsandtechnology/music/musicalinstruments/</a></li> <li>• Johnny Appleseed: <a href="https://jr.brainpop.com/socialstudies/biographies/johnnyappleseed/">https://jr.brainpop.com/socialstudies/biographies/johnnyappleseed/</a></li> <li>• Chinese New Year: <a href="https://www.youtube.com/watch?v=u-R-aiq3_E">https://www.youtube.com/watch?v=u-R-aiq3_E</a></li> <li>• Cinco de Mayo: <a href="https://www.youtube.com/watch?v=O20HgEL0t8I">https://www.youtube.com/watch?v=O20HgEL0t8I</a></li> <li>• Mardi Gras: <a href="https://www.youtube.com/watch?v=EkIZwXbSh-Y">https://www.youtube.com/watch?v=EkIZwXbSh-Y</a></li> </ul>	
Suggested	5 weeks
Time	May 15, 2020-June 22, 2020
Frame:	



**Jingle Dancer**  
by  
Cynthia Leitich Smith

Morrow Junior Books, NY, 2000  
Recommended for Grades K-2, Picture book

**Synopsis**

Jenna is a member of the Muscogee Creek Nation. She is finally old enough to participate in the Jingle Dance at the upcoming powwow. However, she does not have enough jingles on her dress and sets out to collect some from friends and relatives. At the powwow, Jenna dances for those who gave her each a row of jingles because they could not dance themselves.

**Objectives**

- To understand that the Native Americans today participate in everyday society just as do other peoples.
- To learn the value of keeping family traditions

**Pre-Reading Activity**

- Explain that American Indians today live and work like all other Americans. They will often meet throughout the year at powwows to renew traditions and friendships. The jingle dance is done with a bounce step to let the aluminum cone-shaped jingles hit against each other and “sing.”

**Discussion Questions**

**Note to the teacher:**

*During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.*

- What does it mean, “But Jenna’s dress would not sing?”
- What idea did Jenna get when she saw Great-aunt Sis’ dress?
- Why did Great-aunt Sis ask Jenna to dance for her?
- Why did Mrs. Scott give Jenna a row of jingles?
- Why was Cousin Elizabeth willing to give up her row of jingles?
- How did Jenna show her appreciation for receiving all those jingles?

**Activities**

- Allow the children to demonstrate a bounce-step for the class. If desired, brainstorm how they could get something to make a “jingle” while they dance.
- Draw a picture of a powwow with Jenna dancing.
- Many boys and men at powwows do hoop dances, where large hoops are twirled, splayed and stepped through while keeping up a dance rhythm. Draw a picture of the men doing a hoop dance.

### **Other Suggested Sources**

*These books deal with the lives of contemporary Indian children.*

- **A Rainbow at Night: The World in Words and Pictures by Navajo Children** by Bruce Hucko. CA: Chronicle Books, 1996.
- **Buffalo Days** by Diane Hoyt-Goldsmith. NY: Holiday House, 1997.
- **Pueblo Boy** by Marcia Keegan. NY: Coblehill Books, 1991.
- **Pueblo Storyteller** by Diane Hoyt-Goldsmith. NY: Scholastic Inc., 1991.
- **Red Bird** by Barbara Mitchell. NY: William Morrow & Company, Inc., 1996.
- **Thunder Bear and Ko** by Susan Hazen-Hammond. NY: Dutton Children's Books, 1999.

## **Nadia's Hands**

by  
Karen English

Caroline House, Honesdale, PA, 1999  
Recommended for Grades K-2 Picture book

### **Synopsis**

Nadia is a Pakistani American girl who has been chosen as flower girl in her aunt's traditional Pakistani wedding. However, when she has to put *mehndi* on her hands for the occasion, Nadia worries that the henna dye will not wash off before school on Monday. Nadia learns to appreciate her traditions as she sees the joy in her grandmother's eyes and understands that her family's happiness is also her happiness.

### **Quote**

"Grandma came over and lifted one hand, then the other. 'When I look at your hands, it's as if I'm looking at my past and future at the same time.' "

### **Objectives**

- To understand that family traditions are an important part of who we are
- To appreciate the customs of other nationalities
- To learn about the Pakistani practice of *mehndi*

### **Pre-Reading Activities**

- Discuss the wedding ceremony with children so that they understand the practice is a universal tradition. Explain the concept of hand painting, *mehndi*, in Pakistani tradition, as illustrated on the book jacket.
- Elicit traditions that are common in wedding traditions.

### **Discussion Questions**

*During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.*

- How does Nadia feel about having her hands painted? Why?
- Do you think some children might make fun of Nadia's hands? Why or why not?
- What would you tell those children?
- Why did Nadia feel her hands belonged to someone else?
- What made Nadia stumble coming down the aisle?
- What helped Nadia find her rhythm again?
- How was Nadia going to deal with her hands in school on Monday?
- Why did Nadia finally think that her hands really did belong to her?

### **Activities**

- On construction paper, outline both hands. Plan a design and color with orange crayon. Write a sentence to explain what *mehndi* is.

**Island of Skog**  
by  
Stephen Kellogg

Dial Press, New York, 1973.  
Recommended for Grades K-2

**Synopsis**

Several mice who want a new life free of oppression set out to sea to find a peaceful island. However, upon their arrival, they discover footprints belonging to what appears to be a very large beast or monster. They are determined to remove the beast from the island using warfare: cannonballs and a huge trap. The Skog reacts by disguising himself as a huge monster and menaces the colony of mice. The mice are surprised when they capture Skog and discover his real identity! There are some lessons to be learned about human relations, respect, resolving conflicts, and kindness that make this book so special.

**Objectives**

- To explain how each difference in people potentially enriches all people
- To recognize the things all of us share in common
- To understand the concepts of trust, respect, and caring
- To understand that your words and behavior affect you and others
- To think about and explain ways that a person can be more thoughtful and considerate of others

**Pre-Reading Activities**

- Explain the term "monster."
- Discuss the term "peace" and talk about its importance.

**Discussion Questions**

**Note to the teacher:**

*During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.*

- Why did the mice want to go to the Island of the Skog?
- Who already lived on the island? Do you think that the mice had the right to try to take the island for themselves?
- Describe the Skog - the monster and the real Skog.
- Why did the mice shoot cannonballs before going ashore on the island?
- What was the plan that the mice had developed for the island?
- What was the "dawn discovery" by the mice?
- Describe the plans the mice developed to capture the Skog. How did each plan work? Why did the mice think that they had to capture the Skog?
- Why did the Skog try to portray himself as a monster or beast?
- What suggestion did the Skog make to the mice? How did the mice respond?
- Do you think that they can all live together peacefully on the island? Explain.



**The Ugly Duckling**  
by  
Lorinda Bryan Cauley

Harcourt Brace Jovanovich, NY, 1979  
Recommended for Grades K-2

**Synopsis**

An "ugly duckling" spends an unhappy, lonely year in the barnyard where he is ostracized and ridiculed by the other animals. In despair, he finally departs to wander alone. In his journey of discovery, the duckling learns that he is actually a beautiful swan.

**Objectives**

- To understand the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc.
- To understand that each of us is unique and special
- To apply concepts of respect, trust, and caring to self and others
- To understand how words can hurt us or can make us feel good
- To explain what a bully is and how a bully acts
- To explain what a friend is and how a friend acts

**Pre-Reading Activities**

- Look at photos and illustrations of ducks and swans and note differences as well as similarities.
- Talk about the pain caused by name-calling and ridicule.

**Discussion Questions**

**Note to the teacher:**

*During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.*

- Where was the Ugly Duckling hatched?
- Describe the egg. What was the mother's reaction to the egg?
- Describe the Ugly Duckling at its "birth."
- How did the other ducklings respond to him?
- Compare the mother's response to the various ducklings.
- Why did the Ugly Duckling fly into the marsh? How did he feel about himself?
- What happened when he met the wild ducks?
- What happened to the two wild ganders?
- What happened when the dog appeared?
- Why did the Ugly Duckling go to the farmhouse? Describe his treatment there.
- Why did the Ugly Duckling have trouble making friends?

- What occurred during the winter months? How did the farmer save the Duckling's life?
- Why did the Duckling leave the farmer's house?
- Describe the meeting between the Ugly Duckling and the three beautiful swans.
- Explain how the meeting changed the Duckling's view of himself.

### **Activities**

- Explain the terms "name-calling" and "bullying." How would you apply these terms to the treatment of the Ugly Duckling by the other animals? Have you ever felt lonely? What can you do to help someone who is feeling lonely?
- Define the term "outcasts." Does this word describe both the Ugly Duckling and Dumbo? Explain how both gained their own self-respect and the respect of others.
- What does the phrase "Beauty is in the eye of the beholder" mean? How does it apply to the Ugly Duckling and Dumbo?
- Two popular sayings are "Beauty is only skin deep" and "What counts is what is on the inside." What do they mean? How do they describe the Duckling and Dumbo?
- Draw a portrait of Dumbo and the Ugly Duckling.
- Would you like to have someone like Dumbo or the Duckling for a friend? List the qualities that they have that would make them a good friend. What qualities do you have that make you a good friend?

### **Other Suggested Sources**

- View the video "*The Ugly Duckling*."

**Dumbo**  
by  
Jerry Walters

Random House, New York, 1972.  
Recommended for Grades K-2

**Synopsis**

Dumbo, a baby elephant, is mocked and ridiculed by the other circus animals and the people who come to the circus because of his extremely large ears. Dumbo and Timothy, a little mouse, become friends and Timothy helps his young friend gain confidence. With his newly found confidence, Dumbo trains to become an aerial artist and gains the respect of the other circus animals.

**Objectives**

- To understand that each one of us is unique and special
- To explain how each difference in people potentially enriches all people
- To recognize the things all of us share in common
- To understand the concepts of respect, trust, and caring
- To understand how words can hurt us or make us feel good
- To explain what a bully is and how a bully acts
- To explain what a friend is and how a friend acts

**Pre-Reading Activities**

- Discuss the words "bully" and "friend."
- Ask students to explain how it feels to be the victim of name-calling and ridicule.

**Discussion Questions**

**Note to the teacher:**

*During the read-aloud session, stop at the salient points and ask these questions rather than at the end of the story so that knowledge is building.*

- Compare and contrast Dumbo's appearance to that of the other elephants.
- Who helped to erect the circus?
- How does Mrs. Jumbo feel when others ridicule her child Dumbo?
- Why is Mrs. Jumbo placed in a solitary cage?
- Describe Dumbo's feelings when he sees his mother in the cage and how he feels to be alone.
- Describe the way the other elephants treat Dumbo now that his mother is locked in a cage alone. How does this make Dumbo feel?
- Explain how Timothy and Dumbo become friends.
- Timothy proves to be a good friend to Dumbo. Explain how he shows this.
- Describe the accident that occurs. Explain how Dumbo is involved and how the other elephants react to him after the accident.

- Why did the circus try to make Dumbo a clown? What was his special act? How did Dumbo feel about this?
- Who are the Black Crows? Describe the sound they make and the way that they treated Dumbo. How did this make Dumbo feel?
- What does Timothy do?
- What do the Black Crows give to Dumbo? How does this help Dumbo?
- Why do the other elephants come to realize that they should respect Dumbo?
- How does Dumbo feel after the other elephants change their attitude and behavior toward him?

### **Activities**

- Define the term "prejudice." Identify some of the attitudes of prejudice shown in the story. (For example, Black laborers and crows.)
- Compare the isolation of the Ugly Duckling in the story of that name to the isolation of Dumbo. Have the children draw illustrations of Dumbo, the Ugly Duckling, and Timothy together.
- Discuss the term "name-calling" and the idea that words can really hurt us. Take examples of this from the story about Dumbo. Look at illustrations of Dumbo in the book that show the way he feels when he is mocked and ridiculed. Ask students if they have ever felt this way and if they were hurt and lonely because of it. Draw up a list of things they can do to help someone who is ridiculed and/or hurt and lonely.
- Make a list of the characteristics of a good friend. Compare this list to the actions of Timothy. Talk about how a person can be a good friend and how good friends make us feel.

### **Other Suggested Sources**

- **The Ugly Duckling** by Lorinda Bryan Cauley. New York: Harcourt Brace Jovanovich, 1979. (Also available in video.)
- Video "**The Point**" based on a story by Harry Nilsson. Nilsson House Music Inc., Murakami Wolf Productions, Inc. 1971.