

Grade Two Social Studies

Unit One

Unit Title: **Communities and Self**

Essential Questions

- How can I be a good citizen in my community (classroom)?
- In what ways are my classroom and my school a community?
- Why do we make rules in our community? What are good/bad choices and consequences?
- What is the common good in our community? How do we balance the needs and wants of individuals in our community?
- What are fair/unfair actions/behaviors? What should I do in response to fair/unfair actions/behaviors?
- What is a process we can follow to peacefully resolve conflicts?
- What is equality? Justice? Fairness? How can we strive to achieve those goals in our community?

Enduring Understandings

- Being a citizen of a community means finding ways of making positive contributions to the common good.
- Our classroom is a community; it is a place where people work together to achieve a common goal. Our school is a community; we agree upon rules to maintain order and we help each other in many ways.
- Finding the common good in our community requires balancing the needs and wants of individuals with the overall well-being of our community.
- Communities make rules to maintain order and safety; there are consequences for not following rules.
- Our classroom has specific rules that we can create together; these rules help create a safe environment for learning.
- In responding to fair/unfair actions and in resolving conflicts, I should listen to others to understand their perspective, understand the power of words, and stand up for others who are facing unfair treatment.
- The process for resolving a conflict includes listening to each other's perspectives, finding common ground and agreeing upon a solution that addresses the needs of everyone involved.
- A good citizen understands why it is important to follow rules, makes good choices, considers the consequences of actions, and makes efforts to improve one's community.

NJSLS Social Studies Correlations:

- 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.
- 6.1.4.A.3 Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
- 6.3.4.A.1 Evaluate what makes a good rule or law.

Sample Assessment / Targeted ELA Common Core:

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Provide students, in small groups, with a scenario depicting unfair treatment or a common classroom conflict they might encounter. Using a conflict resolution or problem-solving procedure, ask them to discuss in the small groups how they situation should be resolved. Individual students should be assessed using a written/drawn reflection and/or individual conferences to discuss how they think the situation should be resolved.

Common Core ELA Standards

- 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.
- SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Focus/Content Questions

What is a community?

- Group of people working together
- Help and support each other
- Members contribute in unique ways (we all have different talents, etc.)

How do members of a community contribute to it in a positive way?

- Put forth your best effort to learn and help others learn
- Being kind and considerate
- Following the rules and helping others to do the same
- Encouraging others to do their best and make positive contributions

What makes a good rule? Why do we need rules?

- Rules help us have order in our classroom
- Rules help us get along with one another, share resources, and solve problems
- A good rule is fair, applies to everyone equally, contributes to a positive environment, and can be easily followed and enforced

How do we balance the common good with individual needs and wants?

- What is the common good?
- How are individual wants and needs different from the common good?
- How can individual wants and needs conflict with the common good?
- How can promoting the common good help individuals achieve their needs and wants?

What are fair/unfair actions and how can we respond to unfair actions?

- Bullying
- Golden Rule – how do I want to be treated?
- Perspective-taking – how do others feel? (Is it *always* a good idea to treat others how I want to be treated?)
- Stand up for what is right – don't be a bystander
- Get help from an adult

How do we resolve conflicts?

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- Listen to others
- Find common ground
- Compromise
- Consider other people's feelings
- Consider the common good

Sample resources and activities:

- When Sam Johnson is banned from becoming a member of his wife's quilting club in *Sam Johnson and the Blue Ribbon Quilt* (Ernst, 1983), he persuades the other men in the community to create their own quilting club. The two clubs enter their quilts in the county fair, but both quilts are soiled on the way to the fair. Sam suggests that everyone work together to make one quilt out of the unsoiled parts and the resulting quilt wins the blue ribbon. The two groups use creative problem-solving and cooperation to resolve their conflict. (More suggestions at "Toward Peace: Using Literature to Aid Conflict Resolution", by Jennifer L. Luke, Catherine M. Myers <http://www.questia.com/reader/printPaginator/49>)
- *And to Think We Thought We'd Never Be Friends*. Discuss: Why did the people in the story think they would never be friends? How did they resolve their conflicts?

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Unit Two

Unit Title: **Communities Around the World**

Essential Questions:

- What are the communities that I belong to?
- What are the characteristics of rural, urban, and suburban communities and how do those characteristics influence how people live, work and play in those communities?
- What is the common good in our community and how do we balance the needs and wants of individuals in our community?
- How can people in communities work together to make sure people have their needs met?
- What are the resources people have in their communities, and why do different communities have different resources?
- How do people in different communities satisfy their needs and wants?
- Do people in different communities have different needs and wants? Why (not)?

Enduring Understandings:

- I belong to many communities including my family, classroom, school, neighborhood, town, state, country and world.
- A community is a place where people live, work, play and solve problems.
- Rural, urban and suburban communities are defined by their geographic characteristics including land use, population size and density, and available resources and services.
- There are rural, urban and suburban communities all over the world.
- Communities of the same type (rural, urban suburban) share certain characteristics, yet are unique and diverse.
- Communities have different types of resources and people must make decisions about how to use their resources to address the common good as well as individual needs and wants.
- Geography influences the resources a community has and how people access those resources.
- Communities achieve their goals in different ways, depending on their geographic characteristics.

NJSLS Social Studies Correlations:

- 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.
- 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced change at the local and national levels of United States government.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.B.8 Compare ways people choose to use and divide natural resources.

Sample Assessment / Targeted ELA Common Core:

Compare characteristics of our town with another town, using a graphic organizer such as a 3-column chart or Venn diagram. Use information gathered from a variety of class activities as well as texts about other towns.

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What are things that most towns have in common (characteristics of communities)? What are aspects that might be different (physical environment, available resources, culture, etc.)?

Common Core ELA Standards

- 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.
- 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.
- 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).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Content/Focus Questions:

What are the communities that I belong to?

- Concentric Circles: Home, Neighborhood, Town, State, Country, Continent, World
- (Reinforce: "Where do I live?" – home address)

What are the characteristics of rural, urban, and suburban communities and how do those characteristics influence how people live, work and play in those communities?

- Define rural, urban, suburban
- Examples of live, work and play in various communities
- How does geography influence how people live, work and play?

What is the common good in our community and how do we balance the needs and wants of individuals in our community?

- Review needs and wants (from first grade)
- Identify needs and wants of a community, compared to needs and wants of individuals and/or families
- Examine our local community and current issues regarding needs and wants (e.g. where to build a new playground)
- How can people in communities work together to make sure people have their needs met?

What are the resources people have in their communities, and why do different communities have different resources?

- Community resources are influenced by geography
- Climate, natural resources, proximity to resources (and transportation)

How do people in different communities satisfy their needs and wants?

- Jobs and specialization help communities meet the needs of all its members
- Services such as schools, libraries and hospitals help address community and individual needs and wants.

Do people in different communities have different needs and wants? Why (not)?

- Communities must solve problems with limited resources (land, money, etc.).
- Compare and contrast communities around the world with our local community.

Sample Resources and Activities

- Virtual Class Trips to explore rural, urban and suburban communities: <http://vtrips.ccsd.edu/home>

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- Peace Corps eBook on Communities: <http://www.peacecorps.gov/www/multimedia/ebooks/bbyl-community/>
- How do communities get the things they need? One case study - people in Jordan get many of the things they need from their Olive trees: eBook at http://www.peacecorps.gov/www/multimedia/ebooks/jordan_trees/
- Asha's Village eBook and lesson plan: How do the people in Asha's family (in India) get the things they want and need? <http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2913>
- How do people in communities solve problems? Here's another eBook with a great example of how a village in Guatemala built a "Bottle School" - solved their problem of needing a school and also of what to do with garbage: http://www.peacecorps.gov/www/multimedia/ebooks/bottle_school/
- Lesson plan to go with Bottle School eBook:
<http://www.peacecorps.gov/www/educators/lessonplans/lesson.cfm?lpid=2721>

Unit Three

Unit Title: **Celebrations Across Time and Place**

Essential Questions:

- What is my culture and what influences my culture?
- What is culture and why are cultures around the world similar and different?
- How were communities different long ago?
- How does the study of celebrations and holidays help us to understand our own culture and how/why other cultures are similar and different?
- How can understanding another person's perspective or culture help us to get along?

Enduring Understandings:

- We all share in the American culture, but our cultures are also influenced by our family history, heritage and ancestry.
- Many things influence one's culture including the community in which you live, your family's ancestry and heritage, and the time period during which you live.
- Culture is a set of learned behaviors that is passed down from generation to generation (a system of shared beliefs, values, customs, behaviors).
- Any aspect of culture that has remained the same for many generations can be considered a tradition. Many cultures celebrate similar holidays through diverse traditions.
- Cultures and communities have changed over time. Some cultures have experienced more change than others.
- Understanding the similarities among cultures helps us to appreciate our differences.
- Everyone has a unique perspective (influenced by culture) that should be respected and appreciated/understood by others.

NJSLS Social Studies Correlations:

- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 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.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

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6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Sample Assessment / Targeted ELA Common Core:

Use two pieces of literature to compare experiences of at least two families or children and the special holidays they celebrate. Have students compare those experiences to their own, as well. Students can produce a written explanation of two experiences or celebrations and how explain how they are similar and different.

Common Core ELA Standards

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Content/Focus Questions:

What is my culture and what influences my culture?

- Aspects of my culture that I share with everyone in my classroom (regional, national)
- Aspects of my culture that might be different based on my family history and ancestry

What is culture and why are cultures around the world similar and different?

- Culture is a set of learned behaviors that is passed down from generation to generation. It is not innate, and can change over time.
- Each culture has developed their own ways of providing for the needs and wants of its members.
- Any aspect of culture that has remained the same for many generations can be considered a tradition.
- Cultures change over time. Cultures blend (as will be evidenced by classroom diversity).

How were communities different long ago?

- Colonial Communities vs. Present-day communities
- Family interviews: how were communities different when your parents/guardians were children?
- Study of local community in the past

How does the study of celebrations and holidays help us to understand our own culture and how/why other cultures are similar and different?

- People have different ways of life (cultures) in different times and places
- Connection to self: holidays, celebrations and traditions
- Holidays around the world: similarities and differences

How can understanding another person's perspective or culture help us to get along?

- Things we do may seem different, but sometimes are similar when we look deeper.
- Misunderstandings occur if we don't consider different perspectives.

Sample resources and activities:

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- *The Big Red Lollipop*: discuss the visible/invisible aspects of the Rubina’s culture. How would knowing the “invisible” aspects of the Rubina’s culture help her friends to understand her better? What are the “invisible” aspects of Sally’s culture that Rubina’s mom (Ami) doesn’t understand?
- Patricia Polacco's *Chicken Sunday* (1992) blends a multicultural awareness with creative problem-solving. Several children, wrongly accused of egging an old Jewish man's store, resolve the conflict by offering the store owner painted eggs to show their understanding of how gifts can help renew relationships.

Unit Four

Unit Title: **Making Changes, Learning from Others**

Essential Questions:

- How can/have individuals and groups make changes (positive and negative) in society?
- How can I make my community a better place?
- How have the actions of people in the past influenced the world I live in?
- How will my actions influence the future?
- How can I respect the dignity of others, and encourage others to do the same?
- What obstacles have people faced in improving their communities, and how did they deal with those challenges?

Enduring Understandings:

- I can make changes in my community - classroom, school, town, state, nation, and world.
- Actions of people in the past have helped to foster equality, justice and fairness in our society.
- The process of making change in society is often difficult and requires integrity, determination, and resilience.
- The decisions I make today and the actions I take affect others today and in the future.
- I can empower myself, through education, cooperating with others, and thoughtful actions, to make my community a better place.
- Many individuals and groups (in the past and today) addressed local or personal issues, but had a greater impact on the world around them.

NJSLS Social Studies Correlations:

- 6.1.4.A.9 Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.
- 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.
- 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.
- 6.1.4.A.12 Explain the process of creating change at the local, state, or national level.
- 6.3. 4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.
- 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.
- 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

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- 6.1.4. D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
- 6.3. 4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Sample Assessment / Targeted ELA Common Core:

1. Read and present a biography about an individual who made positive changes in their community (past or present).
2. Make a class chart about what the various biographies had in common (What kind of change did they want to make? What strategies did they use? What obstacles did they face? How did they overcome their obstacles? How does their work impact us today?)
3. Create an individual action plan: choose a problem you want to solve and explain the steps you would have to take to solve the problem. What obstacles might you encounter, and how would you address those challenges?

Common Core ELA Standards

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.

SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

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.

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

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.

RL.2.3. Describe how characters in a story respond to major events and challenges.

Content/Focus Questions:

How have people in the past made their communities better places?
What obstacles did they face and how did they overcome those obstacles?

- Working to eliminate injustice, intolerance and discrimination
- Martin Luther King, Jr., Rosa Parks
- Abraham Lincoln
- Making contributions in the sciences, arts and literature, government, etc.

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- Biographies of individuals to celebrate Black History Month and Women’s History Month
- Kids making positive changes today (Time for Kids feature)
- Earth Day – improving my community’s environment
- Character traits and actions of people who have made an important difference in our world
- People around the world make changes (i.e. Wangari Maathai) to improve their community and the world
- Empowerment through education and action

How can I make my community a better place?

- Identify an issue or concern
- Learn about the causes of the problem and possible solutions
- Develop an action plan that I can implement
- Encourage others to join my actions

Sample Resources and Activities

- There are many books on Wangari Maathai including *Wangari’s Trees of Peace*, *Planting the Trees of Kenya* and *Mama Miti*.
- *Energy Island*: How one community worked together to make their island a wind-powered community
- The CitizenKid Series offers several books to show how children can make a difference, including *One Hen - How One Small Loan Made a Big Difference*.

Unit Five

Unit Title: **My Country, My World**

Essential Questions:

- How and why are cultures around the world similar and different?
- How does understanding cultural differences help us to resolve conflicts?
- What can maps, globes and other sources tell us about the world and characteristics of places around the world?

Enduring Understandings:

- Although cultures are different and unique, they share a common set of characteristics called Cultural Universals.
- Geography impacts the development of culture.
- Cultures change over time; some cultures change more than others.
- Understanding how cultures are similar helps us to appreciate and understand the differences.
- Understanding differences helps us to recognize others' perspectives, which helps us to reduce or resolve conflicts.

NJSLS Social Studies Correlations:

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- 6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
- 6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.
- 6.1.4. D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 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.
- 6.1.4. D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.
- 6.1.4. D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
- 6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Sample Assessment / Targeted ELA Common Core:

Alphabet Book:

Each student will create a page or two of a class Alphabet Book on Cultural Universals. Each page will show a Cultural Universal and how two or more cultures address that aspect of culture. Students should include pictures/drawings and writing; the writing should describe not only WHAT is in the picture but also a reason WHY that culture addresses that particular aspect in that way. Students can use a template as a pre-writing tool, to collect their ideas for their page. Some students may want to do more than one page; you may also want to assign topics based on levels of difficulty.

Common Core ELA Standards

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.

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

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.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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).

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W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Content/Focus Questions:

How and why are cultures around the world similar and different?

- Although cultures are different and unique, they share a common set of characteristics called Cultural Universals.
- These Cultural Universals include: Food, Clothing, Shelter, Family structure, Government (ways of solving problems), Communication (written and spoken language as well as body language), Transportation, Education (formal and informal), Values and Beliefs, Religion, Entertainment and recreation, Celebrations, Economy (ways of obtaining things you need or want), Technology, Aesthetics (art, music, drama, literature)
How people go about fulfilling each of these varies from culture to culture and may even vary within a culture (i.e. from family to family).
- Geography impacts development of culture
- Select a few cultures to conduct in-depth case studies

Sample Resources and Activities:

- Read aloud, *One World, One Day* by Barbara Kerley. Discuss whether children around the world are more similar or more different – before reading the book and then revisit their answers after reading the book.
- Read aloud *Masai and I*. Have students complete a comparison chart and reflect on the question: Is your life more similar or more different from the Masai girl's life?
- Katherine Scholes, in *Peace Begins with You* (1989), describes in clear terms how peace has a place in everyone's life. This book begins at the personal level and then its scope expands to include national and international issues. Scholes emphasizes the need to make personal choices every day that promote peace. She also addresses the sources of conflict, conflict resolution and ways people can become peacemakers.
- Ann Morris has several books (Around the World series), including *Houses and Homes*, *Bread, Bread, Bread* and *Families* that compare people around the world and their similarities and differences under those themes.
- *Everybody Cooks Rice* by Norah Dooley is a similar story; everyone in the neighborhood cooks rice, but in different ways based on recipes from their family's culture or ancestry. (Also see *Everybody Bakes Bread*).