Unit 3: Ways of Living

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 2**
Length: **Ongoing**
Status: **Published**

Unit Overview

In the Ways of Living unit, students will learn the elements of culture and how it has influenced and changed the American identity. Students will understand that as the United States grew it encompassed more people from around the world which in turn shaped its beliefs and traditions.

Standards

SOC.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.
SOC.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.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
SOC.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).
SOC.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.
SOC.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.
SOC.6.1.4.C.1	Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.C.6	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.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.

SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.14	Trace how the American identity evolved over time.
SOC.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.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Essential Questions

- 1. How do different cultures influence your community, state and nation?
- 2. Why do Americans keep the traditions of their native cultures?

Application of Knowledge and Skills...

Students will know that...

- 1. How people in the United States share their cultures through stories and the arts.
- 2. The elements of culture .
- 3. That the American culture is shaped by the cultures of immigrants who have come to the United States.
- 4. The significance of American symbols.
- 5. The differences among national and religious holidays.

Students will be able to...

- a. Define the vocabulary terms: culture, tradition, landmark and memorial
- b. Describe how beliefs and values are learned from family
- c. Develop a timeline
- d. Understand traditions from various cultures and develop an appreciation for the holidays that people celebrate
- e. Explain the importance of American symbols and landmarks

Assessments

- Dianostic: K-W-L - Students will create a chart of holidays celebrated in the winter season.
- Formative: Personal Project - Students will create a tradition booklet that will identify symbols, food and customs of various holidays.
- Formative: Timeline - Students will create a personal timeline for their individual family history.
- Summative: Benchmark Assignment - Students will take the Grade 2 mid-year benchmark test that encompass material from units 1-3.
- Summative: Graphic Organizer - tudents will use a graphic organizer to identify the main components of culture.
- Summative: Oral Report - Students will work to create a poster that describes an American symbol, landmark or memorial.
- Summative: Written Test - Students will complete an assessment of unit material to show understanding.

Activities

- 1. Students will begin unit by doing a word splash of holidays they know that occur during the winter season
- 2. Use graphic organizer that will identify the six main parts of culture
- 3. Cause and effect activity for immigration
- 4. Develop a timeline of major life events in individual's family
- 5. Reading selection of various holidays
- 6. Create a tradition book of holidays celebrated during the winter season
- 7. Classify American symbols, landmarks and memorials

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Provide vocabulary cards/pictures as needed
- Have students describe examples for each vocabulary word
- Listen to music from many cultures
- Develop a collage with group members that describe culture
- Use graphic organizer while reading tradition selection
- Use a graphic organizer to classify holidays

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: culture, tradition, landmark and memorial
- Provide vocabulary cards/pictures as needed
- Have students describe examples for each vocabulary word
- Listen to music from many cultures

Content specific modifications to extend learning for gifted students may include:

- Students will interview family member to learn about ancestors
- Retell family traditions
- Research an American symbol, landmark or memorial and present a report

Integrated/Cross-Disciplinary Instruction

- Scott Foresman Grade 2 Reading Unit 1,3,4
- Creation of a timeline for the 100th day of school
- Throughout each unit of the social studies curriculum, students are practice researching, communication, and presentation skills

Resources

- Houghton Mifflin Social Studies Neighborhoods Grade 2 Unit 3: Ways of Living (pgs. 114-152)
- Houghton Mifflin's accompanying Big Books
- Scholastic News
- Discovery Education
- BrainPop Jr.
- Houghton Mifflin student workbook
- Selection Readers: One Birthday, Two Traditions; Ellis Island
- Video: America: A Land of Many People
- www.eduplace.com/ss
- www.eduplace.com/kids/hmss05
- Selected books on holidays

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.