



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 1: Our World**

**LESSON: 1**

**TOPIC: Using Maps**

**STANDARDS:**

- SS.K-4.PPE.2 Define concepts such as: location, direction, distance, and scale.
- SS.K-4.PPE.II Compare and contrast benefits and problems resulting from the discovery and use of resources.

**OBJECTIVES:**

- Recognize how maps help us better understand the world.
- Locate and identify elements of a map.

**VOCABULARY:** map key, map scale, compass rose, thematic map, intermediate directions

<b>SPIRITUAL APPLICATIONS:</b>	<b>McGRAW-HILL RESOURCES:</b>
Review the story of Abram and Lot’s separation in Genesis 13. Notice God’s use of the terms “north, south, east, and west.”	<i>Who We Are as Americans</i> <b>Unit 1 – pp. 2-13</b> Unit 1 – Unit Opener and Lesson 1 Digital Plans and Presentations  Video – <i>Map Adventures in the Park</i> (5:42)
<b>ADDITIONAL RESOURCES / CONNECTIONS:</b>	<b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b>
<b>Learn360 Video</b> <i>You Are Here: Mapping Skills</i> (17:22)	<ol style="list-style-type: none"> <li>1. Big Idea Project (p. 25 – to be continued): Create a globe of your own. Rubric is on page 25W.</li> <li>2. Hide an object in the park, home, or backyard and create a map that leads to the object. Create a compass rose and a map key for the map. Then give the map to a friend or family member to look for the treasure.</li> <li>3. Find a simple map of your hometown. Find your home and other landmarks.</li> <li>4. In small groups, make cardinal direction posters to put up in your classroom (north, east, south, and west).</li> </ol>
<b>BrainPop Video</b> <i>Reading Maps</i> (5:28) <a href="http://www.eduplace.com/ss/maps/">www.eduplace.com/ss/maps/</a> (Free maps to download and print out.)	
<b>Books, Websites, Etc.</b> TpT: <i>Using Maps – Title, Legend, Compass Rose</i> by Autism Learning Spot	
*TpT- Teachers Pay Teachers	



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GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 1: Our World**

**LESSON: 2 and 3**

**TOPIC: Where We Live and Our Earth**

**STANDARDS:**

SS.K-4.PPE.3 Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments.

**OBJECTIVES:**

- Compare and contrast political and physical maps.
- Identify the equator, prime meridian, and the North and South Poles.

**VOCABULARY:** political map, physical map, equator, prime meridian, north pole, south pole, globe

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
How are maps/globes like God’s Word, the Bible? How do they help us?	<i>Who We Are as Americans</i> <b>Unit 1 – pp. 14-25</b> Unit 1 – Lessons 2 and 3 Digital Plans and Presentations
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<b>Learn360 Video</b>	<ol style="list-style-type: none"> <li>1. Complete Big Idea Project (p. 25): Create a globe of your own.</li> <li>2. Color and label the continents and major oceans on an outline map of the world.</li> <li>3. Using a map and/or a globe, identify your state and the surrounding states with a neighbor.</li> <li>4. Find a map that you have permission on which to make marks. Draw a coordinate grid on the map and work with a partner to describe landmarks on the map using the letters and numbers on the grid.</li> <li>5. Compare and contrast maps and globes.</li> <li>6. Using a map of your state, plan a trip to another town in the state. Write directions for your trip using cardinal and intermediate direction words.</li> <li>7. Draw and label a physical map.</li> </ol>
<i>Discovering the World: Locating Places</i> (16:48)	
<b>BrainPop Jr. Video</b>	
<i>Continents and Oceans</i> (6:43)	
<i>Landforms</i> (4:37)	
Books, Websites, Etc.	
TpT: <i>Map Skills – Me on the Map</i> by Having Fun in Primary	



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GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 2: Native Americans**

**LESSON: 1**

**TOPIC: Native Americans of the Southeast Woodlands**

**STANDARDS:**

- SS.K-4.C-3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

**OBJECTIVES:**

- Learn about the culture of Native Americans of the Southeast Woodlands.
- Identify how the land affected the daily life of Native Americans of the Southeast Woodlands.

**VOCABULARY:** region, culture

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Proverbs 26:20, 21 – Wood was important to Native Americans for many reasons (i.e., build fires for cooking and warmth). Review these proverbs which compare wood to characteristics of getting along with others.</p>	<p><i>Who We Are as Americans</i> <b>Unit 2 – pp. 26-37</b> Unit 2 – Unit Opener and Lesson 1 Digital Plans and Presentations</p> <p>Leveled Readers (Available Online) – <i>The Story of the Cherokee</i> (T16, 17); <i>All About Corn</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p><b>Learn360 Video</b></p>	<ol style="list-style-type: none"> <li>1. Big Idea Project (p. 59 – to be continued): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.</li> <li>2. Make a KWL chart – fill in the “K” and “W” sections now and complete chart later (TE p. 26).</li> <li>3. Throughout the unit develop a thematic map of the United States. Choose a color to use for each group of Native Americans. Label the map.</li> <li>4. Discuss how the land affected the daily life of the Native Americans of the Southeast Woodlands region (housing, food, clothing, art, practices, and beliefs).</li> </ol>
<p><i>Oklahoma: Cherokee Heritage Center</i> (3:11) <i>Comparing Lives of Native Americans: Introduction</i> (2:29)</p>	
<p><b>BrainPop Jr. Video</b> <i>Cherokee</i> (5:04)</p>	
<p><b>Books, Websites, Etc.</b> <a href="http://www.nativeamericanactivities.com/">http://www.nativeamericanactivities.com/</a> (Native American art ideas) TpT: <i>Native American Unit</i> by Amy Labrasciano</p>	



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GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 2: Native Americans**

**LESSON: 2**

**TOPIC: Native Americans of the Northeast Woodlands**

**STANDARDS:**

- SS.K-4.C-3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

**OBJECTIVES:**

- Learn about the culture of Native Americans of the Northeast Woodlands.
- Identify how the land affected the daily life of Native Americans of the Northeast Woodlands.

**VOCABULARY:** crop

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Psalm 50:10 – “For every animal of the forest is mine, and the cattle on a thousand hills.” God has provided all of the natural resources which many different cultures needed.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 2 – pp. 38-41</b> Unit 2 – Lesson 2 Digital Plans and Presentations</p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Comparing Lives of Native Americans: Woodland Native Americans</i> (4:42) <i>Native Americans in the Woodlands</i> (2:16) <i>Native Americans of the Woodlands</i> (3:45)</p> <p><b>BrainPop Jr. Video</b> <i>Iroquois</i> (5:10)</p> <p><b>Books, Websites, Etc.</b> TpT: <i>Native American Unit</i> by Amy Labrasciano</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.</li> <li>2. Research the Legend of the Three Sisters (corn, squash, and beans) on the Internet. Then find a recipe for Three Sisters Stew to make and enjoy together as a class.</li> <li>3. Make a list of the natural resources available to the Northeast Woodlands Native Americans for use in their daily lives.</li> <li>4. Illustrate the climate in the Northeast Woodlands by drawing a “seasons” poster (spring, summer, fall, and winter).</li> </ol>



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**UNIT 2: Native Americans**

**LESSON: 3**

**TOPIC: Native Americans of the Plains**

**STANDARDS:**

- SS.K-4.C-3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

**OBJECTIVES:**

- Learn about the culture of Native Americans of the Plains.
- Identify how the land affected the daily life of Native Americans of the Plains.

**VOCABULARY:** prairie

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Numbers 22:1 – The Native Americans of the Plains, like the Israelites, moved around the plains hoping to find a place to camp near water. Discuss why water was especially important to both groups.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 2 – pp. 42-45</b> Unit 2 – Lesson 3 Digital Plans and Presentations</p> <p>Leveled Reader (Available Online) – <i>Horses of the Plains</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <p><i>Comparing Lives of Native Americans: The Great Plains Native Americans</i> (6:09) <i>Native Americans on the Plains</i> (2:15) <i>Native Americans of the Great Plains</i> (3:18) <i>Bison</i> (1:39)</p> <p><b>BrainPop Jr. Video</b></p> <p><b>Books, Websites, Etc.</b></p> <p>TpT: <i>Native American Unit</i> by Amy Labrasciano</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.</li> <li>2. Draw or paint a picture labeled “Land in the Plains Region.”</li> <li>3. Create a Venn diagram to compare and contrast the Native Americans of the Plains with those previously studied from the Woodlands.</li> <li>4. Write a story which details how and why the natives of the Plains moved around so often. Illustrate your story.</li> <li>5. Bison (buffalo) roamed in herds. Research names for other groups of animals (i.e., gaggle of geese, troop of monkeys, a colony of ants).</li> </ol>



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**UNIT 2: Native Americans**

**LESSON: 4**

**TOPIC: Native Americans of the Southwest**

**STANDARDS:**

- SS.K-4.C-3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

**OBJECTIVES:**

- Learn about the culture of Native Americans of the Southwest.
- Identify how the land affected the daily life of Native Americans of the Southwest.

**VOCABULARY:** desert

<b>SPIRITUAL APPLICATIONS:</b>	<b>McGRAW-HILL RESOURCES:</b>
<p>Exodus 5 – Review the story of the Israelites in Egypt making bricks using materials similar to bricks used by the Pueblo.</p>	<p><i>Who We Are as Americans</i> <b>Unit 2 – pp. 46-49</b> Unit 2 – Lesson 4 Digital Plans and Presentations  Leveled Reader (Available Online) – <i>The Navajo</i></p>
<b>ADDITIONAL RESOURCES / CONNECTIONS:</b>	<b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b>
<p><b>Learn360 Video</b> <i>Comparing Lives of Native Americans: Southwest Native Americans</i> (5:03) <i>Native Americans in the Southwest</i> (1:41) <i>Native Americans of the Southwest</i> (2:25) <i>Learn About Pottery Making</i> (6:05)</p> <p><b>BrainPop Jr. Video</b> <i>Pueblo</i> (4:58)</p> <p><b>Books, Websites, Etc.</b> TpT: <i>Native American Unit</i> by Amy Labrasciano</p>	<ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.</li> <li>2. After watching the video about pottery making, create a piece of pottery using modeling clay.</li> <li>3. Write a paragraph identifying why the housing, clothing, and art of the Native Americans of the Southwest differ from the other regions studied.</li> <li>4. Find photos of pueblos on the Internet. List similarities and differences between your home and a traditional pueblo dwelling.</li> </ol>



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**UNIT 2: Native Americans**

**LESSON: 5**

**TOPIC: Native Americans of the Pacific Northwest**

**STANDARDS:**

- SS.K-4.C-3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.
- SS.K-4.PPE.1 Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
- SS.K-4.IGI.5 Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

**OBJECTIVES:**

- Learn about the culture of Native Americans of the Pacific Northwest.
- Identify how the land affected the daily life of Native Americans of the Pacific Northwest.

**VOCABULARY:** natural resource

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Matthew 4:18-20 – Fish (salmon) were important to the Native Americans of the Northwest. Discuss what Jesus meant when He called disciples to be “fishers of men.”</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 2 – pp. 50-53</b> Unit 2 – Lesson 5 Digital Plans and Presentations</p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <p><i>Comparing Lives of Native Americans: Pacific Northwest Native Americans</i> (4:39) <i>Native Americans in the Northwest</i> (2:26) <i>Alaska Department of Fish and Game</i> (3:15)</p> <p><b>BrainPop Jr. Video</b></p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p>
<p><b>Books, Websites, Etc.</b></p> <p>TpT: <i>Native American Unit</i> by Amy Labrasciano</p>	<ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.</li> <li>2. Using the Internet, download a variety of printable totem pole coloring pages for students to color and display.</li> <li>3. Cedar trees were an important natural resource for almost everything needed for daily life of the Northwest Native Americans. Research this topic and present your findings.</li> <li>4. Write a paragraph identifying reasons why salmon was the most important food for Native Americans of the Northwest.</li> </ol>



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GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 2: Native Americans**

**LESSON: 6**

**TOPIC: Changing Communities**

**STANDARDS:**

- SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
- SS.K-4.C.7 Recall how peoples from different cultures develop different values and ways of interpreting experience.
- SS.K-4.TCC.8 Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold.
- SS.K-4.TCC.10 Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future.

**OBJECTIVES:**

- Identify changes that occurred for both Native Americans and immigrants as settlements grew.

**VOCABULARY:** immigrant, settlement

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>James 1:17 – Change happens often, but God does not change. We can always count on Him to be with us and to provide our needs.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 2 – pp. 54-59</b> Unit 2 – Lesson 6 Digital Plans and Presentations</p> <p>Leveled Reader (Available Online) – <i>The Life of Daniel Boone</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Battle for the Land</i> (3:08)</p> <p><b>BrainPop Jr. Video</b> <i>Chief Joseph</i> (5:19)</p> <p><b>Books, Websites, Etc.</b> TpT: <i>Thanksgiving Extravaganza</i> by Hollie Griffith Books: <i>A Day in the Life of Sarah Morton</i> by Kate Waters <i>Samuel Eaton’s Day</i> by Kate Waters <i>Tapenum’s Day</i> by Kate Waters <i>The Three Bears of the Pacific Northwest</i> by Marcia and Richard Vaughn</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 59): Choose one of the Native American regions, then make a model showing some examples of daily life in the region.</li> <li>2. Complete KWL chart started at beginning of unit (TE p. 56).</li> <li>3. Divide the class into two groups. Have one group of students role-play immigrants. Portray the changes that took place for both the Native Americans and the immigrants over time.</li> <li>4. Using a T-chart, list changes for the Native Americans and immigrants. Were the changes positive or negative?</li> <li>5. Discuss the difference between making a choice to do something and being forced to do something.</li> </ol>





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GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 3: A Land of Immigrants**

**LESSON: 1**

**TOPIC: Colonial America**

**STANDARDS:**

- SS.K-4.IDI.10 Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.K-4.GC.5 Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections.

**OBJECTIVES:**

- Understand the concept of colonization.
- Discuss daily life in Colonial America and how it changed over time.

**VOCABULARY:** colony, colonist

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Exodus 20:8-11 – Review God’s gift of the Sabbath. Discuss how during colonial times life was difficult and required much work, but they took time to celebrate and rest. How does God want us to spend our time today?</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 3 – pp. 60-73</b> Unit 3 – Unit 3 Opener and Lesson 1 Digital Plans and Presentations</p> <p>Leveled Readers (Available Online) – <i>Children at Work: Colonial Times; Remember Me</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Colonial Settlements</i> (16:52)</p> <p><b>BrainPop Jr. Video</b> <i>Thirteen Colonies</i> (5:44)</p> <p><b>Books, Websites, Etc.</b> TpT: <i>Colonial America – Lapbook</i> by I’m Finally Wright</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Big Idea Project (to be continued – p. 89): Make a poster that shows some of the things that make up your culture. Rubric is on page 89W.</li> <li>2. Research an American colony. Share what you learned with your class.</li> <li>3. Create a daily schedule showing what you might be doing through the day if you had been a child in Colonial America. Then write a paragraph describing how your schedule today is different and similar.</li> <li>4. Prepare a skit with a few classmates illustrating life in the American colonies.</li> <li>5. Discuss ways colonies differed based on where settlers of that colony lived before coming to America.</li> </ol>



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GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 3: A Land of Immigrants**

**LESSON: 2**

**TOPIC: Coming to America**

**STANDARDS:**

- SS.K-4.TCC.2 Define key concepts such as: past, present, future, similarity, difference, and change.
- SS.K-4.CIP.6 Discuss the importance of religious freedom throughout the world.
- SS.K-4.GC.4 Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging.

**OBJECTIVES:**

- Identify reasons immigrants came to the United States.
- Discuss the process of immigration

**VOCABULARY:** Statue of Liberty, Ellis Island

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Exodus 3:17 – Just as God promised Moses and the Israelites a new land with a better life, the immigrants hoped for a better life in America. Compare and contrast the differences between the Israelites and the immigrants to the United States.</p> <p>Research the Seventh-day Adventist missionaries who were going to foreign lands while immigrants were coming to the United States (i.e. J. N. Andrews, Eric B. Hare).</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 3 – pp. 74-79</b> Unit 3 – Lesson 2 Digital Plans and Presentations</p> <p>Leveled Readers (Available Online) – <i>Eva’s Journey; Lady Liberty; The Statue of Liberty; A New Home; Communities Across America; Annie Moore: Ellis Island’s First Immigrant</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <p><i>The Statue of Liberty</i> (2:44) <i>Watch the Stars Come Out: Reading Rainbow</i> (27:46)</p> <p><b>BrainPop Jr. Video</b></p> <p><i>Statue of Liberty</i> (4:41)</p> <p><b>Books, Websites, Etc.</b></p> <p>TpT: <i>Coming to America</i> by Shell Education</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 89): Make a poster that shows some of the things that make up your culture.</li> <li>2. Imagine you are an immigrant arriving in New York Harbor. Write a journal entry telling what you see and feel.</li> <li>3. Write a list of possessions you would take to a new country on a large brown bag (additional instructions on TE 74, 75).</li> <li>4. Write a poem describing immigration to America (i.e., the process, the reasons for immigration).</li> <li>5. Write a paragraph telling why you think freedom is important.</li> <li>6. Discuss whether or not the reasons for immigration to the United States have changed over time.</li> </ol>



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**UNIT 3: A Land of Immigrants**

**LESSON: 3**

**TOPIC: Sharing Culture**

**STANDARDS:**

- SS.K-4.C.4 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
- SS.K-4.TCC.7 Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.

**OBJECTIVES:**

- Describe how culture shapes a community or nation.
- Discuss why the United States has such a diverse culture.
- Identify contributions immigrants have made to the United States.

**VOCABULARY:** contribution, custom

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Genesis 1:27 – While the United States has a diverse culture, we are all similar because God created all of us in His image. What does this mean about the way we treat others who are different from us in some way?</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 3 – pp. 80-89</b> Unit 3 – Lesson 3 Digital Plans and Presentations</p> <p>Leveled Reader (Available Online) – <i>The Work They Did: The Immigrant Experience 1880 to 1924; Cuba and the United States</i></p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b> <i>Long Ago: Exploring Communities</i> (11:59)</p> <p><b>BrainPop Jr. Video</b> <i>Rural, Suburban, and Urban</i> (4:19)</p> <p><b>Books, Websites, Etc.</b> TpT: <i>Art Around the World</i> by Student Savvy</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Complete Big Idea Project (p. 89): Make a poster that shows some of the things that make up your culture.</li> <li>2. Make a list of things from different cultures that you notice in everyday life. Compare your list with a partner.</li> <li>3. Write a story about living in one type of community: rural, suburban, or urban. Exchange stories with a partner who chose a different type of community for their story.</li> <li>4. Have a cultural lunch. Students bring a food that is part of their culture to share with classmates.</li> </ol>



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GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 4: Citizens and Government**

**LESSON: 1**

**TOPIC: United States Citizens**

**STANDARDS:**

SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together.

**OBJECTIVES:**

- Understand what it means to be a citizen of a country.
- Identify the two ways to become a United States citizen.

**VOCABULARY:** citizen, naturalization

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
Luke 18:15-17 – Compare and contrast becoming a citizen of the United States with becoming part of the Kingdom of God.	<i>Who We Are as Americans</i> <b>Unit 4 – pp. 90-101</b> Unit 4 – Unit Opener and Lesson 1 Digital Plans and Presentations
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<b>Learn360 Video</b> <i>Citizenship</i> (3:55) <i>Naturalization</i> (1:44)	<ol style="list-style-type: none"> <li>1. Big Idea Project (p. 127 – to be continued): Make a mobile to show what you learned about American citizens and government. Rubric is on page 127W.</li> <li>2. List possible reasons people move to the United States and become naturalized citizens.</li> <li>3. Create a poem or song about citizenship.</li> <li>4. If possible, interview a person who came to this country and became a citizen by going through the naturalization process.</li> <li>5. Using a T-chart, list the names of countries and what the citizens of that country are called (i.e., Italy – Italians, Germany – Germans).</li> </ol>
<b>BrainPop Jr. Video</b>	
<b>Books, Websites, Etc.</b>	
TpT: <i>Becoming a Citizen</i> by The Classroom Guide	



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 4: Citizens and Government**

**LESSON: 2**

**TOPIC: Rights and Responsible Citizens**

**STANDARDS:**

- SS.K-4.CIP.1 Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together.
- SS.K-4.CIP.6 Discuss the importance of religious freedom throughout the world.

**OBJECTIVES:**

- Restate the guaranteed rights of citizenship.
- Recognize how to be a responsible citizen and why that is important.

**VOCABULARY:** rights, responsible, recycle, volunteer

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Discuss religious freedom and the Seventh-day Adventist Church’s religious liberty efforts. Discuss a current situation where religious liberty is being denied and/or protected.</p> <p><a href="http://www.religiousliberty.info">www.religiousliberty.info</a></p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 4 – pp. 102-107</b> Unit 4 – Lesson 2 Digital Plans and Presentations</p> <p>Leveled Reader (Available Online) – <i>People Help People: After Hurricane Katrina</i> (T24, 25)</p> <p>Video – <i>How We Elect a President</i> (16:07)</p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <p><b>BrainPop Jr. Video</b> <i>Rights and Responsibilities</i> (3:37) <i>Bill of Rights</i> (4:52)</p> <p><b>Books, Websites, Etc.</b> TpT: <i>Citizenship: Rights, Responsibilities, Rules, Laws, and MORE!</i> by Megan Kelli</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.</li> <li>2. Participate in a community service project such as recycling, picking up litter, or volunteering for a different worthwhile project.</li> <li>3. List the characteristics of a responsible citizen and then role-play the application of each characteristic.</li> <li>4. Write thank you notes to individuals who volunteer in the community, school, or church.</li> </ol>



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 4: Citizens and Government**

**LESSON: 3**

**TOPIC: Citizens Create Change**

**STANDARDS:**

- SS.K-4.IDI.6 Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems.
- SS.K-4.CIP.3 Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.
- SS.K-4.CIP.4 Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories.

**OBJECTIVES:**

- Discuss how citizens create change.
- Recognize key citizens of the past and their contributions.

**VOCABULARY:** veteran

<b>SPIRITUAL APPLICATIONS:</b>	<b>McGRAW-HILL RESOURCES:</b>
<p>In small groups, students choose a Bible character who was a good citizen and created change. Prepare a skit or charade to act out the story.</p>	<p><i>Who We Are as Americans</i> <b>Unit 4 – pp. 108-113</b> Unit 4 – Lesson 3 Digital Plans and Presentations</p>
<b>ADDITIONAL RESOURCES / CONNECTIONS:</b>	<b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b>
<p><b>Learn360 Video</b></p>	<ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.</li> <li>2. Research a citizen from the past who has helped create change. Have a day to “dress up” like the citizen and share information about the citizen and their accomplishments with your classmates.</li> <li>3. Create a concept map about one or more people from this lesson. Then tell why that person’s contribution was important.</li> </ol>
<p><b>BrainPop Jr. Video</b></p>	
<p><i>George Washington</i> (6:40) <i>Susan B. Anthony</i> (4:20) <i>Martin Luther King, Jr.</i> (6:05) <i>Rosa Parks</i> (5:37)</p>	
<p><b>Books, Websites, Etc.</b> TpT: <i>Election Day</i> by Jessica Travis Book: <i>Duck for President</i> by Doreen Cronin</p>	



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 4: Citizens and Government**

**LESSON: 4**

**TOPIC: Rules and Laws**

**STANDARDS:**

- SS.K-4.PAG.1 Justify how rules and laws can serve to support order and protect individual rights.
- SS.K-4.PAG.4 Give examples of people who have the authority to make and enforce rules.
- SS.K-4.PAG.6 Show how the Ten Commandments relate to governmental laws.

**OBJECTIVES:**

- State the importance of rules and laws.
- Describe the purpose of the U.S. Constitution.
- Examine who has authority to make and enforce rules and laws.

**VOCABULARY:** government, Constitution

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>1 John 5:3 – Review and discuss God’s law – the Ten Commandments. How are our rules and laws today based on the Ten Commandments?</p>	<p><i>Who We Are as Americans</i> <b>Unit 4 – pp. 114-119</b> Unit 4 – Lesson 4 Digital Plans and Presentations</p> <p>Leveled Reader (Available Online) – <i>Carl B. Stokes</i> (T28, 29)</p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p><b>Learn360 Video</b></p>	<ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.</li> <li>2. In your own words, write a paragraph telling why rules and laws are important.</li> <li>3. Pick a rule from home or school. Write a story showing what might happen if that rule didn’t exist.</li> <li>4. Play the “Sortify: U.S. Constitution” game on BrainPop.</li> </ol>
<p><b>BrainPop Jr. Video</b></p>	
<p><i>Local and State Government</i> (4:24)</p>	
<p><i>Constitution</i> (3:53)</p>	
<p><b>Books, Websites, Etc.</b></p>	
<p>TpT: <i>Rules and Laws</i> by Jen Ross – Teacher by the Beach</p>	
<p>Book: <i>Rules and Laws</i> by Ann-Marie Kishel</p>	
<p>Reading A-Z: <i>Laws for Kids</i></p>	



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 4: Citizens and Government**

**LESSON: 5**

**TOPIC: American Symbols**

**STANDARDS:**

SS.K-4.PAG.7 Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.

**OBJECTIVES:**

- Explain what symbols are and how they help us.
- Identify American symbols.

**VOCABULARY:** symbol

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Galatians 3:26, 27 – Discuss baptism as a symbol of the washing that has taken place inside of us when we ask Jesus into our lives to be our Savior.</p> <p><i>God Loves Me 28 Ways</i> by Charles Mills and Linda Koh (pp. 41, 42) (available on Adventist Book Center website).</p>	<p><i>Who We Are as Americans</i> <b>Unit 4 – pp. 120-127</b> Unit 4 – Lesson 5 Digital Plans and Presentations</p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p><b>Learn360 Video</b></p>	<ol style="list-style-type: none"> <li>1. Complete Big Idea Project (p. 127): Make a mobile to show what you learned about American citizens and government.</li> <li>2. After researching the significance of American symbols (i.e., Pledge of Allegiance, American flag) make a bulletin board with your classmates illustrating what you have learned.</li> <li>3. Learn a patriotic song(s) to sing at a parent program, school or community event.</li> <li>4. Design a poster showing American symbols to display.</li> </ol>
<p><i>Symbols and Celebrations of America: U.S. Government</i> (16:58) <i>The White House</i> (1:03)</p>	
<p><b>BrainPop Jr. Video</b></p>	
<p><b>Books, Websites, Etc.</b></p>	
<p>TpT: <i>American Symbols</i> by Latoya Reed TpT: <i>U.S. Symbols Trading Cards and Word Wall</i> by Mr. Elementary</p>	





SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 5: All About Economics**

**LESSON: 1**

**TOPIC: Meeting People’s Needs**

**STANDARDS:**

- SS.K-4.IDI.4 Explain how individuals have characteristics that are both distinct from and similar to those of others.
- SS.K-4.IGI.3 Tell how the Seventh-day Adventist church positively impacts neighborhoods.
- SS.K-4.PAG.9 Explain the ways in which governments meet the needs and wants of citizens.
- SS.K-4.PDC.2 Explain use of God’s gift of natural resources for meeting human needs.

**OBJECTIVES:**

- Discuss how people meet their needs now and in the past.
- Identify different types of resources and recognize that resources may be limited.
- Describe how the Seventh-day Adventist church positively impacts neighborhoods.

**VOCABULARY:** consumer, consumer demand, limited resource

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Matthew 25:31-46 – Jesus told about the “sheep” and “goats” – those who helped people in need and those who did not. Discuss things you can do to help those in need.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 5 – pp. 128-145</b> Unit 5 – Unit Opener and Lesson 1 Digital Plans and Presentations</p> <p>Leveled Reader – <i>From the Farm</i> (T30, 31)</p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <hr/> <p><b>BrainPop Jr. Video</b></p> <p><i>Community Helpers</i> (4:14) <i>Needs and Wants</i> (3:44)</p> <hr/> <p><b>Books, Websites, Etc.</b></p> <p>TpT: <i>Community Helpers</i> by Education to the Core TpT: <i>Needs and Wants</i> by Meredith Anderson TpT: <i>G2 - Unit 4 - Economics: Goods, Services, Resources, Businesses, Scarcity &amp; More</i> by Just Add Glitter</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Big Idea Project (p. 155 – to be continued): Make a picture book showing what you have learned about economics. Rubric is on page 155W.</li> <li>2. Invite someone from the church’s local community service committee to discuss what is being done in your local community to assist in meeting people’s needs.</li> <li>3. Draw a picture to represent each type of resource: natural resources, human resources, and capital resources. Write a caption for each picture.</li> <li>4. Research and report on advancement in transportation or communication that helps in meeting people’s needs.</li> </ol>



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 5: All About Economics**

**LESSON: 2**

**TOPIC: Nation’s Trade**

**STANDARDS:**

- SS.K-4.PDC.1 Demonstrate how people and communities deal with scarcity of resources.
- SS.K-4.GC.1 Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel.
- SS.K-4.GC.6 Evaluate how the pace of global change has quickened in recent times.

**OBJECTIVES:**

- Recognize that one nation trades with another to exchange goods and services.
- Understand that global trade has increased.

**VOCABULARY:** trade

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>1 Chronicles 22:2-4 – In gathering materials for the Temple, King David received goods from the trade centers of Sidon and Tyre.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 5 – pp. 146-149</b> Unit 5 – Lesson 2 Digital Plans and Presentations</p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <p><i>Imports and Exports</i> (1:46) <i>Global Consumer</i> (4:41)</p> <p><b>BrainPop Jr. Video</b></p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Continue Big Idea Project (p. 155): Make a picture book showing what you have learned about economics.</li> <li>2. Look at some common items (T-shirts, toys, etc.) and see where they were produced. Discuss what you find with the class.</li> <li>3. Research nations with which the United States trades. What goods or services does the United States export? Import?</li> </ol>
<p><b>Books, Websites, Etc.</b></p> <p>TpT: <i>Money and Trade in Our Nation</i> by Shell Education TpT: <i>A Unit About Goods and Services</i> by Erin Morrison TpT: <i>Goods and Services</i> by Fishy Robb</p>	



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL  
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE TWO (EVEN YEAR - GRADES 1 & 2)

**UNIT 5: All About Economics**

**LESSON: 3**

**TOPIC: Making Choices About Money**

**STANDARDS:**

- SS.K-4.PDC.5 Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
- SS.K-4.PDC.7 Identify the characteristics and functions of money and its uses.
- SS.K-4.PDC.8 Identify various organizations such as banks and businesses that help people achieve their individual economic goals.

**OBJECTIVES:**

- Discuss making choices about money.
- Identify the benefits and costs of saving and spending.

**VOCABULARY:** benefit, cost

<p><b>SPIRITUAL APPLICATIONS:</b></p> <p>Matthew 25:14-28 – Read and discuss the parable of the servants and the bags of money. Christians serve as stewards over everything given to us by God, including our money.</p>	<p><b>McGRAW-HILL RESOURCES:</b></p> <p><i>Who We Are as Americans</i> <b>Unit 5 – pp. 150-155</b> Unit 5 – Lesson 3 Digital Plans and Presentations</p>
<p><b>ADDITIONAL RESOURCES / CONNECTIONS:</b></p> <p><b>Learn360 Video</b></p> <p><i>Saving</i> (3:45) <i>Saving vs. Borrowing</i> (3:45)</p> <p><b>BrainPop Jr. Video</b></p> <p><i>Saving and Spending</i> (5:17)</p> <p><b>Books, Websites, Etc.</b></p> <p>Book: <i>Those Shoes</i> by Maribeth Boelts</p>	<p><b>ASSESSMENT/INSTRUCTIONAL IDEAS:</b></p> <ol style="list-style-type: none"> <li>1. Complete Big Idea Project (p. 155): Make a picture book showing what you have learned about economics.</li> <li>2. Have half the class create a T-chart listing the benefits and costs of spending money. The other half of the class creates a T-chart listing the benefits and costs of saving money. Discuss the charts.</li> <li>3. Imagine you earned or received \$20 as a gift. Make a plan for how to spend (or save) your money.</li> </ol>