

Spring 2009



# History and Social Science Curriculum Guide

## Grade Two

## Spring 2009

# Amherst County Public Schools History and Social Science Curriculum Guide

## Introduction

The history and social science curriculum in Amherst County Public Schools consists of 13 courses that span Kindergarten through Grade 12. Each course curricula is based on the Virginia Standards of Learning (SOL).

2009 curriculum and pacing guides address the 2008 revisions to the History and Social Science SOL. Each grade level curriculum guide contains objectives, suggested teaching activities, resources, related SOL, and assessment methods. Grade level teachers were asked to review the existing curriculum and pacing guides and provide editorial changes for content that was retained in the 2008 SOL and to provide instructional suggestions for the 2008 SOL revisions. Curriculum and pacing guide edits were made by the division SOL Resource Specialist for Social Studies. Draft document changes were distributed to teachers for review and input. Grade level meetings were scheduled for additional review and input before finalizing the document.

### Objectives:

The objectives are based on the SOL and the Curriculum Framework content. Every effort must be made to ensure student mastery of the objectives.

### Suggested Activities:

These activities are suggested, not required. Teachers may choose from these activity ideas or utilize other activities that are a strong instructional match for the learning styles of their students.

### Resources:

Resources may be located within the individual school building, be available through the Amherst County Public Schools Media Center, be available through the Internet, or be resources used by teachers and known to be appropriate for the content being instructed. The resources listed are suggestions. Teachers may use additional resources provided those resources comply with Amherst County Public School guidelines.

### Related SOL:

These are listed to assist teachers with drawing on the students' prior knowledge, developing integrated lessons, linking content to reinforce student understanding, and reviewing content.

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Assessment:

These are suggestions. Teachers should develop and utilize assessment means that provide valid and reliable feedback on the students' level of mastery.

Teachers are expected to instruct to the objectives of the curriculum guide for their grade level/subject area and utilize strategies, activities, and resources that promote mastery of the SOL.

Pacing guides must be followed to ensure alignment with nine-week benchmark assessments.

**Amherst County Public Schools  
Grade 2 History and Social Science Curriculum**

**SOL: 2.1**

**The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain that people of the past have made contributions that affect people today</p> <p>2) Define the following: Ancient Architecture Contribution Hieroglyphics Papyrus Compass Pyramid Bronze Invention</p> <p>3) Describe the written language of ancient China and compare it to the written language of the United States</p> <p>4) List the five inventions of ancient China from the Curriculum Framework</p>	<p>1) Teacher defines the term ancient as long ago and compares pictures of present day to pictures of long ago. Students create illustrations to compare present day and ancient times.</p> <p>2) Teacher defines architecture as the design of buildings using pictures of monuments, statues, pyramids, and the Great Wall.</p> <p>3) Students create a pyramid, Great Wall, or a piece of architecture using a variety of materials.</p> <p>4) Students create a flipbook labeling the major contributions of each country and illustrating each country's contribution.</p>	<p><i>History Pockets: Ancient Civilizations 1-3</i>, Evan Moor, ISBN # 1557999007</p> <p>Egypt and China videos (ACPS Media center):</p> <p><i>Reading Rainbow: Mummies Made in Egypt # 509</i></p> <p><i>Chinese American Heritage</i>, Phylcia Rashad</p> <p>Magic Tree House #14 <i>Day of the Dragon King</i> by Mary Pope Osborne</p> <p>Magic Tree House #3 <i>Mummies in the Morning</i> by Mary Pope Osborne</p> <p><i>Bill and Pete Go Down the Nile</i> by Tomie de Paola</p> <p>www.funstuffpublications.com</p>	<p>K.1; K.2</p> <p>1.1</p> <p>2.4a,b,d; 2.5b; 2.7</p> <p>3.1; 3.2; 3.4c; 3.7; 3.8</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Identify the Great Wall as an important form of architecture from ancient China</p> <p>6) Name and describe the written language of ancient Egypt and compare it to the written language of the United States</p> <p>7) Identify pyramids as an important form of architecture from ancient Egypt</p> <p>8) List the three inventions of ancient Egypt from the Curriculum Framework</p>	<p>5) Teacher defines contributions as the act of giving or doing something; uses pictures to identify kite, silk cloth, compass, bronze, and fireworks as contributions of ancient China. Identify the 365-day calendar, papyrus, and the clock as contributions of ancient Egypt.</p> <p>6) Class identifies and transcribes characters and symbols and hieroglyphics.</p> <p>7) As a class compare and contrast the written languages of ancient China and Egypt to the written English language.</p> <p>8) Read children’s literature about ancient China and Egypt.</p> <p>9) Complete a card sort for the contributions of China and Egypt.</p> <p>10) Students construct the architectural contributions of China and Egypt.</p>	<p><i>Food and Farming</i> by Jane Shuter (irrigation and Nile River)</p> <p><i>Fun Stuff Publications</i> by Barbara Spilman Lawson</p> <p>Internet for pictures</p> <p><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></p> <p><a href="http://www.acps.k12.va.us/kelly/feltman/main_page.html">www.acps.k12.va.us/kelly/feltman/main_page.html</a></p> <p><a href="http://newton.mec.edu/Angier/DimSum/Blank%20.Silk%20Rd.%20maps.html">http://newton.mec.edu/Angier/DimSum/Blank%20.Silk%20Rd.%20maps.html</a></p> <p><i>Race to the Governor’s House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney</p> <p>“<i>Passage to Egypt</i>” pp. 122-126, <i>Exploring Social Studies: Grades 1-3</i>, ISBN 1-56234-329-7, The Education Center</p> <p>“<i>Learning about China</i>” pp.118-121, <i>Exploring Social Studies: Grades 1-3</i>, ISBN 1-56234-329-7, The Education Center</p> <p><a href="http://www.lessonplancentral.com">http://www.lessonplancentral.com</a></p>	
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**Amherst County Public Schools  
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**SOL: 2.2**

**The student will compare the lives and contributions of three American Indian cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Culture Regions Environment Contribution Occupation Transportation Teepee Terraced</p> <p>2) Identify the differences among the Powhatan, the Lakota, and the Pueblo Indians in terms of regions, homes, occupations, and transportation</p> <p>3) Explain how American Indians met their basic needs by adapting to their environment</p>	<p>1) Using a map of the United States students label and color three regions and groups of American Indians.</p> <p>2) Students create a relief map using three colors of clay to represent the regions of the American Indians. Regions may be labeled with flagged toothpicks.</p> <p>3) Students use milk cartons to make an adobe village like those of the Southwest with multi-storied terraced buildings.</p> <p>4) Given the classification chart in the Curriculum Framework, students answer questions interpreting the information from the chart.</p>	<p><i>American Indians of Long Ago Virginia SOL Grade 2</i> by Barbara Spilman Lawson</p> <p><i>Native Americans Arts and Cultures</i>, TCM0619, Teacher Created Materials</p> <p><i>History Pockets Native Americans</i>, Evan Moor, ISBN # 1557999015</p> <p><i>Thematic Unit Native Americans (Primary)</i>, Teacher Created Materials, Inc.</p> <p><i>Maps &amp; Geography Series Native Americans</i> by Frank Schaffer Publications)</p> <p><i>Woodland Indians</i> by Evan Moor</p> <p><i>The Virginia Experience</i> by Carole Marsh (Gallopade International)</p>	<p>1.6</p> <p>2.4c-d; 2.5; 2.6; 2.7</p> <p>3.1; 3.2; 3.3; 3.4c</p> <p>Science 2.6</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

<p>5) Identify contributions American Indians have made to present-day life.</p> <p>6) Explain the changes in American Indian culture over time</p>	<p>5) Using picture/word cards students construct and explain a simple chart classifying American Indians cultures by regions, Indians, homes, occupation, and transportation.</p> <p>6) Students create a diorama for each of the three American Indian regions.</p> <p>7) Students use modeling clay to make pottery.</p> <p>8) Students weave a basket or a piece of cloth.</p> <p>9) Teacher reads an American Indian legend and class discusses the genre.</p> <p>10) Students create a Pueblo multi-story building using clay and write a story in the form of a legend about the Pueblo.</p> <p>12) Teacher reads <i>The Rough-Face Girl</i> and students determine the regional setting using clues from the story and illustrations.</p>	<p><i>The Legend of the Bluebonnet</i> by Tomie de Paola</p> <p><i>The Rough-Face Girl</i> by Rafe Martin (A Cinderella Story)</p> <p><i>The Legend of the Indian Paintbrush</i> by Tomie de Paola</p> <p><i>Arrow to the Sun</i> by Gerald McDermott</p> <p><i>Rainbow Crow</i> retold by Nancy Van Laan</p> <p><i>Indian Homes</i> by Keith Brandt, Troll Associates</p> <p><i>Children of the Wind and Water</i> by Stephen Krensky (Scholastic)</p> <p>Maps of the United States and Virginia</p> <p><i>Race to the Governor's House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney</p> <p><i>Powhatan Indians of the Eastern Woodlands</i>, Fun Stuff Publications</p>	
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	<p>13) Guest speaker – local member of the Monacan Indians</p> <p>14) Students construct a map of Virginia including the Appalachian Mountains and James River.</p> <p>15) Students construct a map showing where the Lakota lived, including the Mississippi River and the Rocky Mountains.</p> <p>16) Students construct a map showing where the Pueblo lived, including the Rocky Mountains, Mississippi River, and the Rio Grande.</p> <p>17) Field trip to Natural Bridge, Monacan Pow Wow, or Explore Park.</p> <p>18) Students create artifact models (teepees, pottery, buffalo skins, et cetera)</p> <p>19) Students construct paper canoes, pottery, teepees, and multi-story terraced buildings.</p>	<p><a href="http://www.fcps.k12.va.us/DeerParkES/kids/indianfacts/indian.htm">http://www.fcps.k12.va.us/DeerParkES/kids/indianfacts/indian.htm</a></p> <p><i>Pueblo Indians of the Southwest</i>, Fun Stuff Publications</p> <p><i>“American Indians of the Southwest”</i>, pp. 42-49, <i>Exploring Social Studies: Grades 1-3</i>, ISBN 1-56234-329-7, The Education Center</p> <p><i>“American Indians of the Eastern Woodlands”</i>, pp.57-63, <i>Exploring Social Studies: Grades 1-3</i>, ISBN 1-56234-329-7, The Education Center</p>	
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**Amherst County Public Schools  
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**SOL: 2.3**

**The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Community Transportation Population Invention</p> <p>2) Compare the way people live today to the way people lived long ago.</p> <p>3) Summarize how new inventions have led to changes in communities in terms of buildings, jobs, transportation, and population.</p>	<p>1) Students count the population of their class and others in the school. They construct and explain a graph showing classroom populations.</p> <p>2) Students research the population of the local community.</p> <p>3) Students create a relief map showing a community where people live, work, and play.</p> <p>4) Students create or write about an invention of their own that would impact or change a community.</p> <p>5) Students create their own transportation mini-book, or, from a variety of materials, create different modes of transportation from today and long ago.</p>	<p><i>The Town Mouse and the Country Mouse</i> by Jan Brett</p> <p><i>Early City Life</i> by Bobbie Kalman</p> <p><i>Toby in the Country, Toby in the City</i> by Maxine Zohn Bozzo</p> <p><i>What Is a Community?</i> by Franklin Watts</p> <p>Social Studies Series <i>Things Weren't Always Like This</i>, Evan Moor, ISBN# 1557995354</p> <p><i>Tall City, Wide Country</i> by Seymour Chwast</p> <p><i>A Street Through Time: A 12,000 Walk Through History</i> by Dr. Anne Millard (DK Publishing, Inc.)</p> <p><i>Internet Quests: My Community</i>, TCM3404, Teacher Created Materials</p>	<p>K.2; K.6; K.8</p> <p>1.1</p> <p>3.10</p> <p>Math 2.6, 2.23</p> <p>English 2.9, 2.10</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Teacher defines transportation as a way of moving people and things from one place to another. Students brainstorm, in pairs or small groups, modes of transportation for today. As a class, brainstorm modes of transportation of long ago.</p> <p>7) Community members, as guest speakers, share their careers and how they contribute to their community.</p> <p>8) Students host a career day. They dress and role play what they want to be when they are an adult and share the responsibilities of that job. (Review SOL K.6)</p> <p>9) Field trip to the Roanoke Transportation Museum.</p> <p>10) Using a Venn diagram students compare trucks and trains. Trucks are faster and can deliver door to door; trains are cheaper and can carry bigger loads.</p>	<p><i>Create-A-Town Simulation</i>, TCM 2344, Teacher Created Materials (grades 2-5)</p> <p><i>20<sup>th</sup> Century: Inventions, Discoveries, &amp; Highlights</i>, TCM 2352, Teacher Created Materials</p> <p><i>The Little Engine that Could</i> by Watty Piper</p> <p>John Henry folktale</p> <p><a href="http://www.enchantedlearning.com">http://www.enchantedlearning.com</a></p> <p><i>Race to the Governor's House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney</p> <p>"<i>Transportation of Yesterday and Today</i>", pp. 63-66, <i>Social Studies 23 Ready-to-Go Lesson Plans: Grade 2</i>, ISBN 1-56234-302, Mailbox</p>	
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	<p>11) Given a list of storybook characters, students discuss what job each character might hold in the community. For example, Sleeping Beauty might work in a mattress factory, and Rapunzel could be a hair stylist.</p> <p>12) Students sort pictures of buildings, jobs, and transportation modes into past and present.</p> <p>13) Students create a display that compares past and present communities (buildings, jobs, transportation).</p> <p>14) When reading children's literature, compare past and present, contrast any changes in transportation, jobs, buildings, and life style.</p> <p>15) Students create a poster showing how computers have changed communities.</p>		
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**Amherst County Public Schools  
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**SOL: 2.4a**

**The student will develop map skills by**

**a) locating the United States, China, and Egypt on world maps.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Locate China on a world map.</p> <p>2) Locate Egypt on a world map.</p> <p>3) Locate the United States on a world map</p> <p>4) Label the continents on which Egypt, China, and the United States are located.</p> <p>5) Recognize the shapes of China, Egypt, and the United States</p>	<p>1) Students locate China, Egypt, and the United States on a globe.</p> <p>2) Students, given a blank map of Asia and a map of the world, color and label China.</p> <p>3) Students locate and label Egypt on a blank map of Africa and on a blank map of the world.</p> <p>4) Students locate China, Egypt, and United States on a floor world map or a shower curtain world map.</p> <p>5) Students create salt, clay, or Play Doh maps of China, Egypt, and the United States.</p>	<p><a href="http://worldatlas.com">http://worldatlas.com</a> (teacher use)</p> <p>Globe</p> <p>Maps</p> <p><i>Using Maps and Globes</i> by Evan Moor</p> <p><i>Maps, Charts, and Graphs</i> by Frank Schaffer Publications</p> <p><a href="http://nationalgeographic.com">http://nationalgeographic.com</a></p> <p>Shower curtain with world map traced on it</p> <p>Materials for creating maps</p>	<p>K.4</p> <p>K.5</p> <p>1.4a-b</p> <p>1.5</p> <p>2.1</p> <p>2.4b</p> <p>2.5</p>
			<p style="text-align: center;"><b>Assessments</b></p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools  
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**SOL: 2.4b**

**The student will develop map skills by**

**b) understanding the relationship between the environment and the culture of ancient China and Egypt;**

<b>Objectives</b>	<b>Suggested Activities/Tasks</b>	<b>Resources</b>	<b>Related SOL</b>
<p>The student will be able to:</p> <p>1) Define the following: Climate Land Environment Season Desert Irrigate</p> <p>2) Compare and contrast the climate and land of China and Egypt</p> <p>3) Locate the Huang He and Nile River</p> <p>4) Describe how the ancient Chinese and Egyptians related to their environments</p> <p>5) Locate the Nile river Valley of Egypt</p>	<p>1) Teacher defines climate as the kind of weather an area has over a long period of time and discusses the terms humid, mild, and harsh.</p> <p>2) Teacher defines land as the shape of the land's surface. Using pictures, students examine land surfaces: plains/prairies, coastland, high flatlands, hills, mountains, forests, and deserts.</p> <p>3) Students investigate the patterns of weather in the United States, examine the seasons and compare the seasons and weather patterns to China and Egypt.</p> <p>4) Students complete a graphic organizer about the climate and land of ancient Egypt and China.</p>	<p>Pictures</p> <p>Maps</p> <p>Globe</p> <p>Shower curtain with world map traced on it</p> <p>Velcro</p> <p>Materials needed to produce a tactile map</p> <p>Children's literature</p> <p>Graphic organizer</p>	<p>1.6</p> <p>2.1</p> <p>2.4a</p> <p>2.5a-b</p> <p>2.6</p> <p>Science 2.6, 2.7</p> <hr/> <p align="center"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students complete a chart, illustrating and labeling the climate and land of Egypt and China.</p> <p>6) Students label maps of China and Egypt and show the Huang He and Nile River.</p> <p>7) Read children's literature about ancient China and Egypt.</p> <p>8) Students create illustrations of how the ancient Chinese and Egyptians related to their environments.</p> <p>9) Students create a tactile map of China using green felt for forests, rice for farmlands, elbow noodles for mountains, sandpaper for deserts and glitter for the Huang He</p> <p>10) Students use Velcro, labeled strips to identify China, Egypt, Nile River, and Huang He on a shower curtain outlined world map containing Velcro.</p>		
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	<p>11) Teacher discusses the flood cycle of the Nile River and examines how the river affected harvesting and planting (farming).</p> <p>12) Students construct a system of ditches and canals using dirt and water to illustrate irrigation utilized by the ancient Chinese and Egyptians.</p> <p>13) Students brainstorm how people in ancient China and Egypt (given the characteristics of each environment) adapted and used natural resources to survive.</p> <p>14) Students illustrate a poster/picture for Egypt and/or China identifying the climate and land of each region. They predict how the people of each region adapted to the environment.</p> <p>15) Card sort or flash cards of the land and climate features for China and Egypt.</p>		
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**Amherst County Public Schools  
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**SOL: 2.4c**

**The student will develop map skills by**

**c) Locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;**

<b>Objectives</b>	<b>Suggested Activities/Tasks</b>	<b>Resources</b>	<b>Related SOL</b>
<p>The student will be able to:</p> <p>1) Name the region of the United States where the Powhatan, Lakota, and Pueblo peoples were located.</p> <p>2) Locate the regions of the Powhatan, Lakota, and Pueblo people on a United States map.</p>	<p>1) Using an outline map of the United States, students locate and label: Eastern Woodlands, Plains, and Southwest; and the American Indians who inhabited each region.</p> <p>2) Using name cards for the Indian groups (each card has a strip of Velcro on the back of the card); students match the cards to a shower curtain containing an outline of the United States that has Velcro locations. Large poster board outline map can be used in lieu of a shower curtain map.</p>	<p>United States map</p> <p>Shower curtain with a tracing of an outline United States map</p>	<p>K.4</p> <p>K.5</p> <p>1.4a-c</p> <p>1.5</p> <p>2.2</p> <p>2.4d</p> <p>2.5a-b</p> <p>2.6</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

**Amherst County Public Schools  
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**SOL: 2.4d**

**The student will develop map skills by**

**d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Describe how the Powhatan, Lakota, and Pueblo people related to their environments</p> <p>2) Define the following: Climate Land Environment Region Transportation Adobe Canoe Plains Prairies Coastland High flatlands Mild Harsh Humid</p> <p>3) Compare and contrast the climate and land of the three regions and Indian groups</p>	<p>1) Students brainstorm how Indians in each region (given the characteristics of each environment) adapted and used natural resources to survive.</p> <p>2) Students construct diorama villages of the Powhatan, Lakota, and Pueblo. Include the climate and land of each region. Write about how each group adapted to their environment as displayed in the diorama.</p> <p>3) Using a graphic organizer, the class sorts and classifies the climate and land of the three American Indian tribes and their regions.</p> <p>4) Read children’s literature related to the lifestyle of the Indian groups.</p>	<p>Maps</p> <p><i>The Virginia Experience</i> by Carol Marsh</p> <p><i>... If You Lived with the Sioux Indians</i> by Ann McGovern (Scholastic)</p> <p><i>Indians of the Plains</i> by Troll Associates</p> <p><i>Woodland Indians</i> by Evan Moor</p> <p>Pictures</p> <p>Internet</p> <p>Graphic organizer</p> <p>Materials for a diorama</p>	<p>K.4</p> <p>K.5</p> <p>1.6</p> <p>2.2</p> <p>2.4c</p> <p>2.5a-b</p> <p>2.7</p>
			<p style="text-align: center;"><b>Assessments</b></p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students create illustrations of the life style of the Indian groups. Illustrations may be compiled into mini-books about each Indian group.</p> <p>6) Students combine knowledge from SOL 2.2 and SOL 2.4d to develop role plays of the different Indian groups/cultures.</p> <p>7) Card sorts for the geographic and cultural features of the Indians cultures.</p>		
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**Amherst County Public Schools  
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**SOL: 2.5a**

**The student will develop map skills by**

**a) locating the equator, the seven continents, and the five oceans on maps and globes;**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Locate the equator on maps and globes</p> <p>2) Locate the seven continents on maps and globes</p> <p>3) Locate the five oceans on maps and globes</p> <p>4) Define the following: Continent Ocean Equator Map Globe Imaginary</p>	<p>1) Using a beach ball as a model of the Earth, students label the continents, oceans, and equator. Cut the beach ball from north to south on one side to show how a map can change from a three dimensional shape to a one dimensional shape (from round to flat). (Could discuss matter and geometry during this activity.)</p> <p>2) Using an inflatable globe, toss the globe for students to catch. They must name the continent and/or ocean under or nearest their right thumb on the caught globe.</p> <p>3) Using a blank world map students identify/label the continents and oceans.</p>	<p>Maps and globe</p> <p>Inflatable globe</p> <p>Beach ball</p> <p><i>Instructional Fair</i>, IF5189 Map Skills by TS Denison</p> <p><i>Me on the Map</i> by Joan Sweeny</p> <p><i>My America: A Poetry Atlas of the United States</i> by Lee Bennett Hopkins</p> <p><i>Beginning Geography: How to Use a Map</i> by Evan Moor</p> <p><i>Beginning Geography Continents and Oceans</i> volume 3 by Evan-Moor -use for cut outs of continents as well as other activities</p> <p><i>Maps and Globes</i> by Harriett Barton</p>	<p>K.4</p> <p>K.5</p> <p>1.4a-b</p> <p>1.5</p> <p>2.6</p> <p>Math 2.20 (geometry)</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>4) Play “Pin the Sail on the Ocean”. It is like <i>Pin the Tail on the Donkey</i>, but the student places the sail on a world map and identifies the closest ocean.</p> <p>5) Using a blank world map, students color the continents, label the continents on the back and cut them out. Students recite the correct continent name. The pictures are used as flashcards in class and at home for identifying each continent’s shape.</p> <p>6) Teacher defines equator as an imaginary line around the middle of the Earth and locates it on a globe. Given a blank world map with the equator displayed on it, students label the continents and oceans that touch the equator.</p> <p>7) Students work in groups of four. Using a salt and flour mixture, they make a map of the North American continent (including the oceans). This can be revisited in SOL 2.5b.</p>	<p><i>Mapping Skills</i> by World Teachers Press (world map with equator)</p> <p><i>The Big Book of Geography Rhymes &amp; Chants</i> by Evan Moor</p> <p><a href="http://yahooligans.com/school_bell/social_studies/Geography/">http://yahooligans.com/school_bell/social_studies/Geography/</a></p> <p><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></p> <p>United Streaming</p> <p>Shower curtain with world map traced on it with Velcro attached for continents and oceans. Name strips of continents and oceans with Velcro.</p>	
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	<p>8) Given a map of the world the students identify and color the continent on which they live.</p> <p>9) Students, using Velcro labels of continents and oceans, place the correct label on the correct Velcro location on the shower curtain map.</p>		
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**Amherst County Public Schools  
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**SOL: 2.5b**

The student will develop map skills by

- b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Locate the James River, Mississippi River, and Rio Grande on a United States map.</p> <p>2) Locate the Appalachian Mountains and Rocky Mountains on a United States map.</p> <p>3) Locate the Great Lakes on a United States map.</p> <p>4) Locate the Huang He on a map of China</p> <p>5) Locate the Nile River on a map of Egypt</p> <p>6) Locate the Huang He and Nile River on a World map</p>	<p>1) Teacher led discussion of the five selected rivers. Students color/highlight the James, Mississippi, and Rio Grande rivers on a United States map. They color the Huang He on a map of China and the Nile River on a map of Egypt.</p> <p>2) Teacher discusses the term mountain range and students label/highlight Appalachians on a United States map. Continue the next day with the same activity for the Rocky Mountains.</p> <p>3) Teacher compares the Great Lakes to lakes located in Virginia. Students locate and color the Great Lakes on a United States map.</p>	<p>Maps and globe</p> <p><i>Pecos Bill</i> by Steven Kellogg</p> <p><i>My America: A Poetry Atlas of the United States</i> by Lee Bennett Hopkins</p> <p><i>The Virginia Experience</i> by Carol Marsh</p> <p><a href="http://www.pen.k12.va.us/VDOE">http://www.pen.k12.va.us/VDOE</a></p> <p><a href="http://www.worldatlas.com">http://www.worldatlas.com</a></p> <p><a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></p> <p><i>Maps of the USA</i> by Evan Moor</p> <p><i>Race to the Governor's House Second Grade, A History and Social Science Trivia Game</i>, by Crystal M. Tenney</p>	<p>K.4</p> <p>K.5</p> <p>1.4a-b</p> <p>1.5</p> <p>2.5a</p> <p>2.6</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>4) Students construct a relief map to demonstrate the features of the Appalachian and Rocky Mountain Ranges, as well as the Great Lakes and selected rivers.</p> <p>5) Students, using Velcro labels of mountains and rivers, place the correct label on the correct Velcro location on a shower curtain map of the United States and the world.</p> <p>6) Review the three Indian groups and have students determine which group was located closest to which river and mountain range.</p> <p>7) Read and discuss children's literature containing information about rivers, lakes, mountains.</p>	<p>U.S. Map p.280, <i>Learning Centers Through the Year</i> (Primary), ISBN 1-55734-059-5</p> <p>Shower curtain with world map traced on it with Velcro attached for mountains and rivers</p> <p>Shower curtain with United States map traced on it with Velcro attached for mountains and rivers</p>	
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**Amherst County Public Schools  
Grade 2 History and Social Science Curriculum**

**SOL: 2.6**

**The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Construct a simple map including a title, map legend, and compass rose</p> <p>2) Define the following: Map Map title Map legend Compass rose Symbols Direction</p>	<p>1) Given a map, students will circle and label the title, map legend, and compass rose.</p> <p>2) As a class, make a map of the classroom using a title, map legend, and compass rose.</p> <p>3) Given a destination in the school, students construct a map of that area using a map key and compass rose.</p> <p>4) Given an outline map, students create symbols to use in a map legend and label the features of the map.</p> <p>5) Using popsicle sticks students create a compass rose by gluing two sticks together and labeling north, south, east, and west.</p>	<p>Maps and globe</p> <p><i>Reading Maps Exploring and Interpreting</i> Grades 2-3 by World Teachers Press</p> <p><i>Basic Skills Series: Map Skills</i> by Instructional Fair</p> <p><i>Map Skills Book for Grade 2</i> CD-4701 Carson Dellosa Publishing</p> <p><i>Map Skills</i> by Steck Vaughn</p> <p><i>Social Studies, Grade 2</i> by Steck Vaughn</p> <p><i>Beginning Geography: How to Use a Map</i> by Evan Moor</p> <p><i>Beginning Geography: Land Forms and Bodies of Water</i> volume 2 by Evan Moor</p> <p><i>Mapping Penny's World</i> by Loreen Leedy</p>	<p>K.4</p> <p>K.5</p> <p>1.4a-b</p> <p>1.5</p> <p>2.5a-b</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>6) Using the posted fire escape plan and a compass rose, students map out the direction of their route of escape.</p> <p>7) In partners, as a game, students use a map of the United States, a compass rose, and a die. Students roll the die on the map and identify the state where the die lands. Afterwards, they will identify the states that are north, south, east, and west of the state where the die landed.</p> <p>8) Students write directions of how to get from one place to another within the school. Students exchange directions and attempt to follow them with the student who wrote the directions. After the activity has been completed, students will self evaluate their directions and make the necessary revisions.</p> <p>9) Students read and interpret written directions on a map and answer corresponding questions.</p>	<p><a href="http://yahooligans.com/school_bell/social_studies/Geography/">http://yahooligans.com/school_bell/social_studies/Geography/</a></p> <p><i>Race to the Governor's House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney (order form included in resources)</p> <p>Using map key pp. 43-46, <i>Social Studies 23 Ready-to-Go Lesson Plans: Grade 2</i>, ISBN 1-56234-302, Mailbox</p> <p>Using a compass rose pp. 39-42, <i>Social Studies 23 Ready-to-Go Lesson Plans: Grade 2</i>, ISBN 1-56234-302, Mailbox</p> <p>Compare and contrast maps and globes pp. 35-38, <i>Social Studies 23 Ready-to-Go Lesson Plans: Grade 2</i>, ISBN 1-56234-302, Mailbox</p> <p>Map skills pp. 4-7, <i>Exploring Social Studies: Grades 1-3</i>, ISBN 1-56234-329-7, The Education Center</p> <p>Maps and globes pp. 146-153, <i>Social Studies Through the Year (Primary)</i> ISBN 1-57690-467-9, Teacher Crafted Materials, Inc.</p>	
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	<p>10) Given a map students go on a treasure hunt utilizing the map and compass rose to locate the treasures that are hidden.</p> <p>11) Given various examples of maps students use the map legend to locate places and determine the route between two or more points.</p>	<p>Directions pp. 69-71, <i>Learning Center Through the Year</i> ISBN 1-55734-059-5</p> <p>Compass rose p. 72, <i>Learning Center Through the Year</i> ISBN 1-55734-059-5</p>	
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**Amherst County Public Schools  
Grade 2 History and Social Science Curriculum**

**SOL: 2.7 (recommend teaching with 2.8 and 2.9)**

**The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Identify the three main types of resources as natural, human, and capital.</p> <p>2) Categorize examples of resources as natural, human, or capital.</p> <p>3) Contrast the differences among natural, human, and capital resources.</p>	<p>1) Teacher defines the three types of resources and gives examples of each type of resource. Students listen and look for examples of human, natural, and capital resources after listening to a read aloud.</p> <p>2) Students identify the human, natural, and capital resources in their classroom.</p> <p>3) Class views video: <i>Econ and Me</i> and teacher provides follow-up discussion.</p> <p>4) Students work in pairs to match pictures/words to the appropriate resource on a poster. Students race other pairs to see who can correctly sort the resources in the appropriate category fastest. Students check their own work using an answer key to ensure that the work is correct.</p>	<p><i>Econ and Me</i> video – Media Center</p> <p><i>Consumer Reports for Kids</i>-Media Center</p> <p><i>Curious George Takes a Job</i> by H. A. Rey</p> <p><i>The Lorax</i> by Dr. Seuss</p> <p><i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton</p> <p><i>Pancakes, Pancakes</i> by Eric Carle</p> <p><i>John Henry</i> by Julius Lester</p> <p><i>Economics and Children’s Literature</i> Supplement 3</p> <p><i>The Virginia Experience</i> by Carol Marsh (1999/2000 p. 17)</p> <p><i>The Milk Makers</i> by Gail Gibbons</p>	<p>K.6</p> <p>2.9</p> <p>Science 2.8</p> <p>English 2.8</p>
			<b>Assessments</b>
			<p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Students make three cards to keep at their desk labeled natural, human, and capital. The teacher holds up a picture or calls out an example of a resource and the students respond by holding up the correct card to identify the resource.</p> <p>6) Field trip to a farm, factory, or greenhouse and list the resources found.</p> <p>7) Students use magazine clippings to sort pictures into natural, capital, and human resources.</p> <p>8) Teacher gives students a BINGO card with pictures of natural, capital, and human resources on it to play "Economics BINGO". The teacher shows pictures and the students place chips labeled natural, human, or capital on the called picture. General BINGO rules apply.</p> <p>9) As read children's literature, identify the types of resources in the story.</p>	<p><i>Comprehension Connections</i> The Education Center 2001.</p> <p><i>Basics of Economics Grade 2</i> by Steck-Vaughn SV-3402-9</p> <p><i>Teacher's Helper</i>, The Education Center, Inc. TEC3979, Oct/Nov 2000</p> <p><a href="http://www.ecedweb.unomaha.edu/elementary/elementary.html">http://www.ecedweb.unomaha.edu/elementary/elementary.html</a></p> <p><a href="http://www.fte.org/teaches/lessons/lessons.htm">http://www.fte.org/teaches/lessons/lessons.htm</a></p> <p><a href="http://www.doe.virginia.gov/">http://www.doe.virginia.gov/</a></p> <p><a href="http://www.vcee.org">http://www.vcee.org</a></p> <p><a href="http://www.councilforeconed.org">http://www.councilforeconed.org</a></p> <p><a href="http://www.yahooligans.com/school_bell/social_studies/Economics/">http://www.yahooligans.com/school_bell/social_studies/Economics/</a></p> <p><i>Race to the Governor's House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney</p>	
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	<p>10) Read the story <i>Pancakes, Pancakes</i>. After the story, students use natural, capital, and human resources to make pancakes. Discuss the resources used in production.</p> <p>11) Card sort for human, natural, and capital resources</p> <p>12) Choose a food item with which students have familiarity (hamburger, cookie, et cetera) and list the capital, natural, and human resources involved in the production of the food item.</p>		
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**Amherst County Public Schools  
Grade 2 History and Social Science Curriculum**

**SOL: 2.8 (recommend teaching with 2.7 and 2.9)**

**The student will distinguish between the use of barter and the use of money in the exchange for goods and services.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Distinguish between the use of barter and money</p> <p>2) Explain the difference between goods and services</p> <p>3) Demonstrate the use of barter and exchange of money for goods and services</p>	<p>1) Brainstorm examples of goods and services, compiling a list on the board or on a sheet of paper.</p> <p>2) Class sits in a circle and has a ball to pass around. Students pass the ball after saying an example of a good. Do the same with services. You could also play the game like “Concentration” and have the students say their example and then repeat all of the previous examples that were stated before passing the ball to another student.</p>	<p><i>Teacher’s Helper</i> The Education Center, Inc. TEC3979, Oct/Nov 2000</p> <p><i>The Virginia Experience</i> by Carol Marsh (1999/2000 p. 20-22)</p> <p>Video: <i>Econ and Me</i> - Media Center</p> <p><i>Alexander, Who Use to be Rich Last Sunday</i> by Judith Viorst</p>	<p>K.7</p> <p>1.7</p> <p>1.9</p> <p>2.7</p> <p>2.9</p> <p>Math 2.11</p> <p>English 2.8</p>
<p>4) Identify three types of money</p>	<p>3) Students record examples of the use of goods and services in their homes.</p> <p>4) Class reads <i>One Fine Day</i> and discusses the ways that the fox used bartering to get what he wanted.</p>	<p><i>How Much is a Million</i> by David Schwartz</p> <p><i>A Bargain For Frances</i> by Russell Hoban</p> <p><i>The Story of Money</i> by Betsy Maestro</p> <p><i>A New Coat for Anna</i> by Harriet Ziefert</p> <p><i>A Chair for My Mother</i> by Vera Williams</p>	<p style="text-align: center;"><b>Assessments</b></p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Invite people from the community to the classroom to explain how they use goods and services daily and explain how they get those goods and services.</p> <p>6) Students participate in “market day”. They bring in items to trade (barter)— review with Egypt unit. Can also provide student with pictures of items clipped from magazines, et cetera for the bartering. This eliminates any issues with items the students might bring to barter.</p> <p>7) Set up a store or restaurant. Use play money to “pay” for goods.</p> <p>8) Given two cards, students label one card barter and the other money. Teacher gives an example of an exchange (The farmer went to the market and traded eggs for sugar. Was it barter or a money exchange?) Students hold up the correct card for the example.</p>	<p><i>One Fine Day</i> by Nonny Hogrogian</p> <p><i>The Ox-Cart Man</i> by Donald Hall</p> <p><i>If You Made a Million</i> by David Schwartz</p> <p><i>Arthur’s Funny Money</i> by Lillian Hoban</p> <p><i>Comprehension Connections</i> The Education Center, Inc 2001, TEC4111</p> <p><i>The Role of Money in an Economy.</i> Teaching kit sent to schools by VDOE</p> <p><a href="http://www.ecedweb.unomaha.edu/elementary/elementary.htm">http://www.ecedweb.unomaha.edu/elementary/elementary.htm</a></p> <p><a href="http://www.fte.org/teaches/lessons/lessons.htm">http://www.fte.org/teaches/lessons/lessons.htm</a></p> <p><a href="http://www.vcee.org">http://www.vcee.org</a></p> <p><a href="http://www.councilforeconed.org">http://www.councilforeconed.org</a></p> <p><a href="http://www.yahooligans.com/school_bell/social_studies/Economics/">http://www.yahooligans.com/school_bell/social_studies/Economics/</a></p>	
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	<p>9) As a class create a Venn Diagram comparing the uses of barter and money.</p> <p>10) Students investigate exchanges of goods and services or money/barter exchanges that occur within the school. Create a poster to display in the room.</p> <p>11) Teacher has a strip of paper with 100 pennies taped to it while reading <i>Alexander Who Used to Be Rich Last Sunday</i> to the class. Discuss that 100 pennies is the same as \$1.00. As you are reading you will come to the first section of the book that says "Good bye fifteen cents." Count that amount from the taped strip of pennies and cut it. As similar sections in the book are read, continue counting and cutting the money Alexander spent. Create a flow chart of how Alexander spent his money.</p> <p>12) Examine the different types of money (paper, coins, checks)</p>	<p><a href="http://www.doe.virginia.gov">http://www.doe.virginia.gov</a>:  a) <i>Primary Knowledge of Economics: Concepts and Principles for the Economics Strand of the K-3 History and Social Science Standards of Learning</i>  b) <i>An Economy At Work: The Production and Consumption of Goods and Services</i></p> <p><a href="http://www.lessonplancentral.com">http://www.lessonplancentral.com</a>  Play money</p>	
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**Amherst County Public Schools  
Grade 2 History and Social Science Curriculum**

**SOL: 2.9 (recommended teaching with 2.7 and 2.8)**

**The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain that scarcity affects the economic choices that people make</p> <p>2) Distinguish the difference between a consumer and a producer</p> <p>3) Explain why people must make choices</p> <p>4) Define consumer, producer, and scarcity</p>	<p>1) Read <i>If You Give a Mouse a Cookie</i>. Have a paper bag of objects or pictures representing the mouse’s wants. Students use these to retell the story.</p> <p>2) Teacher reads <i>The Go Around Dollar</i>. Students create a chart showing the exchanges a dollar encounters. Students label the people in the exchanges as consumers or producers.</p> <p>3) Teacher uses a bag of candy and asks who would like a piece of candy. Then teacher passes out candy pretending to not have enough for every student – illustrating scarcity.</p> <p>4) Class creates a consumer/producer wheel using a pattern in <i>Lifesaver Lessons</i> p. 93.</p>	<p><i>The Go Around Dollar</i> by Barbara Johnston Adams</p> <p><i>If you Give a Mouse a Cookie</i> by Laura Joffe Numeroff</p> <p>The Education Center <i>Lifesaver Lessons</i> 1999, TEC515 p. 93</p> <p><i>On Market Street</i> by Arnold Lobel</p> <p><i>The Mitten</i> by Jan Brett</p> <p><i>The Lorax</i> by Dr. Seuss</p> <p><i>Just Shopping with Mom</i> by Mercer Mayer</p> <p>Video: <i>Econ and Me</i> - Media Center</p> <p><i>Lifesaver Lessons – Social Studies (3)</i> by Mailbox</p>	<p>K.6</p> <p>K.7</p> <p>1.7</p> <p>1.8</p> <p>1.9</p> <p>2.7</p> <p>2.8</p> <p>English 2.8</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>

	<p>5) Read <i>The Lorax</i> by Dr. Seuss. Discuss scarcity and the overuse of natural resources.</p> <p>6) Read <i>On Market Street</i>. Students create an alphabet book about what the boy sees in the stores. Discuss why the boy cannot have everything he sees.</p> <p>7) Read <i>Just Shopping with Mom</i>. Discuss the critter family shopping trip and the consumer choices made.</p> <p>8) Label classroom chairs with different wants that a child might have. Students play musical chairs to develop an understanding of scarcity. (In the end there would only be one chair/want that could be “bought”.)</p> <p>9) Students working in pairs write a short scenario about being a producer or a consumer. Each pair reads the scenario and the class identifies whether the pair wrote about a consumer or a producer.</p>	<p><i>An Economy at Work: Production and Consumption of Goods and Services</i> at <a href="http://www.doe.virginia.gov">www.doe.virginia.gov</a></p> <p><a href="http://www.ecedweb.unomaha.edu/elementary/elementary.html">http://www.ecedweb.unomaha.edu/elementary/elementary.html</a></p> <p><a href="http://www.fte.org/teaches/lessons/lessons.htm">http://www.fte.org/teaches/lessons/lessons.htm</a></p> <p><a href="http://www.vcee.org">http://www.vcee.org</a></p> <p><a href="http://www.councilforeconed.org">http://www.councilforeconed.org</a></p> <p><a href="http://www.yahooligans.com/school_bell/social_studies/Economics/">http://www.yahooligans.com/school_bell/social_studies/Economics/</a></p> <p><i>Race to the Governor’s House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney</p> <p>Compare/contrast goods and services pp. 79-82, <i>Social Studies 23 Ready-to-Go Lesson Plans: Grade 2</i>, ISBN 1-56234-302, Mailbox</p> <p><a href="http://www.lessonplancentral.com">http://www.lessonplancentral.com</a></p>	
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**Amherst County Public Schools  
Grade 2 History and Social Science Curriculum**

**SOL: 2.10a,b,c,d,e**

**The student will explain the responsibilities of a good citizen, with emphasis on**

- a) respecting and protecting the rights and property of others;**
- b) taking part in the voting process when making classroom decisions;**
- c) describing actions that can improve the school and community;**
- d) demonstrating self-discipline and self-reliance;**
- e) practicing honesty and trustworthiness.**

<b>Objectives</b>	<b>Suggested Activities/Tasks</b>	<b>Resources</b>	<b>Related SOL</b>
<p>The student will be able to:</p> <p>1) state that a good citizen has a variety of responsibilities</p> <p>2) Participate in the voting process when making classroom decisions</p> <p>3) Demonstrate respect of others and their property</p> <p>4) Describe actions that can improve the school and community</p> <p>5) Demonstrate self-discipline and self-reliance</p> <p>6) Practice honesty and trustworthiness</p>	<p>1) Tell the class that each one of them is a citizen; students complete a web with ideas about the responsibilities of a citizen. Students may include ideas from kindergarten and grade one. As a class, share some of the ideas that they brainstormed and then have a teacher-led discussion being sure to include: voting, respect of people and property, self-discipline, and honesty/trustworthiness.</p> <p>2) Students play charades, role-playing behaviors of a good citizen. Other students identify the responsibility being demonstrated.</p>	<p><i>Character Counts</i> program (adopted by Amherst County Public Schools)</p> <p><i>Frog and Toad are Friends</i> by Arnold Lobel</p> <p><i>Conflict Resolution Book</i> CD0306 by Carson-Dellosa Publishing</p> <p><i>Character Education—Ideas and Activities for the Classroom</i> (K-3) CD 7318 Carson Dellosa Publishing</p> <p><i>The Three R's: Respect, Rights &amp; Responsibility</i> TCM 0623 Teacher Created Materials</p> <p><a href="http://proteacher.com">http://proteacher.com</a></p>	<p>K.8</p> <p>1.10</p> <p>1.12</p> <p>2.12</p> <p>English 2.8, 2.9</p>

<p>7) Name responsibilities of good citizens</p> <p>8) Identify examples of specific responsibilities of good citizens</p>	<p>3) Students vote for treats that will be brought for classroom parties.</p> <p>4) Students award their peers with good citizen tickets for demonstrating good citizen responsibilities. At the end of the week the class votes on a prize and awards it to the person who received the most tickets.</p> <p>5) Students participate in voting for Character Counts student of the month.</p> <p>6) Working in groups, students create posters that encourage other students in the school to participate in improving the school by picking up litter, being kind to others, et cetera. Display the posters throughout the school.</p> <p>7) Class brainstorms a list of activities to improve the school's environment. Students take on a responsibility of their choice.</p>	<p><a href="http://ccle.fourh.umn.edu/rulespocallo2.html">http://ccle.fourh.umn.edu/rulespocallo2.html</a></p> <p><a href="http://www.jlt.com/charactereducation.asp">http://www.jlt.com/charactereducation.asp</a></p> <p><i>Race to the Governor's House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney</p> <p>Characteristics of Citizenship pp.19-22, <i>Social Studies 23 Ready-to-Go Lesson Plans: Grade 2</i>, ISBN 1-56234-302, Mailbox</p> <p>Respect people and property pp. 23-26, <i>Social Studies 23 Ready-to-Go Lesson Plans: Grade 2</i>, ISBN 1-56234-302, Mailbox</p> <p>Respect pp. 27-28, <u><i>Exploring Social Studies: Grades 1-3</i></u>, ISBN 1-56234-329-7, The Education Center</p> <p>Responsibility pp.29-30 Voting pp. 27-30, <i>Social Studies 23 Ready-to-Go Lesson Plans: Grade 2</i>, ISBN 1-56234-302, Mailbox</p>	<p style="text-align: center;"><b>Assessments</b></p> <hr/> <p>Given examples of a situation demonstrating good/bad citizenship, students evaluate the behavior with a written response.</p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p>
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	<p>8) Use <i>Character Counts</i> for discussions and activities about honesty and trustworthiness.</p> <p>9) Teacher explains the differences in self-discipline and self-reliance. Each student sets a goal for the week to improve in either self discipline or self reliance. At the end of the week, they will evaluate the goal as either achieved or not achieved and write a short response about their experience.</p> <p>10) Class reads <i>Frog and Toad Are Friends</i>. Students make a flip book about friendship and trustworthiness.</p> <p>11) Students demonstrate responsibilities of good citizenship throughout the school year.</p>		
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## Amherst County Public Schools Grade 2 History and Social Science Curriculum

**SOL: 2.11**

**The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.**

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Define the following: Contribution Establish Equal rights Disability Improve Opportunity Marches</p> <p>2) Identify George Washington as described in the Curriculum Framework</p> <p>3) Identify Abraham Lincoln as described in the Curriculum Framework</p> <p>4) Identify Susan B. Anthony as described in the Curriculum Framework</p> <p>5) Identify Helen Keller as described in the Curriculum Framework</p>	<p>1) List the following famous Americans on blank posters and display throughout the room: George Washington, Abraham Lincoln, Martin Luther King, Jr., Jackie Robinson, Helen Keller, Susan B. Anthony, Powhatan, Pocahontas, Betsy Ross, Benjamin Franklin, George Washington Carver, and Eleanor Roosevelt. Students record facts on the poster that they believe are true about each American's contributions. Throughout the unit, evaluate each poster and confirm or change the facts.</p> <p>2) Review K.1a and 1.2, George Washington: first President, "the Father of Our Country", born in Virginia, and brave leader of soldiers.</p>	<p><i>U.S. History Little Books: Famous People</i> TCM 3260 Teacher Created Materials</p> <p><i>Martin Luther King, Jr. Day Activities</i> TCM 2067 Teacher Created Materials</p> <p><i>President's Day Activities</i> TCM 0789 Teacher Created Materials</p> <p><i>Comprehension Connections</i> The Education Center Grade 2 TEC 14110</p> <p><i>Big and Easy Art for Patriotic Holidays</i> Teacher Created Materials # 085</p> <p><i>Crossword Puzzles &amp; Word Searches-Grade 3</i> Teacher Created Materials #2263</p> <p><i>The Virginia Experience</i> by Carole Marsh</p>	<p>K.1a,b</p> <p>K.9</p> <p>1.1</p> <p>1.2</p> <p>1.3</p> <p>English 2.8, 2.9, 2.10</p> <hr/> <p style="text-align: center;"><b>Assessments</b></p> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p> <p>Teacher observations or projects</p>

<p>6) Identify Jackie Robinson as described in the Curriculum Framework</p> <p>7) Identify Martin Luther King, Jr. as described in the Curriculum Framework</p> <p>8) Explain how people of the past have made contributions that have improved the lives of other Americans</p>	<p>3) Review K.1a, 1.2, Abraham Lincoln: President, known as “Honest Abe”, born in a log cabin, and taught himself how to read.</p> <p>4) Review K.1a, Pocahontas: American Indian who was a helper and friend to the settlers in Jamestown. Powhatan: American Indian leader when the settlers came to Jamestown.</p> <p>5) Review K.1a, Betsy Ross: believed to have sewn one of the first flags of our country.</p> <p>6) Review 1.2, Benjamin Franklin: used a kite experiment to prove that electricity was present in lightning; started the first library and first volunteer fire department in America.</p> <p>7) Review 1.2, Eleanor Roosevelt: Leader for equal rights for all people and volunteer for many organizations</p>	<p><i>Blue Ridge Public Television</i> resources</p> <p><i>Virginia Readers</i> by Carole Marsh</p> <p><i>Patriotic Puzzlers Teacher Created Materials #3597</i></p> <p><i>Social Studies Grades 1-2</i> by Frank Schaffer Publications 32051</p> <p><i>Martin’s Big Words The Life of Dr. Martin Luther King, Jr.</i> by Doreen Rappaport (Scholastic)</p> <p><i>Happy Birthday, Martin Luther King</i> by Jean Marzollo</p> <p><i>A Picture Book of Martin Luther King, Jr.</i> by David A. Adler</p> <p><i>Young Martin’s Promise</i> by Walter Dean Myers</p> <p><i>If You Grew Up With George Washington</i> by Ruth Belov Gross (Scholastic)</p> <p><i>A Picture Book of George Washington</i> by David A. Adler</p>	
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	<p>8) Review 1.2, George Washington Carver: African American who studied science and plants, became a teacher, developed hundreds of uses for peanuts, sweet potatoes, and soy beans.</p> <p>9) Students label calendars of October, November, January, February, and July, with Columbus Day, Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, and Independence Day (also reviews K.1).</p> <p>10) Compare and contrast: George Washington and Abraham Lincoln; Susan B. Anthony and Helen Keller; Jackie Robinson and Martin Luther King, Jr.</p> <p>11) Class creates a timeline about a famous American's life. (also include SOL 1.1)</p> <p>12) Students create a time lime of the famous Americans they have studied.</p>	<p><i>Young George Washington America's First President</i> by Andrew Woods</p> <p><i>George Washington's Mother</i> by Jean Fritz</p> <p>Calendars (Oct., Nov., Jan., Feb., Jul.)</p> <p><i>Magic Tree House #22 Revolutionary War on Wednesday</i> by Mary Pope Osborne</p> <p><i>Abraham Lincoln</i> by Rae Bains</p> <p><i>Just a Few Words, Mr. Lincoln</i> by Jean Fritz</p> <p><i>Abe Lincoln Remembers</i> by Ann Turner</p> <p><i>Let's Split Logs, Abe Lincoln</i> by Peter and Connie Roop</p> <p><i>Abe Lincoln's Hat</i> by Martha Brenner (Random House)</p> <p><i>True Stories about Abraham Lincoln</i> by Ruth Belov Gross</p>	
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	<p>13) Students choose a famous American and create a biography.</p> <p>14) Read children's literature about the famous Americans and their contributions.</p> <p>15) Students read a biography on each of the famous Americans and discuss the contributions made by that person.</p> <p>16) Host a "Famous American Day". Students research an American studied in grades K-2 and write some facts. Students dress up and share information about their famous American.</p> <p>17) As a class write a rap about a famous American's life.</p> <p>18) Students create a scrapbook of major events in a famous American's life.</p> <p>19) Students mold a clay statue of a famous American.</p>	<p><i>Magic Tree House #21 Civil War On Sunday</i> by M. Osborne</p> <p><i>A Picture Book of Jackie Robinson</i> by David A. Adler</p> <p><i>A Girl Named Helen Keller</i> by Margo Lundell</p> <p><i>A Picture Book of Helen Keller</i> by David A. Adler</p> <p><i>Susan B. Anthony: Daring to Vote</i> by Barbara Keevil Parker (ages 7-9)</p> <p><i>Bloomers!</i> by Rhoda Blumberg (ages 5-8)</p> <p><i>A Picture Book of George Washington Carver</i> by David Adler</p> <p><i>A Weed is a Flower: The Life of George Washington Carver</i> by Aiki</p> <p><i>Red, White, and Blue The Story of the American Flag</i> by John Herman</p> <p><i>So You Want to Be President?</i> by Judith St. George</p>	
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	<p>20) Choose two famous Americans studied in K-2 to compare and contrast in a Venn Diagram. (poster-sized)</p> <p>21) Use a large piece of butcher paper and trace students so that you have one student for each American studied in K-2. Illustrate the person as they would have looked in their time period. Write facts about each American beside the drawings.</p> <p>22) Create a "Concentration" game using a poster and library pockets. On one side label the pockets A-I, and on the other label 1-9. Create cards with questions on one side for A-I, and answers for 1-9. Students work in teams to recall information and match questions and answers.</p> <p>23) Create review study cards on American facts to review facts throughout the year. (5 minute activities)</p>	<p><i>The Hatmaker's Sign, A Story by Benjamin Franklin</i> retold by Candace Fleming (Scholastic)</p> <p><a href="http://www.pbskids.org/libertyskids/arch_who.html">http://www.pbskids.org/libertyskids/arch_who.html</a></p> <p><i>Race to the Governor's House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney</p> <p><i>Abraham Lincoln</i>, Fun Stuff Publications</p> <p><i>George Washington</i>, Fun Stuff Publications</p> <p><i>Martin Luther King, Jr.</i> Fun Stuff Publications</p> <p><i>Helen Keller</i>, Fun Stuff Publications</p> <p><i>Jackie Robinson</i>, Fun Stuff Publications</p> <p><i>Susan B. Anthony</i>, Fun Stuff Publications</p>	
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	<p>24) Construct a matching game with the names of the famous Americans as headings and write various facts about each.</p> <p>25) Create a flash card game of the famous Americans in K.1, 1.2, and 2.11. Place pictures of the Americans on one side of the card and their contributions on the other side of the card.</p>	<p>George Washington pp. 296-307, <i>Social Studies Through the Year</i> (Primary) ISBN 1-57690-467-9, Teacher created Materials, Inc.</p> <p>Abraham Lincoln pp. 311-324, <i>Social Studies Through the Year</i> (Primary) ISBN 1-57690-467-9, Teacher created Materials, Inc.</p> <p>Martin Luther King, Jr. pp 326-338, <i>Social Studies Through the Year</i> (Primary) ISBN 1-57690-467-9, Teacher created Materials, Inc.</p> <p>Abe Lincoln/George Washington p. 210, <i>Learning Centers Through the Year</i>, ISBN 1-55734-059-5</p> <p>Martin Luther King, Jr. p. 183, <i>Learning Centers Through the Year</i>, ISBN 1-55734-059-5</p>	
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## Amherst County Public Schools Grade 2 History and Social Science Curriculum

**SOL: 2.12**

The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters
- b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Objectives	Suggested Activities/Tasks	Resources	Related SOL
<p>The student will be able to:</p> <p>1) Explain that people act as voters to choose officials to make decisions for them</p> <p>2) Recognize that voters elect officials at the local and state levels of government</p> <p>3) Describe the diverse cultural origins, customs, and traditions of Americans</p> <p>4) Recognize that Americans make contributions to their communities and are united by common principles</p>	1) Use local newspapers to discuss the election of local officials and their jobs.	<i>Children From Many Lands</i> by Evan Moor ISBN 1557992487	K.9 1.10
	2) Guest speakers – local government officials.	<i>China : A Literature-Based Multicultural Unit</i> by Evan Moor ISBN 1556992703	1.12 2.10
	3) Students conduct a mock election.	<i>Mexico: A Literature Based Multi-Cultural Unit</i> ISBN #1557992568 by Evan Moor	English 2.8, 2.9
	4) Students elect a classroom leader for the day or for specific activities.	<i>Russia: A Literature-Based Multi-Cultural Unit</i> ISBN # 1557992584 by Evan Moor	<hr/> <p style="text-align: center;"><b>Assessments</b></p> <hr/> <p>Teacher-made assessments, including paper and pencil, projects, and student activities.</p> <p>Projects and writing assignments</p>
	5) Discuss the difference between local and state government. Students label a blank map of Virginia and locate their local community (city/town/county).	<i>Vietnam: A Literature-Based Multi-Cultural Unit</i> ISBN # 1557993831 by Evan Moor	
	6) Students create a mini-book of key state and local officials.	<i>Italy: A Literature-Based Multi-Cultural Unit</i> ISBN # 1557993815	
	<i>Abuela</i> by Arthur Dorros (Harcourt Brace 2.2)		

<p>5) Define the following:  Voter  Official  Custom  Tradition  Ethnic origin  Contribution  Community  Diverse  Principle  Local government  State government</p> <p>6) Recognize that making a contribution to the community is good citizenship</p>	<p>7) Identify several celebrations including: Cinco de Mayo, St. Patrick's Day, Christmas, and Chinese New Year. Divide the class into groups. As a homework assignment, each group researches information about each holiday, such as how it originated, and how it is celebrated. Students present research to the class. Integrate cultural diversity into the discussion.</p> <p>8) Students view a cultural dance video (salsa, square dancing, river dance). Discuss how these enrich American culture.</p> <p>9) Students sample/taste international foods. Create a booklet of foods from other cultures that Americans enjoy.</p> <p>10) Create a cultural class quilt after reading about a variety of other cultures. Each student will contribute a square decorated with items distinctive of another culture.</p>	<p><i>Molly's Pilgrim</i> (about a Russian girl coming to America)  <i>People</i> by Peter Spier (celebrates human diversity)</p> <p><i>How My Family Lives in America</i> by Susan Kuklin (describes cultural family traditions)</p> <p><i>Ellis Island Christmas</i> by Maxinne Rhea Leighton (a girl comes from Poland to join her father in America)</p> <p><i>Coming to America: The Story of Immigration</i> by Betsy C. Maestro</p> <p><i>How Many Days to America</i> by Eve Bunting</p> <p><i>I Hate English</i> by Ellen Levine (girl from Hong Kong tries to learn English)</p> <p><i>Tacky the Penguin be Good to Eddie Lee</i> by Jennifer Poulson</p> <p><i>The Story of the Statue of Liberty</i> by Betsy and Giulio Maestro</p> <p><i>If Your Name is Changed at Ellis Island</i> by Ellen Levine (Scholastic)</p>	
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	<p>11) Students research someone in their community by interviewing that person and finding out about his/her ancestry, where s/he are from, and what are some special traditions of that family.</p> <p>12) Teacher introduces words which originated in other countries/cultures. Focus on words that have become integrated into the English language. Teach simple phrases or numbers in other languages.</p> <p>13) Host a “cultural day” with the other classes within your grade level. Each class studies one country/culture. On cultural day classes will present their culture sharing foods, traditions, clothing, language, et cetera.</p> <p>14) Students bring in vegetables to create a salad. Discuss how America is like a salad with many different cultures adding to the country.</p>	<p><i>In America</i> by Marissa Moss</p> <p><i>Lily Cupboard</i> by Shulamith Levey (a girl during WWII)</p> <p><i>Grandfather’s Journey</i> by Allen Say (Japan)</p> <p><i>Katie’s Trunk</i> by Ann Turner (American Revolution)</p> <p><i>Sweet Clara and the Freedom Quilt</i> by Deborah Hopkinson (Underground Railroad)</p> <p><i>Patchwork Quilt</i> by Valerie Flournoy</p> <p><i>Amazing Grace</i> by Mary Hoffman</p> <p><i>The Keeping Quilt</i> by Patricia Polacco (ties four generations of Jewish immigrant family)</p> <p><i>All Kinds of Children</i> by Norma Simon (children from other countries have same needs)</p> <p><i>Juneteenth Jamboree</i> by Carole Boston Weatherford (holidays and celebrations)</p> <p>Books by Patricia Polacco</p>	
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	<p>16) Discuss the meaning of “E Pluribus Unum” (United States Seal). Discuss the making of soup or salad and how all the ingredients are mixed together, but still have their individuality. (Consider reading <i>Stone Soup</i> before beginning this activity.)</p> <p>17) Read <i>Strega Nona</i>, <i>Bill and Pete Go Down the Nile</i>, <i>Jamie O’Rourke and the Big Potato</i>. Students vote on their favorite story. Group students by one of the three stories. Students research the country of their assigned group. Each group writes a new story ending, researches the climate of the country, and illustrates the country’s climate. Note cultural practices enjoyed in the United States.</p> <p>18) Discuss common principles that unite people as Americans.</p> <p>19) Students create a culture booklet illustrating contributions of various ethnic groups.</p>	<p><i>Strega Nona</i> by Tomie de Paola</p> <p><i>Bill and Pete Go Down the Nile</i> by Tomie de Paola</p> <p><i>Jamie O’Rourke and the Big Potato</i> by Tomie de Paola</p> <p>Video: <i>Immigration to the U.S.</i> FVT 802, Amherst County Public Schools Media Center</p> <p><a href="http://www.memphis-schools.k12.tn.us/admin/tlapage/cultures.Html">http://www.memphis-schools.k12.tn.us/admin/tlapage/cultures.Html</a></p> <p><a href="http://yahooligans.com/Around the World.com">http://yahooligans.com/Around the World.com</a></p> <p><i>Race to the Governor’s House Second Grade, A History and Social Science Trivia Game</i>, Crystal M. Tenney</p> <p><i>Duck for President</i> by Doreen Cronin and Betsy Lewin</p> <p>Local newspapers</p> <p><i>Travels with Max</i> by Nancy van Wie</p>	
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