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The Louisiana Department of Education issued the first version of the Comprehensive Curriculum in 2005. The 2012 Louisiana Comprehensive Curriculum for Social Studies is aligned with Louisiana’s 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Organizational Structure
The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

Implementation of Activities in the Classroom
Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features
Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link (view literacy strategy descriptions) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at http://www.louisianaschools.net/lde/uploads/11056.doc.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A Materials List is provided for each activity and Blackline Masters (BLMs) are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The Access Guide to the Comprehensive Curriculum is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the Access Guide icon found on the first page of each unit or access the guide directly at http://sda.doe.louisiana.gov/AccessGuide.
Time Frame: Approximately 5 weeks

Unit Description

Having rules and showing how citizens help leaders solve problems are important parts of this unit. The structure and purpose of government and the role of the citizen within the government are central to the focus of this unit.

Student Understandings

Students understand why rules are important and what it means to be a community citizen. Students recognize ways to become active, responsible citizens in both the school and community. Students understand how government meets the basic needs of the community. Students identify key government officials and understand how they are elected. Students understand and describe the responsibilities of the local government and how it enforces its laws.

Guiding Questions

1. Can students tell how the traits of good leaders and good citizens are similar?
2. Can students define the meaning of the term community citizen?
3. Can students tell how citizens contribute to the well-being of their community?
4. Can students describe how local government meets the needs of its people?
5. Can students explain how national government is organized?
6. Can students tell why citizens elect political leaders?

Unit 1 Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLE #</td>
</tr>
<tr>
<td>Government and the American Political System</td>
</tr>
<tr>
<td>2.3.1</td>
</tr>
<tr>
<td>2.3.2</td>
</tr>
<tr>
<td>2.3.3</td>
</tr>
</tbody>
</table>
### Citizenship

<table>
<thead>
<tr>
<th>2.4.1</th>
<th>Define the character traits of good citizens and discuss examples of responsible citizens</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4.2</td>
<td>Describe the responsibilities of citizens in the United States</td>
</tr>
<tr>
<td>2.4.3</td>
<td>Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community</td>
</tr>
</tbody>
</table>

### ELA CCSS

#### Reading Standards for Informational Text

| RI.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| RI.2.2 | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| RI.2.4 | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. |
| RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| RI.2.8 | Describe how reasons support specific points the author makes in a text |
| RI.2.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

#### Writing Standards

| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| W.2.2 | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section |
| W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |

#### Language Standards

| L.2.4a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: Use sentence-level context as a clue to the meaning of a word or phrase. |

#### Speaking and Listening Standards

| SL.2.1a ,b | 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
|           | a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time |
Help students define the term rule. Begin a discussion on rules by having students reply to a SPAWN (view literacy strategy descriptions) prompt written on the board. Write the following SPAWN prompt on the board: What if there were no rules anywhere in the world? Have students write responses to the prompt in their learning logs. (view literacy strategy descriptions)

SPAWN is an acronym that stands for five categories of writing options (Special Powers, Problem Solving, Alternative Viewpoints, What if? and Next). These categories can create numerous thought-provoking and meaningful prompts related to any topic. Begin by targeting the kind of thinking students should be exhibiting. Select a category of SPAWN that best accommodates the kind of thinking about the content students should exhibit. Present the SPAWN prompt to students by writing it on the board or projecting it from an overhead projector. Prompts may be used before or after new content is presented. Allow students to write their responses within a reasonable period of time. Students should be asked to copy the prompt in their notebooks before writing their responses. Since this is not formal writing, it should not be graded as such. Instead, give students credit for completing responses. SPAWN writing should be a tool students can use to reflect on their developing disciplinary knowledge and critical thinking.

A learning log is a notebook, binder, or some other repository that students maintain in order to record ideas, questions, reactions, reflections, and to summarize newly-learned content. By documenting ideas in a log about content, students put into words what they know or don’t know. This process offers a reflection of understanding that can lead to further study and alternative learning paths

Give students about ten minutes to respond to the prompt, then have them share what they have written. As students give their responses, write them on the board or chart paper. Use these responses to introduce to the students the idea that rules play an important role in their lives. Have students make a list of places that have rules, (e.g., home, school, library, parks, etc.). Discuss how rules may be different for different places. Put students into small groups of three or four. Have students use a graphic organizer (view literacy strategy descriptions) to compare and contrast home and school
rules. Have groups share how the rules are alike and different. Discuss why different places need different rules and who should follow the rules. Using students’ responses to the prompt and the class discussion, help students identify purposes for having rules.

Activity 2: Why We Need Rules (GLEs: 2.4.1, 2.4.2; CCSS: RI.2.1, SL.2.1a, SL.2.1b)

Materials List: school handbook, Internet access,
(Note: this activity may take more than one class period.)

The classroom community simulates the larger community where students live. Cooperation and interdependence help students to develop characteristics of responsibility and citizenship.

Introduce the topic of rules by showing video segments from “Community Rules and Laws” from the LPB Cyber Channel. (http://beta.lpb.org/index.php/education/cyberchannel/). After the video ask students, What is the purpose of having rules? Then have students use Think-Pair-Square-Share, a form of discussion (view literacy strategy descriptions) to explain their answers to the question. This discussion strategy is used after students are given an issue, problem, or question. Ask students to think alone for a short period of time and then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses afterwards. Encourage student pairs not to automatically adopt the ideas and solutions of their partners.

Discuss students’ answers. Then show students the video segment “Creating a Classroom Constitution” from the LPB Cyber Channel. Have students use the school handbook to introduce the privileges and responsibilities of student citizenship. Put students in small groups to create classroom rules based on the school guidelines. Bring students together to compile a list. List on the chalkboard all rules students have created. Have students choose four or five rules to be used for their classroom. Rules should be based on those students feel are most important in building their classroom community. Display the rules in the classroom both for student behavior modification and for instruction concerning the development of laws. Have students perform skits that illustrate each of the class rules. Select books and writing experiences to help develop these concepts.

Activity 3: Rules and Responsibilities in Fiction and Real Life (GLEs: 2.4.1, 2.4.2, 2.4.3; CCSS: SL.2.4, W.2.1)

Materials List: Selections of fiction about responsible citizens following the rules

Students should begin to make the transition from following classroom rules to observing community rules or laws.
Read selections of fiction such as *Officer Buckle and Gloria* by Peggy Rathmann, *Island of the Skog* by Steven Kellogg, *Yertle the Turtle* by Dr. Seuss, *Horton Hatches the Egg* by Dr. Seuss, or *Roxaboxen* by Alice McLerran. Ask students to share how the characters in the readings were responsible citizens and followed rules. Have students create a chart comparing characters in the readings to members of the local community. Allow them to role-play good citizenship from the readings and to dictate or write about their experiences as community members.

Invite community members to the class to speak about leadership qualities and their contributions to the community. Have the class make a bulletin board display with pictures of community members who demonstrate good citizenship. Next, conduct a discussion about ways citizens can help community leaders solve problems. Generate a list of problems facing the community. Engage students in a discussion on ways to help solve the community’s problems. Have students write letters to parish and state leaders stating how they can help to solve the problems. Ask each student to read his or her letter to the class before sending the letters to the proper authorities. (Encourage students to share any replies to their letters.) Invite a community leader to speak to the class about problems and issues facing the community, and have him or her suggest ways that citizens can help solve those problems.

**Activity 4: Building Character (GLEs: 2.4.1, 2.4.2: CCSS: RI.2.4, L.2.4a)**

Materials List: Vocabulary Self-Awareness Chart BLM

Display the terms *community citizen* and *citizenship*. Discuss with the students the meaning of these words. Explain to students that good citizens have special character traits. Provide students with a list of character traits. Have them complete a self-assessment of their knowledge of the words using a *vocabulary self-awareness* chart (view literacy strategy descriptions) like the one below. Do not give students definitions or examples at this stage. Ask students to rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “—” (don’t know). Teachers and students should use the vocabulary chart as an indicator of their knowledge of critical content vocabulary, so if gaps in understanding still exist after the words are initially taught, the teacher should be prepared to provide extra instruction or other vocabulary learning activities for those students. Over the course of the activity students will return to the chart and add new information to it. The goal is to replace all the check marks and minus signs with a plus sign. (See the Vocabulary Self-Awareness Chart BLM and the sample below.)

<table>
<thead>
<tr>
<th>Citizenship - Character Traits</th>
<th>Word</th>
<th>+</th>
<th>√</th>
<th>-</th>
<th>Examples</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>responsibility</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>caring</td>
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</tbody>
</table>
Throughout the year, use a variety of activities that focus on building character traits such as responsibility, respect, fairness, and caring.

For information on citizenship the following resources may be used:
http://www.goodcharacter.com/EStopics.html
http://www.charactercenter.com
http://charactercounts.org/sixpillars.html

**Activity 5: Building Classroom Community (GLEs: 2.4.1, 2.4.2; CCSS: SL.2.1a, SL.2.1b, W.2.1)**

Materials List: *Tops and Bottoms* by Janet Stevens, 6” x 6” colored construction paper, class journal or log

Discuss that each student has special gifts, talents, and abilities.
Next, discuss the importance of showing appreciation for others and how that contributes to making their classroom a more pleasant place. Discuss the importance of being able to have and express opinions. Ask students what it means to cooperate. Discuss working together and working alone. Suggest reading books that show students the characters working together (e.g., *Tops and Bottoms*). Brainstorm ways that show people cooperating and getting along. Help students gain a better understanding and sense of respect for each other. Pair students with someone they do not know well. Have students list ways in which they are alike and different and share their findings.

Ask students if they have ever seen a patchwork quilt. Tell them that many different smaller pieces add to the uniqueness of the larger quilt. Explain that they will create a paper quilt from squares which will represent ways in which their classroom community can show good citizenship. These squares, when pieced together, will reflect the uniqueness of the class as a whole. Give each student a quilt square (a 6” x 6” piece of colored construction paper). Instruct them to write their names on the squares and draw themselves doing something that would make them responsible citizens in the classroom. Then glue the pieces together and hang them on a wall within the classroom.

Address diversity through the use of class meetings. Hold class meetings during the first half-hour of the school day. Students and teachers should sit in a circle and discuss the day ahead. Meetings should also provide students with the opportunity to share ideas, concerns, stories, news about family and successes. Keep a log (journal) of ideas and concerns discussed at meetings. This can be used as a foundation for building and improving the classroom community.

**Activity 6: Being a Good Citizen in the Classroom (GLEs: 2.4.1; CCSS: SL.2.1a)**

Materials List: chart paper, video showing fair play and good sportsmanship (optional)
*Good Sportsmanship* by Janet Riehecky
Review with students the term *community citizen*. Discuss with the students the concepts of *fair play*, *good sportsmanship*, *showing respect for the opinions of others*, and *respect for rules*. Chart student responses on the board or on chart paper using a chart similar to the one below.

<table>
<thead>
<tr>
<th>Fair Play</th>
<th>Good Sportsmanship</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does fair play mean?</td>
<td>What does good sportsmanship mean?</td>
<td>What does respect mean?</td>
</tr>
<tr>
<td>How do you show fair play?</td>
<td>How do you show good sportsmanship?</td>
<td>How do you show respect for others?</td>
</tr>
</tbody>
</table>

Introduce the concepts of fair play and good sportsmanship by watching the video segment *Playing Games* on LPB Cyber Channel [http://beta.lpb.org/index.php/education/cyberchannel/](http://beta.lpb.org/index.php/education/cyberchannel/) or listening to the story called *Good Sportsmanship* by Janet Riehecky. Discuss with the class what is depicted in the video or story. Help guide the discussion by asking such questions as, “What were some ways that fair play and good sportsmanship were shown in the video/story?” Then record students’ responses on chart paper or on a chalkboard. Have students draw a scene from the story they saw or heard and write (or dictate) a sentence explaining the drawing. If necessary, have students rewrite it for display. Display students’ annotated illustrations in the classroom (e.g., on a bulletin board entitled “Cooperation”). Have the students play a familiar outdoor game such as kick ball. Before playing the game, review the concept of fair play and good sportsmanship. Write students’ comments on chart paper listing behaviors that are appropriate or inappropriate (e.g., taking turns kicking the ball is fair play; cutting in line to kick the ball is unfair play). After the chart is complete, have students practice and apply this knowledge to what they have learned by playing the game.

Repeat the above activity with the concepts of “respect for the rights and opinions of others” and “respect for rules.” These concepts should be reinforced and practiced throughout the year.

**Activity 7: Being a Good Citizen (GLEs: 2.4.1, 2.4.2; CCSS: RI.2.6, RI.2.8, W.2.1)**

Materials List: *Citizenship* by Janet Riehecky or a similar book on citizenship, chart paper, learning logs, hand puppets

Write the term *citizen* on the board. Begin by telling the students that a citizen is a member of a special community or group of people. Explain that a person can be a citizen of a very large community like the United States, and that a person can also be a citizen of much smaller communities like a classroom, a neighborhood, or a city. Explain to students that to become a citizen, special requirements must be met. For example, a classroom citizen must be enrolled in school, attend class regularly, and follow the established rules. Emphasize that being a citizen is a privilege and that responsibilities come with that privilege. Use a directed learning-thinking activity (DL-TA) [view](http://beta.lpb.org/index.php/education/cyberchannel/)
literacy strategy descriptions) which invites students to make predictions, and then check their predictions during and after the reading.

Lead a discussion that elicits information the students may already have about citizenship. Students’ ideas and information should be recorded on the board or chart paper. Read the book Citizenship by Ann-Marie Kishel or a similar book on citizenship. Discuss the title of the book and have students make predictions about the story. Write student predictions on the board or on chart paper. Then, read the book, stopping occasionally to check students’ predictions and to revise predictions when necessary. Once the reading is completed, use student predictions as a discussion tool to help students understand what it means to be a good citizen.

Have students write in their learning logs (view literacy strategy descriptions) what it means to be a good citizen. Have the class brainstorm a list of do's and don'ts for citizenship. Ask for specific examples of each behavior identified. Have students role-play good citizenship themselves or use hand puppets to do so. Then have the group critique each of the role-plays.

Other Literature:
Being a Good Citizen by Mary Small
Citizenship by Janet Riehecky
I am a Good Citizen by Mary Elizabeth Salzmann

Activity 8: Practicing Good Citizenship (GLEs: 2.4.1; CCSS: SL.2.1a, W.2.1)
Materials List: learning log, construction paper, books focusing on good citizenship

Using prior activities and background knowledge, have students define the term community citizen in their learning log. (view literacy strategy descriptions) Discuss the meaning of the term, making sure students have a good understanding of the concept. Discuss with students local and national heroes who are good citizens. Together with students, make a list of these heroes and tell why they are good citizens. Help students understand that good citizens help solve problems in the community and take actions to improve their community.

Assign students stories and books that focus on good citizenship. Set aside time during each day to discuss events and story lines in one or more books. Ask students to write about the characters and to identify the traits and deeds that relate to good citizenship. Post positive character traits, such as honesty, self-discipline, and responsibility, on the bulletin board. During class discussions, ask students to identify those traits and to share with classmates ways that they can practice good citizenship. This activity should be repeated throughout the year.

Have students construct a paper tree for a bulletin board or wall display. Have students label each branch with one of the traits listed in the first part of this activity. Ask them to draw pictures of characters from the stories that exemplify these traits and then tape their
pictures on the appropriate tree branches. Have students add leaves to the branches as they observe a good citizen behavior, such as following rules, playing fairly, exhibiting good sportsmanship, helping others, and keeping an area clean. Each leaf should be labeled with the behavior and who exhibited it. Explain to students that sharing and supporting others make them good community citizens. Ask them to share other ways that they are good citizens.


**Activity 9: Becoming a U.S. Citizen** (GLEs: 2.4.1, 2.4.2, 2.4.3; CCSS: W.2.2)

**Materials List:** Internet access

Ask students, “*How do you become a U.S. citizen?*” Then use Think-Pair-Square-Share, a form of discussion (view literacy strategy descriptions) which allows students the opportunity to discuss ideas together. First give students a brief time to think about this question. Then put students with a partner and have them write down what they think the requirements are to become a U.S. citizen. After a few minutes, have students get with other pairs and compare their ideas. Then discuss student ideas and write them on the board. Visit Becoming a U.S Citizen at [http://bensguide.gpo.gov/9-12/citizenship/citizenship.html](http://bensguide.gpo.gov/9-12/citizenship/citizenship.html). Have students check their responses with those on this site. Have students write a short informative paragraph about how to become a U.S. citizen based on information learned.

**Activity 10: Making Laws** (GLEs: 2.3.1, 2.4.2; CCSS: RI.2.1, RI.2.10, W.2.1, W.2.2)

**Materials List:** *Making a Law* by Sarah deCapua or a similar book, large piece of chart paper

Show students the book *Making a Law* by Sarah deCapua or a similar book. Before reading the book, have students generate questions they have about the topic based on an *SQPL* prompt (view literacy strategy descriptions). In an *SQPL* lesson the teacher creates a statement related to the material that will cause the students to wonder, challenge, and question. The statement does not have to be factually true as long as it provokes interest and curiosity.

State the following: “*Laws are made to protect people.*” Write it on the chalkboard or on a piece of chart paper when saying it. Next, ask students to turn to a partner and think of one good question they have about the book based on the statement. As students respond, write their questions on chart paper or the board. Questions that are asked more
than once should be marked with a smiley face to signify that they are important questions. When students finish asking questions, contribute additional questions to the list.

Tell students to listen carefully for the answers to their questions as the book is read aloud. After reading the book, discuss with students how local, state and federal laws are made and what citizens can do to participate in the lawmaking process. Help students identify persons responsible for making and enforcing laws. Pause periodically to have students check which of their SPQL questions have been answered and to briefly discuss the answers. When the reading aloud concludes, ask students to return to the list of SPQL questions and check which ones may still need to be answered. Use the book or personal knowledge to supply answers.

Activity 11: What is Government? (GLEs: 2.3.1; CCSS: RI.2.1)

Materials List: Constitution poster; chart paper; It is the Law by Barbara Magalnick, Making a Law by Sarah deCapua, Law Making in the United States by Barbara Magalnick, or similar books

Tell students that, like the classroom and community, the country has laws. These laws are made by the government. Write the term government on the board. Have students use a graphic organizer (view literacy strategy descriptions), to explore the concept of government. Graphic organizers are visual displays teachers use to organize information in a manner that makes the information easier to understand and learn. Have students brainstorm words that they associate with government. An example would be a semantic map like the one below. Share and discuss students’ ideas, making sure they have included words like laws, parish, governor, president, mayor, state, court, and judge. (See Government Graphic Organizer BLM)

Use the directed learning-thinking activity or DL-TA (view literacy strategy descriptions) to help students build background knowledge. Hold up a copy of the U. S. Constitution, and ask students if they have ever seen this document before. Then lead a discussion that elicits facts students may already know about the Constitution. Students’ responses should be recorded on the board or chart paper. A simple description and basic information that will help students understand the Constitution can be found at the Constitution for Kids Site http://www.usconstitution.net/constkidsK.html.
Choose one of the following books or a similar book to read to the students: *It is the Law, Making a Law*, or *Law Making in the United States*. Discuss the title of the book and have students make predictions about the story. Write student predictions on the board or on chart paper. Then read the book, stopping occasionally to check students’ predictions and to revise predictions when necessary. Once the reading is completed, use student predictions as a discussion tool to help students understand the connection between government, laws, and the Constitution. Discuss with the students how the Constitution is the basic law for our country. Tell students the Constitution divides our government into three branches. Discuss the three branches of government with the students. Help students understand that groups of people who make laws, enforce laws, and lead our country make up our government. For background information about government, go to Ben’s Guide to U.S. Government at [http://bensguide.gpo.gov/](http://bensguide.gpo.gov/).

**Activity 12: Branches of Government (GLEs: 2.3.1, 2.3.2; CCSS: RI.2.1, W.2.2)**

**Materials List:** copy of the Constitution

Show students a picture of the Constitution, and tell the students they will be reading some informational text about this topic.

Before reading the text, have students generate questions they have about the topic based on an *SQPL* prompt. ([view literacy strategy descriptions](#)). State the following: “The Constitution divided our government into three branches.” Write it on the chalkboard or on a piece of chart paper when saying it. Ask students to turn to a partner and think of one good question they have about the topic based on the statement, “The Constitution divides our government into three branches.” As students respond, write their questions on chart paper or the board. Questions that are asked more than once should be marked with a smiley face to signify that they are important questions. When students finish asking questions, contribute additional questions to the list. This may be necessary if students fail to ask about important information they should learn.

Provide students with informational text from one or more of the following sites:

- [http://www.factmonster.com/ipka/A0774837.html](http://www.factmonster.com/ipka/A0774837.html)
- [http://www.congressforkids.net/Constitution_threebranches.htm](http://www.congressforkids.net/Constitution_threebranches.htm)

Tell students as they read to pay attention to information that helps answer questions from the board. They should be especially focused on material related to the questions that are starred. Pause periodically to have students check which of their *SQPL* questions have been answered and to briefly discuss the answers. When the students have completed the reading, ask them to return to the list of *SPQL* questions and check which ones may still need to be answered. Use the text or personal knowledge to supply answers.
When students have completed text and questions, have them write an informative paragraph about the three branches of government as represented by the President, Congress, and the Supreme Court. Have students create posters that illustrate the three branches of government.

**Activity 13: Government and Leadership (GLEs: 2.3.2, 2.3.3; CCSS: RL.2.2, W.2.7, W.2.8)**

Materials List: photographs of the White House, Capitol building, Supreme Court building, Internet access, video *Government Organization and Leadership* or similar video, learning log


Show students a picture of the White House, Capitol building, and the Supreme Court building. Tell students to answer the following question in their learning log (view literacy strategy descriptions) “Why are these buildings important to us?”

Divide students into groups and give them information about one of the three branches of government represented by the President, Congress, and the Supreme Court. Give students time to read and write down important information they find about their role in government. Then have students share the information they found and discuss the role each branch plays in our government.

Information can be found at the following sites:
Executive Branch
Legislative Branch
Judicial Branch

Allow students time to compile information learned from the text and the video into a chart similar to the following:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative Branch</td>
<td>Capitol building</td>
<td>Congress</td>
<td>write laws</td>
</tr>
<tr>
<td>Executive Branch</td>
<td>White House</td>
<td>President</td>
<td>enforce laws</td>
</tr>
<tr>
<td>Judicial Branch</td>
<td>Supreme Court</td>
<td>Justices</td>
<td>interpret the laws</td>
</tr>
</tbody>
</table>
Then allow each group to create a *PowerPoint®* slide, brochure, poster, etc. to help them understand that the three branches of government can be represented by the President, Congress, and the Supreme Court.

### Activity 14: Local Government (GLEs: 2.3.1, 2.3.3, 2.4.3; CCSS: RL.2.2, L.2.4a)

**Materials List:** Government Officials BLM

Discuss with students that government officials are the leaders of the local community, state, and nation. Have students imagine what it would be like if no one were in charge at school or if there were no rules or laws anywhere. Have students reflect in their journals what it would be like to live in a world without government leaders. Then discuss with students the necessity of local government and how it helps meet the basic needs of society.

Use a graphic organizer (view literacy strategy descriptions), similar to the sample one below, to help students identify government officials. Have students place an (x) in the box under each column where each key government official may be found. (See the Government Officials BLM.)

This strategy involves building a grid in which essential vocabulary is listed on vertical axis of the grid and major features, characteristics, or important ideas are listed on the horizontal axis. Students fill in the grid, indicating the extent to which the key words possess the stated features or are related to important ideas.

<table>
<thead>
<tr>
<th>Key Government Officials</th>
<th>Local (City/Parish)</th>
<th>State</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>president</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>governor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mayor</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

After completing the word grid, have students use it to identify local government officials. Discuss with students the major responsibilities of local government. Ask students “What kinds of things do local government officials do?” Invite local government officials (e.g., mayor) to the class to discuss their responsibilities in the community. Have students prepare questions that they would like to ask ahead of time. Help students understand the responsibilities of locally-elected people by focusing on issues that are meaningful to students (e.g., local park playground equipment, paving roads, planting trees).

### Activity 15: The Local Executive’s Chair (GLEs: 2.3.3; CCSS: W.2.1)

**Materials List:** poster paper, newspaper clippings about the city mayor or parish leader
Discuss with students the major responsibilities of a city mayor or parish president. If possible, have newspaper clippings showing the local leader in action. Discuss with students how the mayor or parish president got his or her job. Help students understand that to be a local executive leader, a person has to be elected.

Have students pretend they are running for mayor of their town. Share with students various information that might be included in campaigns. Ask students to construct a candidacy poster that illustrates three things they promise to do for their community if they are elected. Set up a chair in front of the room, and have students share their campaign promises with the class.

Have a class election to elect a mayor for the class. Together with students, make a list of responsibilities that the classroom mayor will have to perform. Go through the electoral process with students to choose their mayor. A new mayor of the class may be elected once a month. Review the electoral process each time a new class mayor is elected.

**Activity 16: What Does It Mean to Vote? (GLE: 2.3.3; CCSS: W.2.8)**

Materials List: picture of a voting machine, sample ballots, Internet access

Discuss how voting is one way to choose leaders. Show students a picture of a voting machine and explain how it works. Information about voting can be found at “Step Inside a Voting Booth” at http://pbskids.org/democracy/vote/index.html. Examine sample ballots obtained from the voter registrar’s office. Walk students through the electoral process.

For information about elections and voting, visit following sites:
http://www.congressforkids.net/Elections_index.htm

After discussing the electoral process, have students answer the question, “What does it mean to Vote?” in their learning log (view literacy strategy descriptions).

**Activity 17: Electing Local Officials (GLEs:2.3.3; CCSS: RI.2.7)**

Materials List: The First Book of Elections by Edmund Lindop, Vote! by Eileen Christelow, Voting and Elections Dennis B. Fradin, or similar books; Internet access

On the board, write “Citizens vote for leaders who run for office.” Discuss ways in which citizens choose a leader. One way is by students asking themselves:

- Who will do the best job?
- Can I trust the person?
- Will this person work hard to make our town a better place to live and work?
Have students make a list of ways citizens can learn more about a person who wants to be a leader (e.g., talking to neighbors/friends, or finding information in newspapers, on television and radio, or on the Internet), and qualities voters should look for in a leader (intelligence, honesty, responsibility, decision making, etc.). Have students organize information into a chart similar to the following:

<table>
<thead>
<tr>
<th>Ways to Learn About Leaders</th>
<th>Qualities of a Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to neighbors.</td>
<td>Honest</td>
</tr>
<tr>
<td>Talk to friends.</td>
<td>Responsible</td>
</tr>
<tr>
<td>Read newspapers.</td>
<td>Intelligent</td>
</tr>
<tr>
<td>Listen to television and radio.</td>
<td>Decision-Maker</td>
</tr>
<tr>
<td>Use the Internet.</td>
<td></td>
</tr>
</tbody>
</table>

After students complete the brainstorming activity, have students share their ideas and write them on the board. Discuss with students reliable ways to find information about government leaders.

Have students work in small groups to research and explain how local officials are elected. Tell them to read books about voting and elections such as *The First Book of Elections* by Edmund Lindop, *Vote!* by Eileen Christelow and *Voting and Elections* by Dennis B. Fradin, and talk to their parents, grandparents, and other people who may have information about the election process in their locality. Use Internet resources to help students understand the concept of elections, including the following websites:

- [http://www2.lhric.org/pocantico/election/president.htm](http://www2.lhric.org/pocantico/election/president.htm)
- [http://webtech.kennesaw.edu/jcheek3/elections.htm](http://webtech.kennesaw.edu/jcheek3/elections.htm)
- [http://www.pocanticohills.org/election/election.htm](http://www.pocanticohills.org/election/election.htm)

**Activity 18: You Be the Judge (GLEs: 2.3.3; CCSS: SL.2.4)**

Materials List: photographs of community leaders, script of *The Big Bad Wolf vs Curly Pig*

Show students photographs or pictures of community leaders. Help students identify key leaders and discuss where they have seen them and what their jobs are in the community. Lead students in a discussion on what these leaders do for the community. Help students understand that each government leader plays a different role in the community and has different responsibilities. Help students understand that these people are responsible for making laws, enforcing laws, and determining if the laws have been violated. Ask students what they think it would be like to be a mayor, governor, judge or police officer. Have students role play different government leaders as they perform various aspects of their job.
Have students recall the story of The Three Bears, and list things Goldilocks did in the story that violated the laws of the community. Conduct a mock trial where students put Goldilocks on trial. Briefly explain the jobs of the judge, jury, defender, and prosecutor before students begin. Put students into small groups to role-play community leaders and how they would deal with Goldilocks. Have students discuss whether they think Goldilocks broke any laws. Students may share their decisions and what consequences, if any, should follow if Goldilocks is convicted of breaking laws. Students may also role play another mock trial in The Big Bad Wolf vs. Curly Pig. A script may be found at the following site:

http://www.ncwd.uscourts.gov/KidsCourt/Documents/Teachers/MockTrialScriptBBWolf.pdf


Activity 19: How does Government Affect Me? (GLEs: 2.3.1; CCSS: W.2.2)

Materials List: pictures of government buildings, shoeboxes

Explore how government affects people’s lives. Help students understand the necessity of government and how it protects its citizens. Discuss services provided by government. Show students pictures of government buildings in the community (library, police department, hospital, school, courthouse, etc.). Help students make connections between government and the services it provides people throughout the community.

Discuss how these services provided by the government affect our everyday lives. Have students create shoebox models of different government buildings and share their experiences with these places.

Have students write narrative paragraphs about different ways local government affects our lives. Go to The PBS Kids Democracy Project to explore services provided by government at http://pbskids.org/democracy/govandme/

Activity 20: Addressing Community Problems (GLEs: 2.4.3; CCSS: W.2.8)

Materials List: poster paper

Engage the students in discussions about community problems. Have students create a list of problems, then vote on two problems to focus on. Use direct instruction to provide students with sufficient information about the problem to ensure that they can complete the assignment. Invite a community representative to discuss the problems and provide possible solutions.

Assign committees of three or four students to create a poster that captures the central theme associated with one problem such as pollution and its impact on area wildlife. Ask
committee members to include textual information and pictures illustrating the problem. Students should describe how the actions of individuals and groups can improve the community. Ask students to explain how their poster can help solve the community problem by making people aware of the community’s needs.

**General Guidelines**

- Students should be monitored throughout the work on all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- All student-developed products and student investigations should be evaluated as the unit progresses. When possible, students should assist in developing any rubrics that will be used.
- Use a variety of performance assessments to determine student comprehension.
- Select assessments consistent with the types of products that result from the student activities.

**Activity-Specific Assessments**

- **Activity 9**: Complete an assessment of students’ cooperative behaviors by using the Student Behavior Checklist
- **Activity 15**: Have students pretend they want to be a local official. Have them create a poster that would help them to be elected to this position. Assess the poster using Poster Project Rubric BLM.
- **Activity 16**: Have students write narrative paragraphs naming some of the goods and services provided by local government.
- **Activity 17**: Project: Assess posters created in this activity by using the Poster Project Rubric BLM
Time Frame: Approximately 3 weeks

Unit Description

Using historical thinking skills helps students to develop an understanding of continuity and change in the community and in the United States as they examine famous people, events, and symbols from the past.

Student Understandings

Students understand how primary sources help in understanding continuity and change over time and how people and events of the past impact our lives today. Students understand why we celebrate local, state, and national holidays. Students understand how early explorers, settlers, and westward migration influenced the development of the United States.

Guiding Questions:

1. Can students describe how famous Americans changed society?
2. Can students describe how the movement of people in the past affected the present?
3. Can students identify turning points in history that impacted their lives?
4. Can students tell why we celebrate events from the past?
5. Can students use primary sources to compare and contrast the present-day community with that of the past?

Unit 2 Grade-Level Expectations (GLEs)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Create simple timelines to describe important events in the history of the school or local community</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Compare and contrast the present day community to that of the past using primary sources</td>
</tr>
<tr>
<td>2.1.3</td>
<td>Describe people and events associated with national symbols, landmarks, and essential documents</td>
</tr>
<tr>
<td>2.1.4</td>
<td>Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance</td>
</tr>
</tbody>
</table>
2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society

2.1.6 Identify historical turning points and describe their impact on students’ lives using maps, documents, visuals, and technology

2.1.7 Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States

2.2.5 Describe how location, weather, and physical features affect where people live and work

2.2.6 Describe changes in the characteristics of the local community over time

<table>
<thead>
<tr>
<th>ELA CCSS</th>
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<tbody>
<tr>
<td><strong>RI.2.1</strong></td>
</tr>
<tr>
<td><strong>RI.2.3</strong></td>
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<tr>
<td><strong>RI.2.7</strong></td>
</tr>
<tr>
<td><strong>RI.2.9</strong></td>
</tr>
</tbody>
</table>

**Writing Standards**

| **W.2.1** | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. |
| **W.2.2** | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section |
| **W.2.7** | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| **W.2.8** | Recall information from experiences or gather information from provided sources to answer a question. |

**Language Standards**

| **L.2.4a, e** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: |
| | a. Use sentence-level context as a clue to the meaning of a word or phrase. |
| | e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. |

**Speaking and Listening Standards**

<p>| <strong>SL.2.1a,b</strong> | Participate in collaborative conversations with diverse partners about <em>grade 2 topics and texts</em> with peers and adults in small and larger groups. |</p>
<table>
<thead>
<tr>
<th>SL.2.1b</th>
<th>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: Build on others’ talk in conversations by linking their comments to the remarks of others.</th>
</tr>
</thead>
</table>

### Sample Activities

**Activity 1: Timeline (GLE: 2.1.1; CCSS: RI.2.3, RI.2.7 )**

Materials List: large piece of chart paper, markers

Grasping the concept of time is difficult for young students. Students can learn more about the past by constructing a timeline of important events and people. Make a group timeline and place it on the classroom wall. The timeline might consist of activities that take place during the school day, important dates the class will celebrate throughout the year, or students’ birthdays. When students have an understanding of how a timeline is constructed, have them create their own timeline. Provide students with or help students gather information about important events in the history of the school or local community. Ask students to compile this information on a timeline to share with their classmates.

**Internet Resources:**
- Internet 4 Classrooms – A variety of different timelines created to use as examples [http://www.internet4classrooms.com/timelines.htm](http://www.internet4classrooms.com/timelines.htm)
- Read/Write/Think Interactive Timeline maker [http://www.readwritethink.org/materials/timeline/index.html](http://www.readwritethink.org/materials/timeline/index.html)

**Activity 2: Look How I’ve Changed (GLEs: 2.1.2, 2.2.6; CCSS: RI.2.1, RI.2.9)**

Materials List: *The Little House* by Virginia Lee Burton, pictures of the local community from the past, large piece of chart paper

Read to students the book *The Little House* by Virginia Lee Burton. Discuss changes that have occurred during the house’s lifetime, and the reasons why these changes happened. Help students understand that things change over time.
Tell students they will be shown pictures of the local community that have been taken long ago. Have students think about what the local community was like long ago. Before showing the pictures, have students generate questions they have about the topic based on the following SQPL (Student Questions for Purposeful Learning) (view literacy strategy descriptions) statement: Our community has changed over time.

Write the SQPL statement “Our community has changed over time.” on the board or a piece of chart paper, and read it aloud. Next, ask students to turn to a partner and think of one good question they have about the pictures based on the statement. As students respond, write their questions on the chart paper or board. Questions that are asked more than once should be marked with a smiley face to signify that it is an important question. When students finish asking questions, contribute questions to the list that students need to know.

Show students pictures of the local community over time. Tell students to listen carefully for the answers to their questions as the class discusses the similarities and differences in the pictures. Have students compare the pictures and list changes that have occurred. Discuss with students reasons why they think things have changed. Help students recognize that if a community is to grow and thrive, it must be able to provide for the needs of its people. Go back to the list of questions to check which ones may still need to be answered. Use the pictures and teacher knowledge to supply answers.

Have students compare and contrast their daily life to that of their parents and grandparents. Ask students what they think it would have been like to grow up when their parents did. What do students think their parents did for fun both at school and at home? What about their grandparents and other relatives—what was life like when they were growing up? Write their ideas on the board.

Have students interview their parents or grandparents to gain their perspectives on how the community has changed over time and to recognize how it is different growing up today compared to when their relatives grew up.

Help students develop questions to ask their parents, grandparents, or other adult relatives about what it was like when they grew up. Some sample questions might include the following:
- Where and when did you grow up?
- What did the place where you grew up look like?
- How has that place changed since you grew up?
- What were your favorite activities when you were growing up?
- What were the best and worst things about the place where you grew up?

Have students bring the results of their interviews to share with the class. Discuss with students things that have changed and reasons why they think these things have changed. Focus on both the physical and human characteristics. Have students compare things like transportation, roads, buildings, etc. Have students draw pictures comparing what it was like when their grandparents were young to what it is like for young people today.
Internet Resources:
National Geographic Interviewing Guide K-2

Activity 3: Learning About Our Past (GLE: 2.1.2, 2.2.6; CCSS: RI.2.1, RI.2.3, SL.2.1b, W.2.8)

Materials List: chart paper, picture of George Washington,

Write the word history on the board and discuss its meaning with the students. Then show students a picture of George Washington. Discuss who this person is and ask students how they know him.

Ask students, “Where can you find information about history?” Use Think-Pair-Square-Share a form of discussion (view literacy strategy descriptions) which allows students the opportunity to discuss ideas together. First give students a brief time to think about this question on their own. Then put students with a partner and have them list where information can be found. After a few minutes have students get with other pairs to compare their lists. Then have students share their list. Compile the list as students share them. The compiled list should include things like personal interviews, library, magazines, Internet resources, historians, parents, grandparents, or other older citizens in the community. Discuss with students the reliability of these sources. Discuss which ones would be the most reliable if they are looking for information about a famous person like George Washington or Abraham Lincoln, and which ones would be most reliable when looking for information about their local community.

Talk with students about the relationship between history and personal experience. Ask, for example, how many students can tell the history of what happened in class two weeks ago. How many can tell what happened in the classroom ten years ago? Help students recognize that knowledge of the past is limited by personal experiences, but that knowledge can be expanded by drawing on the personal experience of others. Explain that this is how historians work by gathering evidence that can help them find out what happened in the past and what people who lived back then thought about it.

- Have students name ways a historian can find out what happened in the classroom ten years ago. Examples include interviewing former students and their parents, gathering papers, notebooks, and pictures people have saved, looking up information about the school from that era. Use this exercise to help students understand the kinds of evidence historians collect to reconstruct the past.

Invite a local historian or archivist into the classroom to discuss local history.

Plan field trips to visit local museums to learn about local history. A visit to Louisiana history museums and historic sites will provide information on how early Louisianians lived.
Activity 4: Our Changing Community (GLEs: 2.1.2, 2.2.6; CCSS: RI.2.1, W.2.1)

Materials List: shoeboxes and/or milk cartons, green construction paper, art supplies

This activity involves creating a town that will undergo many changes. If the community the students live in has undergone many changes throughout history, this activity might be introduced by talking about the changes. Perhaps the old Main Street is no longer the center of the community as it once was. Perhaps the community has spread out and has developed into multiple neighborhoods, each of which is almost a community in itself.

For this activity, set aside an area that will not be disturbed for two or three weeks. A special table covered with green construction paper could be set up. Discuss with students what will need to be added to the table to create a setting for a town. Students might suggest roads, bodies of water, and other features. After the physical features are completed, have students build homes using shoeboxes or milk cartons. Then place them throughout the community. Discuss with students why homes were placed in specific locations around their community. Tell students that long ago many people grew their own food and houses were far apart, which allowed for farming of the land.

Discuss with students how the community changes as it grows. Discuss the need for an increase in housing as the community grows and how the changes impact the community. How has the original setup of the town changed? Do residents have less land surrounding their homes? Using their learning log (view literacy strategy descriptions) have students keep track of the changes that have occurred since the start of the community. Take pictures as the town goes through various transformations to document the changes.

As more homes are built, discuss the impact on the people who live in those homes. Soon the community will grow so much it will need a variety of services. Discuss with students things they might need to add to their community (e.g., stores, a church, a library, a post office, a restaurant, etc.) Where will those businesses/services be located? How will adding those businesses impact the community? Have students create some businesses, and discuss where those businesses will be placed. Will trees need to be ripped up? Is the park going to have to go? Does another street need to be constructed?

As the community grows and changes, discuss how those changes have impacted the original community. How might the community continue to change in the years ahead? Finally, bring the discussion back to the students' own community. Which of the changes to the model community are reflected in their own community? How has the community responded to the changes made to it? Discuss with students how their own community has
changed in the past and how it might need to change in the future. Discuss how this will affect their lives and the lives of the people in the community. Discuss why and how residents have to modify the physical environment over time.

**Activity 5: Local Community (GLEs: 2.1.2, 2.2.6; CCSS: W.2.2, W.2.7, W.2.8)**

Materials List: newsprint or chart paper, library books, biographies, autobiographies

Discuss with students where historical information about the local community can be found. Tell students they will be examining what the local community was like long ago. Lead the class through an examination of their local community over time using historical resources. Help students understand there are many ways to explore the history of the local community.

- Start with the library. Look for local history books and stories.
- Contact a historical society. Ask about community history.
- Find local historians. Find people who are authorities on local history, who study it, and write about it.
- Look for memorials and historical markers. Find dates, names, and events on them.
- Talk with older citizens. Invite older members of the community to the class to talk about what their life and the town were like when they were seven. Have them discuss with students the following topics: food, clothing, shelter, music, games, and transportation.
- Check for simple biographies and autobiographies on or by members of the local community in the past or present.

Compile information collected about how the local community has changed from a variety of sources i.e., read alouds, material read silently by students, visuals shown to the class, and information learned from classroom visits made by the historian and older citizens)

Using the information compiled, have students write a short paragraph entitled “Our Community Has Changed.” Allow students time to share their paragraphs.

**Activity 6: The First Louisianans (GLEs: 2.1.7, 2.2.5; CCSS: RI.2.9, SL.2.1a, SL.2.1b, W.2.2, W.2.7)**

Materials List: United States Maps BLM, Native Americans in Louisiana BLM, Word Grid: Comparing Native American Tribes of Louisiana BLM, Internet access

Show students the United States Maps BLM. Ask students, “What do you think the United States was like hundreds of years ago?” Use Think-Pair-Square-Share, a form of discussion (view literacy strategy descriptions) which allows students the opportunity to discuss ideas together. First give students a brief time to think about this question on their own. Then put students with a partner and have them write down their ideas. After a few minutes, have students get with other pairs and compare their ideas. Discuss student ideas and write them on the board.
Tell students that Native Americans were the first people to live in what is now the United States. Discuss with students how Native Americans lived in different areas. Discuss how they used the land and what community life was like. Have students focus on and compare the lives of Native Americans across Louisiana. Give students the Native Americans in Louisiana BLM outline map of Louisiana, and have them locate different Native American tribes on it. Help students use the Internet or the school media center to locate information about the location, clothing, shelter, transportation, and food of each group. Invite members of local Native American tribes in the area to visit the class and discuss the lives of their ancestors. Lead students in a discussion about how life was different among each tribal group across the United States.

Help students organize learned information by creating a class word grid. (view literacy strategy descriptions) The word grid will be used to compare and contrast the community life of Native Americans living in Louisiana. On a chart or board, place a word grid in which the names of different Native American tribes are listed on the horizontal axis, and characteristics like location, clothing, shelter, transportation, and food are listed on the vertical axis, similar to the one below. Together with the students, discuss different Native American groups and have students place an (x) in each box that tells about the group. (Native American tribes and characteristics may vary). (See the Word Grid: Comparing Native American Tribes of Louisiana BLM.)

<table>
<thead>
<tr>
<th></th>
<th>Tunica-Biloxi</th>
<th>Chitimacha</th>
<th>Choctaw</th>
<th>Houma</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>south-central</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>south</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
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</tbody>
</table>

After completing the word grid, have students use it to compare and contrast two Native American groups by writing a paragraph explaining how the groups are alike and different. Have students describe what the community was like long ago and how the Native Americans contributed to the growth of our country.

**Internet Resources:**
Information on the genealogy, history, and culture of Native Americans in Louisiana
http://www.thecajuns.com/tribes.htm
Information on Louisiana Native American tribes, their location, population and history
http://www.accessgenealogy.com/native/louisiana/
http://www.chitimacha.com/
http://www.coushattatribela.org/
http://www.tunica.org/
Activity 7: The Growth of Our Country (GLEs: 2.1.7, 2.2.5; CCSS: L.2.4a, L.2.4e)

Materials List: Vocabulary Self-Awareness Chart BLM, Internet access, textbook or other literature (See literature list below)

Begin this activity by providing students with this list of words: *settlers, colony, colonists, Pilgrims, pioneers, and explorers.* Have students complete a self-assessment of their knowledge of the words using the *Vocabulary Self-Awareness* (view literacy strategy descriptions) chart (See BLM and sample below). Do not give students definitions or examples at this stage. Ask students to rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “—” (don’t know). Teachers and students should use the vocabulary chart as an indicator of students’ knowledge of critical content vocabulary. If gaps in understanding still exist after the words are initially taught, provide extra instruction or other vocabulary learning activities for those students. Over the course of the activity students will return to the chart and add new information to it. The goal is to replace all the check marks and minus signs with a plus sign. When students’ charts are completed at the end of the activity, be sure to check for accuracy.

<table>
<thead>
<tr>
<th>Word</th>
<th>+</th>
<th>√</th>
<th>-</th>
<th>Example</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>settlers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>colony</td>
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</tbody>
</table>

Remind students that in Activity 6 they learned that Native Americans were the first people to live in the United States and they influenced the growth of our country. Write the word *settler* on the board. Discuss with the students that settlers are people who came to live in a new country or colony. Discuss the terms *colony* and *colonist.* Begin by having students read information about the colonists and the Pilgrims from their textbook, Internet resources, or other literature. Have students explain who they were and why they came to America. Discuss how Jamestown and Plymouth became the first colonies in America and how this impacted America. Revisit the *Vocabulary Self Awareness Chart* to check information.

Resources:
http://www.socialstudiesforkids.com/articles/ushistory/jamestown.htm
http://www.historyisfun.org/jamestown-settlement.htm
http://en.wikipedia.org/wiki/Plymouth,_Massachusetts
http://teacher.scholastic.com/researchtools/researchstarters/plymouth/
http://academickids.com/encyclopedia/index.php/Plymouth_colony

Literature:
Jamestown by James E. Knight
Pocahontas: Peacemaker and Friend to the Colonists by Pamela Hill Nettleton
Explore Colonial Jamestown by Elaine Landau
The Jamestown Colony / by Gayle Worland.
The Coming of the Pilgrims by E. Brooks Smith
Don’t Know Much About the Pilgrims by Ken Davis
How the Pilgrims Came to Plymouth by Olga W. Hall-Quest

Activity 8: Moving Westward (GLEs: 2.1.7, 2.2.5; CCSS: RI.2.1, W.2.7)

Materials List: Internet access, textbooks, Explorers Chart BLM

Introduce and discuss the term explorers. Put students into small groups and have them use textbooks, the Internet, or other sources to research and discuss different explorers (eg. Christopher Columbus, Captain John Smith, Lewis and Clark). Have students answer questions such as these: Who explored America? When did they explore America? Where did they come from? What did they find? Have students use a graphic organizer (view literacy strategy descriptions) like the one below to organize information found. (See Explorers Chart BLM)

<table>
<thead>
<tr>
<th>Who</th>
<th>When</th>
<th>Where</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Columbus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Captain John Smith</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students describe how these explorers have influenced the development of the United States. Make sure they understand that an explorer investigates unknown land. Have students write in their learning log (view literacy strategy descriptions) what an explorer is and how explorers helped our country grow.

Discuss how westward migration influenced the development of the United States. Introduce and discuss the term pioneer. Have students use textbooks, Internet, or other sources to describe how the pioneers influenced the growth of our nation. Revisit the Vocabulary Self Awareness BLM from Activity 7 and add new information.

Internet Resources:
http://www.mce.k12tn.net/explorers/explorers_start.htm
http://americanhistory.mrdonn.org/explorers.html
http://www.kidskonnect.com/subject-index/16-history/265-explorers.html
http://www.enchantedlearning.com/explorers/namerica.shtml
http://www.mce.k12tn.net/explorers/explorers.htm
http://www.archives.gov/education/lessons/lewis-clark/
http://www.pbs.org/lewisandclark/
http://library.thinkquest.org/6400/
http://www.nationalgeographic.com/features/97/west/
http://www.history.org/foundation/journal smith.cfm
Literature:
Exploring North America by Jacqueline Morley
The early French explorers of North America by Daniel E. Harmon
Explorers of North America by Brendan January
Famous American explorers. Line drawings by Lorence Bjorklund.
The French explorers in America written and illustrated by Walter Buehr.
The Story of the Lewis and Clark Expedition by R. Conrad Stein
Christopher Columbus by Stephen Krensky
A Picture Book of Christopher Columbus by David A. Adler

Activity 9: Historical Landmarks: (GLEs: 2.1.3, 2.1.5; CCSS: W.2.7, SL.2.1a)

Materials List: Internet access, Brochure Rubric BLM

Discuss with students the term historical. Help students understand that certain places have become part of history. Show students pictures of national landmarks. Include monuments and memorials in Washington DC, New York and South Dakota (Mount Rushmore). Discuss with students their significance and why they are an important part of our history.

Put students into groups and have them use various sources to find information about these historical landmarks. Have students create a brochure for their landmark. The brochure should include people associated with the landmark, other facts, and pictures. Give students an opportunity to share their brochures when they are complete.

Internet Resources:
http://www.factmonster.com/ipka/A0772993.html
http://www.nps.gov/nr/travel/wash/dc72.htm
http://www.nps.gov/nr/travel/wash/dc71.htm
http://www.nps.gov/nr/travel/wash/dc73.htm
http://www.nps.gov/nr/travel/wash/dc68.htm
http://bensguide.gpo.gov/3-5/symbols/mountrushmore.html

Activity 10: National Holidays (GLEs: 2.1.1, 2.1.4; CCSS: RI.2.3, RI.2.7, W.2.1)

Materials List: National Holidays BLM, Internet access (optional)

Introduce the term holiday. Have students name some holidays they celebrate in the local community. (e.g., Veterans’ Day, the Fourth of July, Mother’s Day, etc.) Make a list on the board of the different holidays celebrated. Then introduce the term national holiday. Tell students that a national holiday is celebrated throughout the country.

Have students think about the times in their lives they celebrated special holidays or events with their families. Ask students to bring photographs or draw pictures of four or five of
these events. Then have students create a personal timeline with their pictures. Students should write a brief description of the event under each picture and include their age at the time of the event.

Help students create a timeline showing the twelve months. (See the National Holidays BLM) Have students write national holidays on the timeline in the correct month in which they are celebrated. Include on the timeline New Year’s Day, Martin Luther King’s Day, Presidents’ Day, Memorial Day, Flag Day, Constitution Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, Christmas, and any other holiday celebrated in their local community. Help students identify people associated with each holiday and their achievements. Discuss the significance of each holiday to the country. Have students write a paragraph about their favorite national holiday and why they enjoy it.

Federal Holidays
http://www.opm.gov/Operating_Status_Schedules/fedhol/index.asp

Activity 11: Major Turning Points in History: (GLEs: 2.1.3, 2.1.6; CCSS: SL.2.1a, SL.2.1b, W.2.8)

Materials List: Internet access, Thomas Jefferson and the Declaration of Independence video, copy of the Declaration of Independence

Show students the video Thomas Jefferson and the Declaration of Independence from the LPB Cyber Channel. http://beta.lpb.org/index.php/education/cyberchannel/. After the video, show students a picture of the Declaration of Independence and ask them, “Why was the Declaration of Independence written?” Then use Think-Pair-Square-Share, a form of discussion (view literacy strategy descriptions), to have students discuss their answers to this question. Ask students to think alone for a short period of time, and then pair up with someone to share their thoughts. Have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses afterwards. Encourage student pairs not to automatically adopt the ideas and solutions of their partners. Then discuss students’ ideas. Tell students that this is one of many events in history that has made an impact on our lives. Discuss with students other important events that have impacted our lives, like the discovery of America, the writing of the U.S. Constitution, and inventions like automobiles, computers, and cell phones. Ask students if they know of any other important events that impacted our lives. Have students share their ideas.

Activity 12: Famous Americans and their Contributions  (GLEs: 2.1.3, 2.1.5; CCSS: W.2.7, W.2.8)

Materials List: books about famous Americans, poster paper, Internet access (optional), Poster Rubric BLM
Introduce the term *famous*. Have students name someone they think is famous and have them discuss why that person is famous. Tell students that there are achievements of famous Americans that have changed society. Engage students in a brainstorming activity naming individuals who would be considered famous Americans. As students name people, make a list on the board. Then add names of people students did not mention. Tell students they will be researching and finding information about these people.

Read nonfiction biographies of significant individuals identified by students and those added by teacher (e.g., Thomas Jefferson, Alexander Graham Bell, and Martin Luther King, Jr., President Barack Obama). Tell students they will be researching to find how the achievements of these famous Americans, of the past and present, have changed society. Put students in groups or with a partner, and assign them a famous person to research. Have students find when they lived and what important achievement they did to change society. Construct a large comparative chart or timeline similar to the one below which illustrates their findings:

<table>
<thead>
<tr>
<th>FAMOUS AMERICANS</th>
<th>WHEN DID THEY LIVE?</th>
<th>WHAT WAS THEIR ACHIEVEMENT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson</td>
<td>1743-1826</td>
<td>Wrote the Declaration of Independence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Served as U.S. President</td>
</tr>
<tr>
<td>Alexander Graham Bell</td>
<td>1847-1922</td>
<td>Scientist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inventor of the telephone</td>
</tr>
<tr>
<td>Martin Luther King, Jr.</td>
<td>1929-1968</td>
<td>Led the Southern Christian Leadership Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gave the “I Have A Dream” speech in 1963</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Won a Nobel Peace Prize</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil Rights Leader</td>
</tr>
</tbody>
</table>

Other famous Americans should be added to the list above, including George Washington Carver, Bill Gates, Harriet Tubman, Helen Keller, Benjamin Franklin, Amelia Earhart, and the Wright Brothers.

Talk about national holidays associated with any of the people listed and why the country honors some of them with holidays. Discuss with students why this holiday is significant to the country.

Have students create posters about their famous person and his/her achievements that have helped change our society.

**General Guidelines**

- Documentation of student understanding is recommended to be in the form of portfolio assessment.
- Teacher observations and records as well as student-generated products may be included in the portfolio.
• All items should be dated and clearly labeled to effectively show student growth over time.

Activity-Specific Assessments

• **Activity 1**: Create a simple timeline. Have students gather information about activities that have happened in the present school year. Have students compile this information on a timeline. Assess students’ timelines for accuracy, content, organization, and neatness.

• **Activity 3**: After visiting a local museum, have students write paragraphs describing what they saw and learned. Have students construct a project illustrating some aspect of the visit, or create journal entries expressing feelings about information learned. Students should be allowed to share what they have created with the class.

• **Activity 9**: Have students design a brochure that gives information about a national landmark. (See Brochure Rubric BLM)

• **Activity 10**: Have students create a poster with pictures and information about famous people. (See Poster Rubric BLM)
Time Frame: Approximately 3 weeks

Unit Description

The focus of this unit is on how the use of geographic tools, technology and map skills are essential to an understanding of the relationship between people and their physical environment.

Student Understandings

Students understand the function and use of geographic tools (e.g., maps, globes, etc.) to locate and describe places. Students explain how location, weather, and physical features affect where people live and work. Students describe the impact that natural disasters and humans can have on the environment in terms of modifications and consequences.

Guiding Questions

1. Can students describe how local physical features and weather patterns affect how people live and work?
2. Can students describe how land use and economic activities vary among communities?
3. Can students describe how local communities use, preserve, and protect their natural resources?
4. Can students explain how knowledge of world and national maps is important to local communities?
5. Can students describe the impact of natural disasters on communities?

Unit 3 Grade-Level Expectations (GLEs) and ELA Common-Core-State-Standards (CCSS)

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1</td>
<td>Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids</td>
</tr>
<tr>
<td></td>
<td>2012 Louisiana Comprehensive Curriculum</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Construct maps of familiar places that include a title, key/legend, symbols, and compass rose</td>
</tr>
<tr>
<td>2.2.4</td>
<td>Identify major geographical features in the local region, state, and country</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Describe how location, weather, and physical features affect where people live and work</td>
</tr>
<tr>
<td>2.2.6</td>
<td>Describe changes in the characteristics of the local community over time</td>
</tr>
<tr>
<td>2.2.7</td>
<td>Compare and contrast basic land use and economic activities in urban, suburban, and rural environments</td>
</tr>
<tr>
<td>2.2.8</td>
<td>Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent</td>
</tr>
<tr>
<td>2.2.9</td>
<td>Identify natural resources and cite ways people conserve, protect, and replenish them</td>
</tr>
<tr>
<td>2.2.10</td>
<td>Identify natural disasters, predict where they may occur, and explain their effects on people and the environment</td>
</tr>
</tbody>
</table>

**ELA CCSS**

**GLE #** | **GLE Text and Benchmarks**
---|---
**Reading Standards for Informational Text**
**RI.2.1** | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
**RI.2.4** | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
**RI.2.7** | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
**RI.2.9** | Compare and contrast the most important points presented by two texts on the same topic.

**Writing Standards**

**W.2.2** | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
**W.2.7** | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
**W.2.8** | Recall information from experiences or gather information from provided sources to answer a question.

**Language Standards**

**L.2.4a,e** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
### Speaking and Listening Standards

| SL.2.1a, b, c | 
|---|---|
| Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| b. Build on others’ talk in conversations by linking their comments to the remarks of others. |
| c. Ask for clarification and further explanation as needed about the topics and texts under discussion. |

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

### Sample Activities

**Activity 1: Comparing Maps and Globes (GLEs: 2.2.1, 2.2.2, 2.2.4, 2.2.5; CCSS: RI.2.1, RI.2.9)**

Materials List: wall map of the world, globe, Venn Diagram BLM

Show students a map of the world and a globe. Discuss the purpose of maps and globes. Put students into small groups, and have them compare a map to a globe using a Venn diagram graphic organizer, ([view literacy strategy descriptions](#)). Give each group a copy of the Venn Diagram BLM and have them compare a map to a globe. (See BLM.) Give students time to share their comparisons with the class.

Help students understand that maps and globes help them find places. Review with students cardinal directions and how they are used to help locate places on maps and globes. Introduce the term equator. Have students locate the equator and both the north and south poles on the world map and the globe. Discuss what the weather is like at the equator and the poles. Ask students how this affects people living there.

Use cardinal directions to locate continents and oceans north and south of the equator. Help students to understand that a continent is a mass of land found on Earth and that most of Earth is covered with water. A variety of songs can be found on the Internet to reinforce this concept. (See [http://teachers.net/gazette/DEC02/continents.html](http://teachers.net/gazette/DEC02/continents.html).) The following is one example:
Next, focus on North America. Have students locate North America, the United States, Louisiana, and their local community on a variety of maps. Discuss with students different regions of the United States and how the weather is different across those regions. Then focus on Louisiana and their local community. Discuss reasons why people choose to live in Louisiana. Have students share their ideas.

**Activity 2: Finding My Way? (GLEs: 2.2.2, 2.2.3; CCSS: RI.2.1, RI.2.7)**

Materials List: variety of maps (street, city, state, etc.), drawing paper, atlas, Finding My Way BLM

Ask students what they would need to help them find their way around a place they have never been to before. Introduce the term maps. Explain to students that maps can show different places. Tell students that a map can represent a small area like the classroom or a larger area like the community. Show students a variety of maps. (e.g., street maps, city maps, state maps, etc.) Have students look at the maps to find things that are alike on each of the maps.

Ask students: When using a map, how can one tell which way to go? Locate the compass rose on a map. Tell students the compass rose shows where the directions north (N), south (S), east (E), or west (W) are located on the map. It also shows intermediate directions northeast (NE), northwest (NW), southeast (SE), and southwest (SW). The compass rose helps people know which direction to go when looking at maps. Have students locate the compass rose on different maps.

Have students find the map key on different maps. Tell students that the map key contains symbols that represent places and things on the map. Discuss with students reasons why symbols are used on a map.

Have students sketch a simple map of the classroom, then create a map key which contains symbols that represent different things in the classroom (e.g., the teacher’s desk, the bookshelf, students’ desks, etc.). Using cardinal directions, have students place the symbols from the map key on their map to represent where the different items (e.g., the teacher’s desk, the bookshelf, the students’ desks, etc.) are located in the classroom.

| EARTH (Tune: My Bonnie Lies Over the Ocean) | Seven continents, four oceans, on our planet, Earth...
| Earth is the name of our planet. | Seven continents, four oceans, on our planet, Earth!
| It's shaped like a ball or a sphere. | On Earth there are seven continents,
| It's covered with land and water. | They're the largest masses of land.
| A globe makes this picture quite clear. | Four large bodies of water are oceans.
| **Chorus** | **Chorus**

**Earth**

Seven continents, four oceans, on our planet, Earth...
Seven continents, four oceans, on our planet, Earth!
On Earth there are seven continents,
They're the largest masses of land.
Four large bodies of water are oceans.
Put students with a partner to sketch a simple map of the school or community. Have students label things that would be found on their map and create a map key. Have students create five questions for other students to answer about their map (e.g., What direction is the school from the library? What does the symbol ☐ stand for?) Allow students time to exchange maps and answer the questions provided.

When students have an understanding of maps, introduce a grid map. Give students Finding My Way BLM. Help students understand how grids are helpful when trying to find information on maps. Use wall maps or an atlas to show students how maps are divided into grids. Explain that each grid represents an area of the map and that it makes it easier to find information on the map if you know what grid it is in.

Have students answer the following questions in their learning log (view literacy strategy descriptions). Why do we need maps? What is a compass rose? What is a grid map?

**Activity 3: Landforms and Bodies of Water Around the World (GLE: 2.2.4; CCSS: RI.2.7, L.2.4e, W.2.8)**

Materials List: pictures of landforms, Landforms and Bodies of Water Around the World BLM

Display the term landform. Discuss with the students the meaning of the word. Explain to students that there are several types of landforms and bodies of water located around the world. Each landform has unique characteristics. Have students complete a self-assessment of their knowledge of landforms around the world by completing a vocabulary self-awareness chart. (view literacy strategy descriptions) (See Landforms and Bodies of Water Around the World BLM) Do not give students definitions or examples at this stage. Ask students to rate their understanding of each word with either a “+” (understands well), “√” (limited understanding or unsure), or a “-” (don’t know). Throughout the activity, students should be told to return often to the chart and add new information to it. The goal is to replace all the check marks and minus signs with plus signs. Because students continually revisit their vocabulary charts to revise their entries, they have multiple opportunities to practice and extend their growing understanding of key terms related to the topic of landforms and bodies of water. Once the unit has concluded, be sure to check that students have accurate definitions and appropriate illustrations and examples for each of the landforms in the vocabulary self-awareness charts.

A picture glossary of landforms and bodies of water can be found on the Internet at http://www.enchantedlearning.com/geography/landforms/glossary.shtml.

Show students a variety of pictures of landforms and bodies of water found on Earth. Provide students with books about each landform and body of water discussed. Help students to identify those found in their local community, state, and different regions of the United States. Then have students list all landforms and bodies of water that they have had experience with. Have students choose one landform from their list and create a model of it.
Student models can be done at school or home. Give students an opportunity to share their models with the class when completed.

**Internet Resources:**
Landforms [http://www.edu.pe.ca/southernkings/landforms.htm](http://www.edu.pe.ca/southernkings/landforms.htm)

**Activity 4: Mapping Fiction and Real Life (GLEs: 2.2.2, 2.2.3; CCSS: RI.2.1)**

Materials List: Louisiana literature (e.g., *Cajun Gingerbread Boy* by Berthe Amoss, *Clovis Crawfish*, by Mary Alice Fontenot), Louisiana Landforms Map BLM

Give each student the Louisiana Landforms Map BLM that includes a title, directional indicators, a scale, and a map key. Have students draw symbols on the map key to represent the different landforms and bodies of water. Then read books with settings that take place in Louisiana (e.g., *Clovis Crawfish*, *Cajun Gingerbread Boy*, etc.). Have students recall the setting from the story and create symbols representing different geographical features mentioned in the story. Have students place their symbols on the outline map in the appropriate locations to show various geographical features of Louisiana. As the symbols are placed on the map, remind students that the

- title tells what the map is about
- directional indicator, or compass rose, indicates North, South, East, and West
- legend contains the map key and scale.

Then put students with a partner to draw a map of their local community showing geographical features. Make sure students include a title, key, symbols and the compass rose. Allow students time to share their maps when they have completed them.

A list of books about Louisiana for children and adults can be found at the State Library of Louisiana. (Ask-a-Librarian [http://www.state.lib.la.us/la_dyn_temp1.cfm?doc_id=115](http://www.state.lib.la.us/la_dyn_temp1.cfm?doc_id=115))

**Activity 5: Climate and Vegetation (GLEs: 2.2.5, 2.2.8; CCSS: RI.2.1, RI.2.4)**

Materials List: Regions of the United States BLM, Internet access

Introduce the term *climate*. Help students understand that climate deals with weather conditions in different areas over time. Give students a copy of the Regions of the United States BLM. Explain to students that the climate in each region of the United States is different. Use the library or Internet resources to find the climate for each different region.
Help students understand that climate has an effect on the vegetation that grows in different regions. Discuss with students different agricultural products that grow in Louisiana. As an extension, invite an agricultural expert to the class to share information about Louisiana vegetation.

Have students identify and list vegetation found in the local community. Ask them to brainstorm what happens to the vegetation as the climate changes. This provides an opportunity to discuss the change of seasons and the differences between the definitions of weather, climate, and seasons. Have students construct a chart and list the vegetation that changes with climate and that which does not.

Discuss with students the role of weather in the production of food and how people in the community depend on the physical environment to satisfy their basic needs of food, clothing, and shelter.

**Library Resources:**

**Internet Resources:**
Climate across the United States  
http://www.southtravels.com/america/usa/weather.html  
Agriculture  

**Activity 6: Basic Land Use (GLEs: 2.2.5, 2.2.7, 2.2.8; CCSS: RI.2.9, L.2.4a, L.2.4e, SL.2.1a)**

Materials List: Basic Land Use BLM, pictures of rural, urban, and suburban communities, Vocabulary Cards BLM, Compare and Contrast Rubric BLM

Tell students communities can be divided into three categories: urban, suburban, and rural. Each of these communities has its own features. Display pictures of rural, suburban, and urban communities or show students the Types of Communities interactive map found at http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g3_u1/index.html#top

Then have students use textbooks and Internet resources to find information about rural, suburban, and urban communities. Have students use a graphic organizer chart (view literacy strategy descriptions) to organize the information they discover about basic land use in these communities. (See Basic Land Use BLM) Have students share their charts with a partner when complete. Charts can serve as useful study aids in preparation for other class
activities and quizzes over this content.

Next, to help develop student understanding of the differences between rural, urban, and suburban communities, have them create vocabulary cards (view literacy strategy descriptions). Provide students with the Vocabulary Card BLM run on card stock or construction paper (see example below) and ask them to follow the directions in creating the cards. Have students provide a definition of the term in their own words in the definition box. List the characteristics or write a description of the term, and give an example of it in the correct boxes. Finally, create a simple illustration of the vocabulary word in the last box of the card.

Put students with a partner and have them fill in the vocabulary cards. Students should use their Basic Land Use chart, textbooks, and Internet resources to help them and provide a definition of each term in their own words in the first box. Students should list the characteristics or description of each term in the next box. Then put examples of the term in the third box. Finally, create a simple illustration in the last area of the card. Vocabulary cards should be used to review concepts throughout the unit. Students can study their cards alone and with a partner in preparation for quizzes and other class activities.

To conclude this activity, have students choose two different communities and write a paragraph explaining how they are alike and different. Assess with Compare and Contrast Rubric BLM.

**Activity 7: Community Model (GLE: 2.2.7; CCSS: SL.2.1a, SL.2.1b, SL.2.1c)**

Materials List: construction paper, blocks, small boxes, pictures of communities around Louisiana

Display pictures of rural, suburban, and urban communities. Ask students, “Does where you live affect how you live?” Then using the discussion strategy Think-Pair-Square-Share (view literacy strategy descriptions), have students discuss their answers to the question. Ask students to think alone for a short period of time, and then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses afterwards. Encourage student pairs not to automatically adopt the ideas and solutions of their partners. Discuss student responses as a class.

Discuss with students how land in a community may be used for different things. Land use can be commercial (stores, hotels, restaurants), industrial (factories, companies), or
residential (homes, apartments). Tell students that together they will be looking at patterns of land use in the community.

Put students into three groups and assign each group a different community- rural, suburban, and urban. Have students create a model of their community. Have them choose what to include in their model. Incorporate physical and human features (e.g., buildings, forests, parks, etc). Use paper, blocks, small boxes, and other suitable materials to represent types of settlements and patterns of land use. Include such items as a library, bank, grocery store, gas station, etc., within the model community. When the model is complete, discuss with students how most of the land in their community was used. Then have students compare and contrast the different communities.

**Activity 8: Defining Characteristics (GLEs: 2.2.1, 2.2.4, 2.2.5, 2.2.6, 2.2.8; CCSS: W.2.2, W.2.7, W.2.8, SL2,1a)**

Materials List: pictures of different communities, books, magazines and newspapers

Discuss with students the geographical features of the community in which they live. Show students how communities are alike and different by having them sort pictures of different communities. Have them brainstorm reasons why people choose to live in different places (e.g., location, climate, physical environment, work).

Have students identify and collect data on the geographical features of their local community. Have students use books, magazines, newspapers, and other resources to find pictures and information about landforms, bodies of water, vegetation, land use and the climate of the local community. Students should organize all information found on a poster, chart, or graphic organizer entitled Our Local Community.

Conclude this activity with a RAFT writing (view literacy strategy descriptions). RAFT gives students the opportunity to rework, apply, and extend their understandings of information and concepts learned. It is an acronym that stands for R-Role of the writer; A-Audience to whom or what the RAFT is being written; F-Form the writing will take, newspaper article, letter, etc; T-Topic or subject focus of the writing. Use the following RAFT

- R- Newspaper reporter
- A- People in other communities
- F- Newspaper article
- T- Why people choose to live in (name of local community)

Ask students to write a newspaper article entitled “Why people choose to live in (local community)”. It should focus on the geographical features, vegetation, climate, and how the land is used. Allow time for students to share their writing with a partner or the whole class. Students should be listening for accuracy and logic in their classmates’ RAFTs.
Activity 9: Living with the Land (GLEs: 2.2.1, 2.2.4, 2.2.5, 2.2.6, 2.2.8; CCSS: RI.2.1, W.2.7, W.2.8, SL.2.4)

Materials List: Map of Louisiana BLM, Internet access, learning logs, books, magazines, and poster board

Give students Map of Louisiana BLM and have them use cardinal directions to locate their local region. Guide students in conducting an investigation about the physical environment utilizing the Internet, books, magazines, or the school media center. Put students into groups and give them Our Local Region BLM. Help students find information about the weather, geographical features, vegetation, animal life, and resources found in their local region.

When they have completed their research, have students share the information they found. Describe how weather, vegetation, animal life, and the cultural characteristics of the people specific to the local region are interdependent.

Have students answer the following question in their learning log (view literacy strategy descriptions). How does the physical environment affect where and how people live and work?

Ask students to create a poster about the region they live in. Their poster should include an illustration of the physical environment and ways in which local residents use the environment to meet their basic needs.

Activity 10: Floods and Other Natural Disasters (GLEs: 2.2.9, 2.2.10; CCSS: RI.2.1, L.2.4e, W.2.7)

Materials List: Vocabulary Self-Awareness BLM, LPB Cyber Channel.Video Segment-Hurricanes, Internet access

Tell students that sometimes our environment is changed. Have them name things that can change the environment (e.g., people, floods, hurricanes, etc.).

Display the term natural disaster. Discuss with students the meaning of these words. Explain to students that natural disasters affect people and the environment. Provide students with a list of natural disasters. Have them complete a self-assessment of their knowledge of the words using a vocabulary self-awareness chart (view literacy strategy descriptions) like the one below. Do not give students definitions or examples at this stage. Ask students to rate their understanding of each word with either a “+” (understand well), a “√” (limited understanding or unsure), or a “—” (don’t know). (See the Vocabulary Self-Awareness Chart BLM and the sample below.)

<table>
<thead>
<tr>
<th>Natural Disasters</th>
<th>Word</th>
<th>+</th>
<th>√</th>
<th>-</th>
<th>Examples</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hurricane</td>
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<td></td>
<td>tornado</td>
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</table>
Introduce natural disaster by showing the video segment “Hurricanes” from the LPB Cyber Channel. ([http://beta.lpb.org/index.php/education/cyberchannel/](http://beta.lpb.org/index.php/education/cyberchannel/)).

Put students in groups to research different natural disasters. Have students use library and Internet resources to find information about where these disasters occur and how they affect people and the environment. When students complete their research, have them create a poster to illustrate information found. Then revisit the Vocabulary Self-Awareness Chart and have students check and fill in any missing information. Monitor students to make sure the information in the charts are accurate and complete.

Discuss reasons why people sometimes modify their environment, such as clearing trees to build houses or farm the land. Then discuss other things that can be done to modify or change the environment (building of roads and levees, etc.) and harmful ways people change the environment (pollution).

Discuss ways people can protect their environment, conservation, recycling and how sometimes people have to adapt to changes in the environment.

Resources:
http://www.esa.int/esaKIDSen/Naturaldisasters.html

Activity 11: Depending on the Environment (GLEs: 2.2.9, 2.2.10; CCSS: RI.2.1, SL.2.1a, SL.2.1b, SL.2.4)

Materials List: chart paper, learning log, Internet access

Display pictures of our local community and ask students “What does it mean to depend on the environment?” Then using the discussion strategy Think-Pair-Square-Share ([view literacy strategy descriptions](#)), have students discuss their answers to the question. Ask students to think alone for a short period of time, and then pair up with someone to share their thoughts. Have pairs of students share with other pairs, forming small groups of four. Monitor the discussion and elicit responses. Have students share ideas and write them on the board or on chart paper. Then have students list natural resources that people use to meet their basic needs.

Next lead the class through an investigation of how community residents depend on the physical environment to satisfy basic needs. Discussion should focus on how land and water resources in the community are used and the role of weather, land, and water resources in food production.

Create wall charts, using one of the following headings for each:
- Basic Needs of Community Residents
• Using the Environment to Meet Basic Needs
• Using Land and Water Resources

Provide information for the charts from material read aloud to the class, material read silently by the students, pictures shown to the class, and/or local community Web sites. When students have completed their charts, discuss how location, weather, and the physical environment affect where and how people live.

Discuss with students ways we can conserve, protect, and replenish our natural resources. Have students answer the following question in their learning log (view literacy strategy descriptions) How can we conserve and protect natural resources?

Sample Assessments

General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

Activity-Specific Assessments

• Activities 3 and 7: Final Product Assessment: The community and landform model can be evaluated using the Community and Landform Model Rubric BLM

• Activity 6: Write a compare and contrast paragraph (Compare and Contrast Rubric BLM)

• Activity 8: Have students write a story about their local community. Instruct them to describe changes that have been made in their community over time, and to explain why those changes were made. Have students include in their story information about changes in the physical and human characteristics and the demographics of the region.
Grade 2
Social Studies
Unit 4: Our Community and Its Economy

Time Frame: Approximately three weeks

Unit Description
The focus of this unit is on developing an understanding of basic economic concepts about how the local economy works in order to make informed individual and family decisions.

Student Understandings
Students understand what basic needs are and how families meet those needs. Students identify resources found in the local community and describe how they are used by both consumers and producers. Students understand that choices need to be made by both families and communities when buying goods and services. They also understand the importance of skills and education in choosing a career, and the need for interdependence within the local community.

Guiding Questions
1. Can students describe how scarcity of resources affects economic decisions?
2. Can students describe how opportunity cost affects economic decisions?
3. Can students describe how producers and consumers affect the economy?
4. Can students describe services provided by local economic institutions?
5. Can students describe how specialized types of jobs contribute to the economy?
6. Can students describe ways in which resources are used?
7. Can students describe how money is essential to the economy?

Unit 4 Grade-Level Expectations (GLEs) and ELA Common-Core-State-Standards (CCSS)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
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</thead>
<tbody>
<tr>
<td>GLE #</td>
</tr>
<tr>
<td>Economic Decision making</td>
</tr>
<tr>
<td>2.5.1</td>
</tr>
<tr>
<td>2.5.2</td>
</tr>
<tr>
<td>2.5.3</td>
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</tbody>
</table>
**Producers and Consumers**

<table>
<thead>
<tr>
<th>2.6.1</th>
<th>Describe how people can be both producers and consumers of local goods and services</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.2</td>
<td>Identify the specialized work necessary to manufacture, transport, and market goods and services</td>
</tr>
<tr>
<td>2.6.3</td>
<td>Provide examples of how money and barter are used to obtain resources (goods and services)</td>
</tr>
</tbody>
</table>

**Careers**

<table>
<thead>
<tr>
<th>2.7.1</th>
<th>Describe different types of domestic and international jobs/careers in which people work to earn income</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7.2</td>
<td>Describe skills and education needed for specific jobs</td>
</tr>
</tbody>
</table>

**ELA CCSS**

**Reading Standards for Informational Text**

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.1</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>RI.2.2</td>
<td>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</td>
</tr>
<tr>
<td>RI.2.4</td>
<td>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
<tr>
<td>RI.2.7</td>
<td>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</td>
</tr>
<tr>
<td>RI.2.8</td>
<td>Describe how reasons support specific points the author makes in a text.</td>
</tr>
<tr>
<td>RI.2.10</td>
<td>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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</tbody>
</table>

**Writing Standards**

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.2.1</td>
<td>Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</td>
</tr>
<tr>
<td>W.2.2</td>
<td>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
</tr>
<tr>
<td>W.2.7</td>
<td>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</td>
</tr>
<tr>
<td>W.2.8</td>
<td>Recall information from experiences or gather information from provided sources to answer a question.</td>
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</tbody>
</table>

**Language Standards**

<table>
<thead>
<tr>
<th>GLE #</th>
<th>GLE Text and Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.4e</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</td>
</tr>
<tr>
<td></td>
<td>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</td>
</tr>
</tbody>
</table>
Speaking and Listening Standards

| SL.2.1a, b, c | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
 | | a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  
 | | b. Build on others’ talk in conversations by linking their comments to the remarks of others.  
 | | c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  
 | SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  

Sample Activities

Activity 1: What Banks Do (GLE: 2.5.1, 2.5.2; CCSS: RI.2.1, SL.2.1a,b,c)

Materials List: LPB Cyber Channel video -What is a Bank?

Introduce the topic of banks by showing video segment “What is a Bank?” from Elementary Video Adventures: Money: Kids and Cash on the LPB Cyber Channel. (http://beta.lpb.org/index.php/education/cyberchannel/). After the video, ask students, “What is a Bank?” Then using Think-Pair-Square-Share, a form of discussion (view literacy strategy descriptions) have students discuss their answers to the question. Ask students to think alone for a short period of time, and then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses. Encourage student pairs not to automatically adopt the ideas and solutions of their partners.

Next, discuss the functions of banks with students. If possible, a field trip to a local branch bank would be an excellent way to introduce the concepts. If a field trip isn’t possible, invite a bank representative to visit the class to discuss the role of banks in the community. After the visit or field trip, discuss the importance of saving money and earning interest. Have students create a savings chart to show where they can save their money:

- piggy bank: money draws no interest and thus does not grow
- bank account: money draws interest while a bank uses it
- saving bonds: money draws interest while the government uses it

Online resources are available for more information about concepts on banking: The Department of Treasury for Kids at http://www.treasury.gov/about/education/Pages/kids-zone.aspx Kid’s .Gov http://www.kids.gov/k_5/k_5_money.shtml
Activity 2: Benefits of Saving (GLE: 2.5.1, 2.5.2; CCSS: RI.2.1, SL.2.1a,b,c, W.2.8)

Materials List: LPB Cyber Channel video – Saving Money

Tell students they will be watching a video called “Saving Money” a segment of How Our Economy Works: All about Earning and Spending Money from http://search.discoveryeducation.com/

Have students think about what it means to save money. Before showing the video, have students generate questions they have about the topic based on the following SQPL (Student Questions for Purposeful Learning) statement: “It is important for people to save money.” Write the SQPL statement on the board or a piece of chart paper as it is stated. Next, ask students to turn to a partner and think of one good question they have about the topic based on this statement. As students respond, write their questions on the chart paper or board. Questions that are asked more than once should be marked with a smiley face to signify that it is an important question. When students finish asking questions, contribute questions to the list. These could be sample questions: Why do people save money? Where do people save their money? Is it hard to save money?

Next, show students the video and have them listen carefully for the answers to their questions. After the video discuss with students reasons why people save money. Help students understand the benefits of saving money. Refer to the list of questions to check which ones can be answered and which ones may still need to be answered. If some questions were not answered, place students in small groups and have them discuss and attempt to answer these questions. Have groups share their answers with the class.

Tell students to write about reasons why people save money in their learning log. Students should include something they are saving their money for or something they would like to save for.

Activity 3: Meeting Basic Human Needs (GLEs: 2.5.3, 2.6.3; CCSS: RI.2.1, W.2.1)

Materials List: learning logs

Begin this activity by having students answer the following question: “What are our basic human needs?” in their learning logs. Tell students to share their responses with a partner. Then, begin a discussion on basic needs by having students reply to a SPAWN prompt: What do you think would happen if there weren’t any stores in the world to buy food? Give students time to respond to the prompt in their learning log. Have students share what they have written. As students give their responses, write them on the board. Have students turn to a partner and name one way people could meet their basic need of food if there were no grocery stores.
Explain how people in the community depend on each other to meet some of their basic needs. Ask questions to foster discussion. (e.g., Where can I get food in the community? Where can I buy clothing? Is there anyone who can help me find or build a home?) Discuss with students why people in the community exchange goods and services. Discuss with students places in the community that provide goods and services that help people meet their basic needs.

Activity 4: Choices and Opportunity Cost (GLEs: 2.5.3, 2.6.3; CCSS: RI.2.1, RI.2.2, SL.2.1a,b,c)

Materials List: Sam and the Lucky Money by Karen Chinn, Mailing May by Michael O. Tunnell, The Terrible Thing That Happened At Our House by Marge Blaine, or Tops & Bottoms by Janet Stevens, Alexander Who Used to be Rich Last Sunday by Judith Voist

How Our Economy Works: All about Earning and Spending Money Video on the LPB Cyber Channel

Review the terms goods and services with the class. Give students a few examples of both, and ask them to decide which ones are goods and which are services. Ask students to explain the difference between the two.

Introduce the term opportunity cost by showing video segment “Smart Choices?” from an LPB Cyber Channel segment of How Our Economy Works: All about Earning and Spending Money. (http://beta.lpb.org/index.php/education/cyberchannel/). After the video, ask students, What does it mean to make a choice? Using Think-Pair-Square-Share, a form of discussion (view literacy strategy descriptions) have students discuss their answers to the question. Ask students to think alone for a short period of time, and then pair up with someone to share their thoughts. Have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses. Encourage student pairs not to automatically adopt the ideas and solutions of their partners.

Write the term choice on the board. Discuss with students what it means to make a choice and that making a choice means having to do without the other items (opportunity cost). Have students share personal experiences in which they had to choose one thing over another. Have students share what was gained or what they had to give up when they made their choice. Read books to students that include situations where the protagonist has two economic wants (items) but enough money for only one of them. (e.g., Sam and the Lucky Money by Karen Chinn, Mailing May by Michael O. Tunnell, The Terrible Thing That Happened At Our House by Marge Blaine, Tops & Bottoms by Janet Stevens, Alexander Who Used to be Rich Last Sunday by Judith Voist) Have students tell what the characters in these stories gained or lost from the choices they made. Tell students to write and illustrate a paragraph based on one of the stories or from one of their own personal experiences in which they had to make a choice between two things.
Activity 5: Understanding the Effects of Scarcity (GLEs: 2.5.3; CCSS: L.2.4e, W.2.7)

Introduce and define the term *scarcity*. Tell students that scarcity deals with goods or services that are hard to find. Those goods and services that are scarce to individuals or groups are not available due to price. Emphasize that any good or service can be scarce at any time if an individual or group does not have the money to purchase that good or service, or cannot afford to purchase unlimited amounts of that good or service. Emphasize that scarcity exists and forces us to make choices (opportunity cost) because of limited resources and unlimited wants and needs.

Have students make a list of things that are scarce or cost too much to purchase by some consumers. (e.g., food, housing, clothing, clean water, medical care, birthday cake, toys, games, backpacks, trading cards, antiques, collectables, etc.) Ask students how scarcity affects the price of these items. Explain how scarcity impacts the value of a good or service.

Have students make a list of resources that can be found in the local community (e.g., soil for planting, forest, water, cattle, seafood, vegetables, etc.) and identify ways in which these resources are used. Describe how the weather affects the resources that are used. Explain that sometimes the weather can cause resources to become scarce. Ask students to list other reasons why resources may become scarce. (e.g., loss of land, over-use, contamination, pollution, etc.) Place students into groups to discuss which resources from their lists may be in danger of becoming scarce. Have students list ways of conserving natural resources that are becoming scarce.

Activity 6: Goods and Services (GLEs: 2.6.1, 2.6.3; CCSS: W.2.8)

Materials List: Goods and Services BLM, *Summer Business* by Charles Martin, newspaper advertisement circulars

Read the book *Summer Business* by Charles Martin or a similar book about goods and services. Discuss the differences between a good (an object that is bought and sold) and a service (something that someone pays someone else to do). Lead a discussion and have students explain how people in the community depend on one another for goods and services. Explore reasons why people exchange goods and services and how they may be obtained. Place students in groups, give them advertisements from local businesses, and provide copies of the Goods and Services BLM. (See the BLM.) Have students cut out pictures of goods and services found in the local community newspaper advertisement circulars. Then have students paste their pictures in the correct column on the Goods and Services BLM. Ask students to share their Goods and Services charts with the class. Discuss how people can be both producers and consumers of local goods and services.

For additional information, see “Delivering the Goods” – distinguishing between goods and services - [http://www.econedlink.org/lessons/em197/flash/activity1.html](http://www.econedlink.org/lessons/em197/flash/activity1.html)
Activity 7: Basic Economic Functions (GLEs: 2.6.1, 2.6.2, 2.6.3; CCSS: RI.2.7, SL.2.1b, SL.2.4, W.2.1, W.2.2, W.2.8.)

Materials List: The Ox-Cart Man by Donald Hall. Using Natural Resources BLM, learning log

Introduce the term resources. Explain that people depend on the physical environment and its resources to meet their basic needs. Explain to students that natural resources come from Earth. Place students with a partner and have them make a list of natural resources that are used every day and how they are used. Have students share their lists.

Read The Ox-Cart Man by Donald Hall. Discuss how the Ox-Cart Man was both a producer and consumer of goods, and how he used natural resources to produce the things he needed to take to market. Use a graphic organizer (view literacy strategy descriptions) to help students organize their ideas. Make a chart to show the resources the Ox-Cart Man used to produce his goods he sold at the market. (See the Using Natural Resources BLM.)

Discuss the specialized work the Ox-Cart Man and his family did to manufacture, transport, and market their goods (e.g., carving, planting, weaving, shearing, etc.). Tell the students that before the Ox-Cart man’s family could sell their products to make the money they needed to buy the goods they wanted, they had to produce their goods (e.g., wood, plants, wool, etc.).

Note the producing-transporting-selling-buying-producing cycle in the life of the Ox-Cart Man’s family:

- Produced the goods on their farm
- Transported the goods to market in the cart
- Sold the products at the market to make money
- Bought things the family needed in order to live and continue to produce

Place students in groups of four and have them write a text chain (view literacy strategy descriptions) Text chains are useful in promoting reading and writing. The process involves a small group of students writing a short text about something that has just been learned. Writing in this way provides students with the opportunity to reflect on their understanding of newly-acquired concepts and information.

In this case have a group of four students write a text chain that shows the process the Ox-Cart Man went through with producing, transporting, selling, and buying goods.

The first student will write the opening sentence of the text chain by writing about how the Ox-Cart Man produced goods. For example:

_The Ox-Cart man sheared his sheep and gathered the wool._ (production)

The student then passes the paper to the student sitting on the right and that student will write the next sentence in the story telling about transporting. For example:

_The Ox-Cart man loaded the wool onto his cart._ (transporting)
The paper is then passed again to the right to the next student who writes the third statement about selling of goods. For example:

*When the Ox-Cart man arrived at the market, he sold the wool.* (selling)

The last student will write about the Ox-Cart man as a consumer. For example:

*The Ox-Cart man bought a carving knife with the money he made from the wool he sold.* (purchasing)

When groups complete their text chain, have them check to make sure they have each step of the process (production, transporting, selling, and purchasing). Have students proofread and revise if necessary. Allow students time to share their *text chains* with the class. Have them explain the producing-transporting-selling-buying process.

Have students draw pictures in their *learning logs* (view literacy strategy descriptions) of items they as producers would make to give to the Ox-Cart Man to take to the market to sell. Tell students to write a description of the specialized work they would need to do to make their goods. Then ask students to write a description of what they would want brought back to them (consumers) from the market, keeping in mind what they would need to continue to produce their products. Students should explain why getting these goods is worth the time and work they had to put into making their products. Discuss with students the negative and positive aspects of their choices.

For more information on economics go to Econopolis online at [http://library.thinkquest.org/3901/](http://library.thinkquest.org/3901/).

**Activity 8: The Card Shop (GLEs: 2.6.1, 2.6.3; CCSS: W.2.7)**

Materials List: construction paper, play money

Place students in small groups. Have students design greeting cards to be used in a class card shop. Have students choose a dollar amount to charge for his or her card. Write it on a price tag and tape the tag to the card. Give students a range of prices to use. Invite students to take turns being salespeople and customers, selling and buying the cards with play money. Discuss the roles of producers and consumers and explain how consumers trade money for goods. Help students understand that people can be both producers and consumers.

Products and Producers – Interactive
Consumers and Producers – Interactive
Activity 9: From Land to Mouth (GLEs: 2.6.1, 2.6.2; CCSS: RI.2.4, RI.2.7, L.2.4e)

Materials List: 3 x 5 index cards (four per student)

Begin this activity by having students create vocabulary cards (view literacy strategy descriptions) to develop an understanding of the terms producer and consumer.

Provide students with two 3 x 5 index cards and ask them to follow the directions in creating the card. Draw the diagram below on the board and place the term producer in the middle circle (Vocabulary box). Have students provide a definition of the term in their own words in the Definition box. List the characteristics or a description of the term and give an example of it in the correct boxes. Finally, create a simple illustration of the vocabulary word in the last box of the card.

![Diagram of producer and consumer]

Then have students do another card for the term consumer. Vocabulary cards should be used to review concepts throughout the unit. Students can study their cards alone and with a partner in preparation for quizzes and other class activities.

Discuss with students the process of food production, distribution, and consumption. Begin with the role of farmers in the production of food. Discuss what happens to the food that farmers produce. Introduce the terms transportation and factories. Distribute two more 3 x 5 index cards to each student, and have students create vocabulary cards for these terms. Discuss with students ways food grown by farmers is transported to factories. Discuss what happens to the food at the factories and how it gets to stores for consumers to buy.

Activity 10: State Your Business (GLEs: 2.6.1, 2.6.2; CCSS: RI.2.1)

Materials List: Elves and the Shoemaker by Paul Galdone, magazines, newspaper ads, or Internet resources

Read the story, Elves and the Shoemaker by Paul Galdone, to the students. Use the story to discuss the resources needed to operate a business successfully and the role of producers and consumers. Discuss the specialized work needed to manufacture, transport, and market goods. Tell students that just like the Elves and the Shoemaker, the people in the community depend on each other for goods and services. Have students make a list of the different businesses in their local community where they have visited and purchased goods or services. Have students explain reasons why families choose particular businesses when buying goods and services.
Tell students that people around them no longer produce everything that they need. Engage students in a discussion about goods and services. Explore with students the sources of goods and services that are available within the community and why people exchange goods and services. Ask questions such as these:

- Where can we get milk, bread, and peanut butter in the community?
- Where can we get haircuts in the community?
- Why does a haircut cost more or less at one shop than it might at another?

Involve students in a brainstorming activity. Have them generate a list of goods and services available in the community.

Have the students choose one business from the community and create a business sign for it. The sign should contain the name of the business and the goods or services it provides to the community. Use magazines, newspaper ads, or Internet resources to gather pictures for their sign. Combine all the signs into a book to create a business brochure for their local community.

**Activity 11: How We Get Canned Corn (GLEs: 2.6.2; CCSS: W.2.2)**

Materials List: construction paper

Discuss the roles of farmers, processors, and distributors in food production and consumption. Place students into small groups to make accordion books about manufacturing corn. Ask students to brainstorm the steps in manufacturing corn. Focus on the specialized work that needs to be done before the corn gets to the kitchen table, such as the following:

- Farmers have to plant, grow, and harvest corn.
- Factory workers remove the shucks, wash the corn, cut the kernels off the cob, cook the corn, put the corn in a can, seal the can, and put them into cases.
- Drivers transport the cases of corn to market.
- Store owners sell the corn to the consumers.

Have students illustrate the above process and number the steps in the process. Students should write sentences to represent each step. Later, have students share their books with the class.

**Activity 12: Jobs in the Community (GLEs: 2.7.1, 2.7.2; CCSS: W.2.7, RI.2.8, RI.2.10)**

Materials List: Anticipation Guide BLM, pictures of people at work, computer and Internet access (optional)

For this activity use an anticipation guide (view literacy strategy descriptions). This anticipation guide should be made up of statements generated by the teacher about the topic of working in the community. Students will be required to form an initial hunch about each
statement and explain it. Anticipation guides are especially helpful for struggling and reluctant readers and learners as it elevates motivation and helps students focus on important content.

Give each student the anticipation guide BLM. Have students read each statement and then circle agree or disagree. Next, students should write the reason why they agree or disagree. Have students share their initial responses about each statement with the class. The class should briefly discuss and debate the different responses and reasons.

Explore with students the many different ways people work in the community. Relate occupations to meeting the needs and wants of the people in the local community. Provide students with pictures of people at work. Ask students to decide which jobs people perform in their community. Explore the jobs of different workers using the site Community Club at http://teacher.scholastic.com/commclub/index.htm. Click on the workers to find out more about their jobs. Ask students to name other ways people can make a living in their community. Have students describe the importance of skills and education in choosing a career.

Students should return to their anticipation guide and confirm or revise their initial responses based on class discussions and information learned. Ask students to share any revised responses and reasons for changes.

Resources
Jobs in the City - http://www.harcourtschool.com/activity/cities/workers1.html

Activity 13: Working in Our Community (GLEs: 2.7.1, 2.7.2; CCSS: RI.2.1, W.2.1, W.2.2, W.2.8, SL.2.1a,b)

Materials List: variety of books from the “I want to be….. series”, chart paper

Before doing this activity have on hand a number of books from the “I want to be….. series” (I want to be a teacher by Dan Liebman, I want to be a doctor by Liza Alexander, I want to be a firefighter by Stephanie Maze, I want to be a librarian by Dan Liebman, I want to be a nurse by Dan Liebman, I want to be a police officer by Liza Alexander, I want to be a vet by Dan Liebman, or I want to be a mechanic by Dan Liebman).

Before reading the books discuss with students what it means to have a job. Then state the following SQPL (view literacy strategy descriptions) prompt: There are many jobs in the community. Write it on the chalkboard or a piece of chart paper while saying it. Next, ask students to turn to a partner and think of one good question they have about the books based on the statement: There are many jobs in the community. As students respond, write their questions on chart paper or on the board. Questions that are asked more than once should be marked with a smiley face to signify that it is an important question. When students finish asking questions, contribute questions to the list. Read one or more of the “I want to be…”
books with the students. Discuss and answer all the questions on the chart or board with students. Allow students time to read, share, and discuss the books in small groups. Have students make a list of different jobs that are available in the local community.

Take students to the school media center and have them choose one job from the list and find information about that job. Discuss the jobs that are the most common in the community. Invite people from the community to the class to share information about their jobs with the students. Divide the class into cooperative learning groups, giving each group the responsibility of making a list of jobs that people in their locality perform. Compile the list together on a chart entitled “Jobs in The Community.”

Discuss with students the reasons why certain jobs are offered in the community and others are not. (This would be a good opportunity to discuss the physical characteristics of the community and how they have changed over time.) Tell students that the availability of jobs and the loss of jobs due to scarcity of resources affect where and how people live.

Have students choose one job from the list. Instruct students to write a description of the job they have chosen and to draw pictures to include in their descriptions. Completed works should be shared with the class and displayed in the classroom.

**Activity 14: What Would You Like to Be? (GLEs: 2.7.1, 2.7.2; CCSS: RI.2.1, W.2.1, W.2.2, W.2.7)**

Materials List: library books on different careers, Internet access, learning logs

Tell students there are many ways of making a living in the community. Together with students, make a list of different jobs that can be found in the local community. Ask students what they would like to be when they grow up. Provide them with a variety of literature on different careers (e.g., Dan Liebman’s *I Want to Be* series, Liza Alexander’s *I Want to Be* series, or Catherine O’Neill Grace’s *I Want to Be* series). In student *learning logs* (view literacy strategy descriptions), have students write the following sentence: When I grow up I want to be a _____. Then have students research the career using different books and Internet resources to find information about their chosen job. To provide students with the opportunity to conduct interviews, arrange for students to visit various locations in the community where people work. Students that choose the same career should be given the opportunity to work together. Have students write in their *learning logs* what it would be like to have this job and what qualifications, skills, and level of education they would need to do these jobs.

At the conclusion of Activity 13 and Activity 14, have students direct their attention back to their *anticipation guide* (vlsd) from Activity 12 and discuss whether their initial opinions have changed as a result of new learning about jobs in the community.

**Sample Assessments**
General Guidelines

Documentation of student understanding is recommended to be in the form of portfolio assessment. Teacher observations and records as well as student-generated products may be included in the portfolio. All items should be dated and clearly labeled to effectively show student growth over time.

Activity-Specific Assessments

- **Activity 4**: Assess students’ paragraphs. Have students write and illustrate a paragraph based on one of the stories from the activity or from one of their own personal experiences in which they had to make a choice between two things.

- **Activity 6**: Assess student-created charts of goods and services available in the community.

- **Activity 9**: Assess student-created vocabulary cards

- **Activity 11**: Students will create an accordion book. Assess books using the Accordion Books Rubric. (See the BLM)
Grade 2
Social Studies
Unit 5: Our Community and Its Culture

Time Frame: Approximately 3 weeks

Unit Description

The focus of this unit is on developing an understanding of the various factors that have contributed to our local culture.

Student Understandings

Students understand that stories can provide information and contain moral lessons. Students understand that customs and ceremonies are part of culture. Students understand that national holidays have significance for the nation.

Guiding Questions

1. Can students identify national symbols, landmarks, and essential documents that are part of America’s culture?
2. Can students explain why national, state, and local celebrations are part of our culture?
3. Can students explain how physical features influence our culture?
4. Can students explain how changes in the characteristics of our community affect its culture?
5. Can students identify and explain the relationship between the vegetation, animal life, and a community’s culture?

Unit 5 Grade-Level Expectations (GLEs) and ELA Common-Core-State-Standards (CCSS)

<table>
<thead>
<tr>
<th>Grade-Level Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GLE #</strong></td>
</tr>
<tr>
<td>Historical Thinking Skills</td>
</tr>
<tr>
<td>2.1.1</td>
</tr>
<tr>
<td>2.1.2</td>
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<td>2.2.6</td>
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<td>2.2.8</td>
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</tbody>
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**Maps, Globes, and Environment**

| 2.2.4 | Identify major geographical features in the local region, state, and country |
| 2.2.5 | Describe how location, weather, and physical features affect where people live and work |
| 2.2.6 | Describe changes in the characteristics of the local community over time |
| 2.2.8 | Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent |

**ELA CCSS**

<table>
<thead>
<tr>
<th>CCSS #</th>
<th>CCSS Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.2.1</td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
</tr>
<tr>
<td>RI.2.4</td>
<td>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</td>
</tr>
<tr>
<td>RI.2.6</td>
<td>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
<tr>
<td>RI.2.9</td>
<td>Compare and contrast the most important points presented by two texts on the same topic.</td>
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</tbody>
</table>

**Reading Standards for Informational Text**

| W.2.1 | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| W.2.7 | Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| W.2.8 | Recall information from experiences or gather information from provided sources to answer a question. |

**Writing Standards**

| SL.2.1a,b | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
- b. Build on others’ talk in conversations by linking their comments to the remarks of others. |
Sample Activities

Activity 1: Exploring Cultures and Customs (GLE: 2.1.3, 2.1.4; CCSS: RI.2.4, SL.2.1a,b)

Materials List: LPB Cyber Channel video Customs and Culture, learning log

Introduce the topic of culture by showing the video segment “Customs and Culture” from How Customs and Heritage Shape Communities the LPB Cyber Channel. (http://beta.lpb.org/index.php/education/cyberchannel/). After the video ask students, What are customs and culture? Then using Think-Pair-Square-Share, a form of discussion (view literacy strategy descriptions) have students discuss their answers to the question. Ask students to think alone for a short period of time, and then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming small groups of four students. Monitor the discussion and elicit responses afterwards. Encourage student pairs not to automatically adopt the ideas and solutions of their partners.

Hold a discussion with the whole class to define the concepts of culture and customs. Topics might include cultural differences related to respect for elders, emphasis on education, definitions of important knowledge, religious traditions, musical styles, and the like. Discuss with students how music and/or storytelling have changed with the invention of radio and television, or why quilting and basket making have come to be considered arts and crafts instead of necessities. Help students begin to recognize that these might apply to units as small as the immediate family and as large as the whole nation.

Have students create a list of topics that deal with culture and customs in their learning log (view literacy strategy descriptions). The list should include things like language, religion, music, art, literature, food, and clothing. Throughout this unit refer to this list when discussing different aspects of the local community and its culture.

Activity 2: Our Community and Its Culture (GLEs: 2.1.2, 2.1.4, 2.2.6; CCSS:SL.2.1a,b, W.2.7)

Materials List: newspapers, photographs of community events, posters

Discuss with students how the local community has certain cultural elements (e.g., food, music, festivals, etc.) Next, divide students into groups and ask them to talk about their families and the cultures and customs represented among them and among their friends outside of school. Have students collect materials and make a collage or poster that represents some of the cultural elements present in the community. Students might use newspaper stories and/or photographs of community events such as music or craft festivals, Mardi Gras beads, items that represent special days such as Valentine candies or Halloween decorations, and so on. Each group can present its cultural collage or poster to the class. Discuss how national, state, and local celebrations are part of our culture and how they have changed over time.
Louisiana Cultural and Historical Information
http://louisianatravel.com/culture
http://www.louisianafolklife.org/LT/Articles_Essays/creole_art_creole_state.html

Activity 3: Diversity (GLEs: 2.1.2, 2.1.4; CCSS: RI.2.1, RI.2.4)

Materials List: *Children Just Like Me: Celebrations* by Anabel Kindersley, *Celebrate!* by Jan Reynolds, chart paper

Write the term *diversity* on the board. Ask students what they think it means. Discuss with students that diversity means being different. Have students look around the room and tell how they are different from the person sitting next to them and how they are alike. Tell students that people are alike and different in many ways. Review the term *culture* and discuss how Louisiana has a very rich culture. Share with students crafts, music, folklore, and customs that are found throughout Louisiana. The following site can be used as a resource: Louisiana Living Traditions
http://www.louisianafolklife.org/LT/Articles_Essays/creole_art_creole_state.html

Focus on cultural elements of the local community. Invite grandparents and older members of the community to the class to share cultural elements (e.g., crafts, music, folklore, and customs) and what life was like in the local community long ago.

Have students name holidays and different events that are celebrated in their local community and how they are celebrated with their families. Discuss how these celebrations have changed over the past fifty years. Have grandparents and older community members share how they celebrated holidays when they were little.

Discuss how culture and customs are specific to areas both in America and around the world. Have students name national symbols, landmarks, and essential documents that are part of America’s culture. Some examples would be the Liberty Bell, Statue of Liberty, Declaration of Independence, Constitution, Mount Rushmore, and Washington D.C. Monuments/Memorials. Discuss how these have an impact on our culture.

Read to students a book about celebrations around the world (e.g., *Children Just Like Me: Celebrations* by Anabel Kindersley, *Celebrate!* by Jan Reynolds, *Holiday!: Celebration Days Around the World* by Deborah Chancellor).

Before reading the book, have students generate questions they have about the topic based on an *SQPL* (view literacy strategy descriptions) prompt. State the following: “Children around the world celebrate in many different ways.” Write this statement on the board or on a piece of chart paper when saying it. Next, ask students to turn to a partner and think of one good question they have about the book based on the above statement. As students respond, write their questions on chart paper or on the board. (e.g., How do children around the world celebrate Christmas? Do they celebrate with parades? What kinds of foods do they eat when they celebrate? What special days do they celebrate?) Questions that are asked more than
once should be marked with a smiley face to signify that they are important questions. When students finish asking questions, contribute additional questions to the list especially if important questions are missing. Tell students to listen carefully for the answers to their questions as the book is read aloud. Pause periodically to allow students to discuss answers to their questions. After reading the book, discuss with students ways in which people are alike and different.

Pause periodically to have students check which of their SQPL questions have been answered and to briefly discuss the answers. When the reading aloud concludes, ask students to return to the list of SPQL questions and check which ones may still need to be answered. Use the book or personal knowledge to supply answers.

Make a list of the different places and celebrations discussed in the book. Use Internet or library resources to help students find information on how children around the world celebrate various holidays and special events. Tell students that these celebrations are part of their culture and customs. Discuss how different places have different customs and ways of celebrating and how these have changed over time.

Then have students use a Venn diagram, a form of graphic organizer (view literacy strategy descriptions), to compare their cultural life to that of children around the world. What things do they have in common and what things are different?


**Activity 4: How Geography Shapes Culture (GLE: 2.1.4, 2.2.4, 2.2.5; CCSS: W.2.1, W.2.8)**

Materials List: pictures of community – buildings, shrines, recreational facilities, agricultural fields, transportation systems, agricultural structures, etc.

Begin this activity by exploring the cultural landscape of the community. This includes buildings, shrines, recreational facilities, economic and agricultural structures, crops and agricultural fields, transportation systems, and other physical things that are unique to the local community. Have students find or draw pictures of these features to form a collage on the board. Then discuss with students the different land features and how they contribute to the culture of their community. Discuss how people use the land and its effect on how they live. (Ex. bayous/waterways - seafood industry, farming, etc) Discuss how physical features often affect where people live and work. Then discuss how physical features also affect the foods we eat and the events and festivals we celebrate. Show students pictures of different foods and festivals that are part of their local culture. Have students create a paragraph describing their experiences with these foods and festivals and why they are part of our local culture. Allow students time to share their paragraphs with the class.
Activity 5: Timeline of Community Events (GLE: 2.1.1, 2.1.2, 2.2.6; CCSS: SL.2.4)

Materials List: large piece of chart paper, markers, magazines, newspapers, and Internet access

Place students into groups and have them use local magazines, newspapers, and the Internet to gather information about community and cultural events that take place in the local community today. Ask students to compile this information on a timeline to share with their classmates. Allow students time to share experiences with these events. Then discuss cultural events that took place in the community long ago and reasons why these events continued or are no longer celebrated.

Activity 6: Vegetation, Animal Life, and Our Culture (GLEs: 2.2.5, 2.2.8; CCSS: RI.2.4, W.2.8)

Materials List: Internet access, Vegetation and Animal Life BLM

Discuss with students how location and weather affect vegetation, animal life, and how people live. Place students in small groups and have them research vegetation and animal life found in the local community. Have each group construct a chart, a form of graphic organizer (view literacy strategy descriptions) to list the information they find. (See Vegetation and Animal Life BLM) Have students discuss the relationship between the vegetation, animal life, and the community’s culture. Discuss the foods, celebrations, and events that are affected by the vegetation and animal life found in the local community. Some local examples are the Crawfish Festival, Strawberry Festival, gumbo, and seafood, etc. Have students write a paragraph explaining how vegetation and animal life affect our cultural lifestyle. Then have students share their paragraphs with the class.

Activity 7: Alike—or Not? (GLEs: 2.1.2, 2.1.3, 2.1.4; CCSS: RI.2.6, W.2.1)

Materials List: All the Colors of the Earth by Sheila Hamanaka, All the Colors We Are by Katie Kissinger, World Map BLM, chart paper, and poster paper (optional)

Use the directed reading-thinking activity or DL-TA (view literacy strategy descriptions), which invites students to make predictions, and then check their predictions during and after the reading. Build background knowledge by showing students a map of the world with different countries labeled. (See World Map BLM) Then, lead a discussion that elicits information the students may already have about these countries and the children that live there.

Choose one of the following books or a similar book to read to the students: All the Colors of the Earth by Sheila Hamanaka or All the Colors We Are by Katie Kissinger. Discuss the title of the book and have students make predictions about the story. Write student predictions on the board or on chart paper. Then read the book, stopping occasionally to check students’
predictions and to revise predictions when necessary. Once the reading is completed, use student predictions as a discussion tool to help students understand the connection among children around the world. Discuss with the students how children around the world are alike and different.

Show students a map of the world (See BLM World Map) with different countries labeled on it. Have students tell in which direction each country is located from Louisiana. Have students predict what it would be like to be a second grader in another country.

Have students work in groups to locate specific information about different customs, important holidays, and ceremonies from the different countries on the BLM World Map. Have each group write down the information of the country researched. Once the research has been completed, have students prepare information on a poster or in some other form to share with other groups. Make sure that the information students have is accurate. Then have students compare the different customs, holidays, and ceremonies found to local customs, holidays, and ceremonies.

Discuss with students how holiday celebrations, customs, and ceremonies have changed over time both in Louisiana and around the world. Help students find information that show how these different customs and celebrations have changed over time. Focus on one or two different celebrations. (e.g., Christmas, New Year’ Day, Thanksgiving, Independence Day)

Internet resources:
Christmas Around the World
http://www.the-north-pole.com/around/
http://www.santas.net/aroundtheworld.htm
http://www.theholidayspot.com/christmas/worldxmas/
New Year’s Day over the Years
http://wilstar.com/holidays/newyear.htm
Around the World - http://teacher.scholastic.com/lessonrepro/k_2theme/world.htm

Activity 8: Stories and Legends Around the World (GLEs: 2.1.3, 2.1.4; CCSS: RI.2.9, W.2.7)

Materials List: Internet access (optional), books on Cinderella, maps, globes, learning logs

Tell students that different countries have stories and legends that are part of their culture. Discuss how these stories are alike and different from the stories and legends in the United States.

Tell the students the story of Cinderella. Discuss how it appears in many different cultures. Read and discuss the English version of Cinderella with students. Then choose another version of Cinderella from another country to share with students. One or more of the following books may be used:
• *The Turkey Girl* by Penny Pollock (Turkey)
• *Sootface* by Robert San Souci (Native American)
• *The Egyptian Cinderella* by Shirley Climo (Egypt)
• *The Irish Cinderlad* by Shirley Climo (Ireland)
• *The Little Glass Slipper* by Charles Perrault (France)
• *Yeh-Shen* by Ai-Ling Louie (China)
• *The Persian Cinderella* by Shirley Climo (Peru)
• *The Golden Sandal* by Rebecca Hickox (Iraq)
• *Donitila* by Jewell Reinhart Cobum (Mexico)
• *The Korean Cinderella* by Shirley Climo (North Korea)
• *The Gift of the Crocodile* by Judy Sierra (Indonesia)
• *Fair, Brown, and Trembling* by Jude Daly (Ireland)
• *Mufaro’s Beautiful Daughters* by John Steptoe (Africa)
• *The Way Meat Loves Salt* by Nina Jaffe (Israel)
• *Smoky Mountain Rose* by Alan Schroedea (United States)

Read aloud one or two different versions of *Cinderella*. Place students into small groups. Have students compare and contrast the events in each of the different versions of Cinderella, using a Venn diagram graphic organizer (view literacy strategy descriptions). Have each group exchange diagrams and read and interpret the information written. Then have students compare what they have written to what the other groups have written and share any information that is different.

Next, read examples of historical stories and legends that are set in recognizable places to students. Using maps and globes, have students find the locations where actions in the readings occur. Have them illustrate a figure in the story and write a summary of a historical story or legend in their learning log (view literacy strategy descriptions). Students may share their writings orally with the class.

Stories, Legends, and Folktales from Around the World -
http://www.unc.edu/~rwilkers/title.htm
Folklore, Myths, and Legends - http://www.ucalgary.ca/~dkBrown/storfolk.html
Stories/Myths/Legends from Around the World -
http://www.indigenouspeople.net/stories.htm

**Activity 9: National Holidays (GLEs: 2.1.1, 2.1.3, 2.1.4; CCSS: W.2.7, W.2.8)**

Materials List: National Holidays BLM, Internet (optional), learning log

Introduce the term *holiday*. Have students name examples of holidays they celebrate in the local community. (e.g., Mardi Gras, Valentine’s Day, Mother’s Day, etc.) Make a list on the board of the different holidays celebrated. Then introduce the term *national holiday*. Tell students that a national holiday is celebrated throughout the country.
Have students think about the times in their lives they have celebrated special holidays or events with their families. Have students bring photos or draw pictures of four or five of these events. Then have students create a personal timeline with their pictures. Students should write a brief description of the event under each picture and include their age at the time of the event.

Have students create a timeline showing the twelve months. (See the National Holidays BLM) Tell students to write national holidays on the timeline in the correct month in which they are celebrated. Include on the timeline, New Year’s Day, Martin Luther King’s Day, President’s Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, Christmas, and any other holiday celebrated in their local community. Help students identify people associated with each holiday and their achievements. Discuss the significance of each holiday to the country. Have students write about their favorite national holiday and why they enjoy it in their learning log (view literacy strategy descriptions).

Explain to students that, like this country, other countries celebrate various holidays. Some holidays are celebrated because of events that happened in the past. The Fourth of July celebrates our country’s birthday. This was the day we declared independence. Other countries also celebrate freedom and independence.

The following chart gives some examples:

<table>
<thead>
<tr>
<th>Country</th>
<th>Date of Independence</th>
<th>Date Celebrated</th>
<th>Name of Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>September 16, 1810</td>
<td>September 16</td>
<td>Independence Day</td>
</tr>
<tr>
<td>Canada</td>
<td>July 1, 1867</td>
<td>July 1</td>
<td>Canada Day</td>
</tr>
<tr>
<td>Italy</td>
<td>April 25, 1945</td>
<td>April 25</td>
<td>Liberation Day</td>
</tr>
<tr>
<td>Japan</td>
<td>May 3, 1947</td>
<td>May 3</td>
<td>Constitution Day</td>
</tr>
<tr>
<td>South Africa</td>
<td>April 27, 1994</td>
<td>April 27</td>
<td>Freedom Day</td>
</tr>
<tr>
<td>China</td>
<td>December 2, 1949</td>
<td>October 1</td>
<td>National Day</td>
</tr>
</tbody>
</table>

Have students choose one or two countries and find information on how Independence Day is celebrated. Students should compare how independence is celebrated in another country and to how it is celebrated in this country. Discuss how this celebration has changed with the passing of time.
Federal Holidays –
http://en.wikipedia.org/wiki/Federal_holidays_in_the_United_States
http://www.usa.gov/citizens/holidays.shtml
http://www.opm.gov/Operating_Status_Schedules/fedhol/index.asp

Sample Assessments

General Guidelines

- Documentation of student understanding is recommended to be in the form of portfolio assessment.
- Teacher observations and records as well as student-generated products may be included in the portfolio.
- All items should be dated and clearly labeled to effectively show student growth over time.

Activity-Specific Assessments

- **Activity 2**: Have students collect materials and make a collage or poster that represents some of the cultural elements present in the community. Assess the collage or poster using a teacher-created rubric. (See Cultural Elements Rubric BLM)

- **Activity 3**: Students will create a Venn Diagram comparing their culture to that of children around the world.

- **Activity 5**: Students work together to create a timeline. Assess cooperative learning using Cooperative Learning Rubric BLM