

Second Grade Social Studies Pacing Guide

Resources Revised: June 2017

Waynesboro Public Schools

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Important Pacing Guide Information:

This pacing guide reflects the History and Social Science Standards of Learning approved by the Virginia Board of Education, Fall 2015. All of these SOLs are to be assessed during the 2017-2018 school year.

Introduction

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education Fall 2015, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course, or prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally-designed curriculum. The curriculum framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of individuals whose study further the standards and clarify the concepts under investigation are found in the curriculum framework.

The format of the Curriculum Framework facilitates teacher planning by identifying important concepts, and essential understandings, knowledge, and skills. Together, those key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Essential Skills

The essential history and social science skills are outlined in standard 1 for each grade level or course. History and social science skills are a key component of understanding historical, geographical, political, and economic events or trends. They are tools used to increase student understanding of the history and social science curriculum. The development of these skills is also important in order for students to become better-informed citizens.

The structure of the Curriculum Framework for Standard 1 deviates slightly from that used for the other standards. Like the format for the other standards, the first column for Standard 1 contains “Essential Understandings.” However, the second column contains *examples* of how the skill may be applied in the classroom rather than a description of Essential Knowledge specific to the particular grade level or course. Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

The Essential Understandings column includes the fundamental background information necessary to acquire and apply the essential knowledge. Teachers should use these understandings as a basis for lesson planning, as they should help students develop a sense of context and why the essential knowledge is relevant to the overarching standard statement.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD 2.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- a) Identifying artifacts and primary and secondary sources to understand events in American history;**
- b) Using basic map skills to locate places on maps and globes to support an understanding of American history;**
- c) Using and creating graphs, diagrams, and pictures to determine characteristics of people, places, or events to support understanding of American history;**
- d) Asking appropriate questions to solve a problem;**
- e) Comparing and contrasting people, places, or events in American history;**
- f) Recognizing direct cause-and-effect relationships;**
- g) Making connections between past and present;**
- h) Using a decision-making model to make informed decisions;**
- i) Practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and**
- j) Defending positions orally and in writing, using content vocabulary.**

Citizenship, Communities, & Patriotism
SOL 2.12, 2.11, 2.13

Weeks 2-6

2.12 The student will understand that the people of the United States of America

- a) make contributions to their communities;
- b) vote in elections;
- c) are united as Americans by common principles; and
- d) have the individual rights to life, liberty, and the pursuit of happiness, as well as, equality under the law.

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|---|---|--|
| <p>The people of the United States contribute to their community by practicing the responsibilities of good citizens.</p> | <p>People contribute to their community by practicing the responsibilities of good citizens.</p> <p>Voters in the United States elect officials to make decisions for them in the national government.</p> <p>People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.</p> <p>The American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.</p> | <p>Essential Understandings from 2.1a: Identifying includes viewing and using information sources to draw conclusions.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created at the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Essential Understandings from 2.1c: Graphs, diagrams, and pictures help students develop an understanding of people, places, or events in American history.</p> <p>2.1c Experiences may include but are not limited to... Create a diagram of how people have made contributions to their communities over time.</p> <p>Essential Understandings from 2.1e: Comparing and contrasting examine similarities and differences among people, places, or events.</p> <p>Communities in the United States have different physical and cultural characteristics.</p> |

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

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

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|---|---|--|
| <p>A good citizen has a variety of responsibilities. A good citizen understands the needs for rules and laws.</p> | <p>Responsibilities of a good citizen</p> <ul style="list-style-type: none"> • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance • Practicing honesty and trustworthiness <p>Terms to know</p> <ul style="list-style-type: none"> • Rules: Guidelines for how people should act or behave • Laws: Important rules and laws written and carried out by government. <p>The purpose of rules and laws is to keep people safe and maintain order.</p> | <p>Essential Understanding from 2.1d: Asking a variety of questions takes learning further and deepens our understanding. Asking questions involves making observations about the world and framing them as inquiries to solve a problem.</p> <p>2.1d Experiences may include but are not limited to... Generate questions before voting to make class decisions. Generate questions about an artifact or image to determine its purpose, use, and time period.</p> <p>2.1f Experiences may include but are not limited to... Discuss how the traits of a good citizen affect classroom activities.</p> <p>Essential Understandings from 2.1i: Good citizens:</p> <ul style="list-style-type: none"> • Collaborate to achieve shared goals. • Compromise to reach an agreement. • Participate in classroom activities to demonstrate respect for rules. <p>People throughout United States history have collaborated and compromised to achieve common goals and be successful as good citizens.</p> <p>2.1i Experiences may include but are not limited to... Take part in the voting process to make classroom decisions. Work in groups to determine actions that can improve the school and community. Create illustrations of rules that show respecting and protecting the rights and property of others. Identify the good citizenship skills of selected individuals who had an impact on the lives of Americans and how these skills impacted the contributions they made. Identify how celebrating selected holidays is an example of practicing good citizenship skills.</p> <p>2.1j Experiences may include but are not limited to... Discuss the meaning of an individual’s right to life, liberty, the pursuit of happiness and equality under the law.</p> |

2.13 The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by

- a) explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and
- b) learning the words to and meaning of the Pledge of Allegiance.

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|---|--|--|
| <p>The United States has a national flag.</p> <p>The United States has a national pledge to the flag.</p> | <p>American Symbols</p> <ul style="list-style-type: none"> • American flag • Bald eagle • Washington Monument • Statue of Liberty <p>The United States has a national pledge to the flag.</p> <p>“I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”</p> | <p>2.1a Experiences may include but are not limited to...</p> <p>View images of American symbols (Washington Monument and the Statue of Liberty) from long ago and compare them to images of today.</p> |

| Resources and Activities | Resources and Activities | Benchmark Literacy |
|--|---|--|
| <p>Our World Near & Far “Our Lives” With reproducible and assessments Chapters 1 & 2</p> <p>United Streaming – How Communities Grow and Change</p> <p>U-tube-</p> <ul style="list-style-type: none"> • Communities Rules and Laws ▪ US symbols with Annie and Moby ▪ Symbols of the United States ▪ Good Citizenship in Community ▪ <p>Teachers pay Teacher</p> | <p>Reading A-Z.com City Places (E) City animals (E) All Kinds of Farms (E) Community Helpers (D) Community Workers (F) Places People Live (G) Police Officers (H) Colonial Life (L)</p> <p><u>The Town Mouse and County Mouse</u> <u>The Day the Monster Came to School</u> <u>George and Martha</u> <u>Little House</u>, by: Virginia Burton <u>A House is A House for Me</u> <u>My Great Aunt Arizona</u> <u>Going West</u>, by: Laura Ingalls Wilder</p> | <p>Benchmark Literacy: King’s Mapmaker – Unit 3 Life in the City – Unit 5 How did the City Grow – Unit 5 Enforcing Rules – Unit 5 The Neighborhood – Unit 6 Neighborhoods – Unit 6 (Anchor Chart) Star-Spangled Banner Story – Unit 8 (Reader’s Theater)</p> <p>Types of Communities – Unit 8 Communities Then and Now – Unit 8 Why Do We Have Rules – Unit 9 Kinds Make a Difference – Unit 10 (Anchor Chart) Flag Day – Unit 10 (Anchor Chart)</p> |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> American Symbols Freebie on Veteran's Day <p>American Symbols Powerpoint, By:dijobaker</p> <p>Sorts: Rules and Laws Good Citizen / Poor Citizen Good Citizen Choices / Sad Citizen Choices</p> <p>Books: Being a good Citizen, By Mary Smith What if Everybody Did That? By Ellen Javernick</p> <p>Brainpop Jr.</p> <ul style="list-style-type: none"> ■ Citizenship ■ Symbols | <p><u>Summertime in the Big Woods</u> <u>West by Covered Wagon</u> <u>When I Was Young in the Mountains</u> <u>Legends of the Poinsettia</u> <u>Merry Christmas Strega Nona</u> <u>Barbar and Father Christmas</u> <u>Cobweb Christmas</u> <u>My First Kwanzaa Book</u> <u>The Night Before Christmas</u> <u>My Hanukkah</u> <u>The Polar Express</u> <u>The Year of the Perfect Christmas Tree</u></p> <p>My grandparents (pdf at edhelper.com) Field Trip to the Frontier Culture Museum</p> | |
|---|--|--|

2.6 The student will develop map skills by using globes and maps of the world and the United States to locate

- a) the seven continents and the five oceans;**
- b) the equator, the Prime Meridian and the four hemispheres; and**
- c) major rivers, mountain ranges, lakes, and other physical features in the United States.**

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|--|---|--|
| <p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • Land: The solid surface of the Earth. • Continent: A large body of land on the Earth. • Equator: An imaginary line around the middle of the Earth that divides it into Northern and Southern Hemispheres. • Prime meridian: An imaginary line that divides the Earth into the Eastern and Western Hemispheres. • Hemisphere: Half of a sphere (globe); created by the prime meridian or the equator. <p>The seven continents</p> <ul style="list-style-type: none"> • North America, South America, Europe, Asia, Africa, Australia, and Antarctica <p>The five oceans</p> <ul style="list-style-type: none"> • The Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean <p>The four hemispheres</p> <ul style="list-style-type: none"> • Northern, Southern, Eastern, and Western <p>Selected rivers, mountain ranges, and lakes in the United States</p> <ul style="list-style-type: none"> • The James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes. | <p>2.1a Experiences may include but are not limited to... Display an early map of the United States and compare it to a current map of the United States.</p> <p>Essential Understandings from 2.1b: Maps help develop an awareness of where places are located in American history.</p> <p>Maps use directionality and symbols to identify or indicate a location.</p> <p>Geographic information obtained from maps supports an understanding of American history.</p> <p>Using simple maps develops an awareness of how places have changed from the past to the present in the United States.</p> <p>2.1b Experiences may include but are not limited to... Use information on a map to ask questions and draw conclusions about American history.</p> <p>Use a United States map to discuss map elements such as directionality, and symbols.</p> <p>Construct or label a simple map to show the location of select rivers, mountain ranges, and lakes in the United States.</p> <p>Use a map or globe to compare how people adapt to the environment to satisfy their wants.</p> |

| Resources and Activities | Resources and Activities | Benchmark Literacy |
|--|---|--------------------|
| <p>Our World Near and Far Reproducible and assessments Chapter 3</p> <p>Interactive Notebook Maps and Globes Let's Use A Map</p> | <p>Vocabulary A-Z.com - Search for terms to know in "Teacher Notes"</p> <p>U-tube:</p> <ul style="list-style-type: none"> • Geography Basics: Globes, Maps, Graphs • Maps and Globes: Maps and Their Use • Learn about Maps – Symbols, Map, Key, Compass rose. • Maps and Cardinal Directions • 7 Continents; Interesting facts for kids • The Earth's Hemispheres <p><u>We Need Directions</u> <u>Maps Old and New</u> <u>Map Scales (Time for Kids Readers)</u> <u>Looking at Maps and Globes (Time for Kids Readers)</u></p> <p>Trade Book: Me on the Map</p> <p>Paper Plate Map (Freebie on Pinterest)</p> | |

Holidays
SOL 2.5

Interspersed Among Weeks 10-20

2.5 The student will describe why United States citizens celebrate major holidays including

- a) Martin Luther King, Jr., Day;**
- b) George Washington Day (Presidents’ Day);**
- c) Memorial Day;**
- d) Independence Day (Fourth of July);**
- e) Labor Day;**
- f) Columbus Day;**
- g) Veterans Day: and**
- h) Thanksgiving Day.**

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|---|--|--|
| <p>United States citizens celebrate major holidays.</p> | <p>Selected Holidays</p> <ul style="list-style-type: none"> • Martin Luther King, Jr., Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. • George Washington Day (Presidents Day): This is a day when we honor all presidents of the United States, especially George Washington. It is observed in February. • Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May. • Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is observed on July 4th. • Labor Day: This is a day dedicated to appreciating the contributions of the working class and how they help build our country’s strength. It is the first Monday of September. • Columbus Day: This is a day to remember Christopher Columbus, who led the way for European exploration and colonization of the Americas. It is observed in October. • Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November. • Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians. It is observed in November. | <p>2.1e Experiences may include but are not limited to... Describe the similarities and differences between why we celebrate holidays in the United States such as Labor Day and Memorial Day.</p> <p>Create a graphic organizer to compare how holidays in the United States are celebrated.</p> <p>2.1g Experiences may include but are not limited to... Survey family members or school officials to determine how they celebrated different holidays when they were in elementary school.</p> |
| Resources and Activities | Resources and Activities | Benchmark Literacy |
| | | |

SOL 2.4

2.4 The student will describe how the contributions of selected individuals change the lives of Americans with emphasis on

- a) Christopher Columbus;
- b) Benjamin Franklin;
- c) Abraham Lincoln;
- d) George Washington Carver;
- e) Helen Keller;
- f) Thurgood Marshall;
- g) Rosa Parks;
- h) Jackie Robinson;
- i) Cesar Chavez; and
- j) Martin Luther King, Jr.

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|---|---|--|
| <p>Selected Individuals in the past made contributions that changed the lives of Americans.</p> | <p>Contributions of Selected Individuals</p> <ul style="list-style-type: none"> • Christopher Columbus: He led the way for European exploration and colonization for the Americas. • Benjamin Franklin: He proved that electricity was present in lightning through his kite experiment. He started the first library and the first volunteer fire department in America. • Abraham Lincoln: He was the President of the United States who helped to free African American slaves. • George Washington Carver: He was an African American who studied science and plants. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans. • Helen Keller: She overcame her disabilities and worked to help others who were blind and deaf. • Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court. • Rosa Parks: She was an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights. • Jackie Robinson: He was the first African American | <p>2.1c Experiences may include but are not limited to... Use images of historical figures in American history to sort by specified characteristics.</p> <p>2.1d Experiences may include but are not limited to... Ask questions before, during, and after reading about how the contributions of selected individuals impacted the lives of Americans.</p> <p>Examine choices made by influential people in United States history and ask, “Why did they make this choice?” and “Was it a good decision?”</p> <p>2.1e Experiences may include but are not limited to... Create a class Venn diagram to compare the lives of famous Americans.</p> <p>2.1f Experiences may include but are not limited to... Use a cause-and-effect or flow chart to show how selected famous Americans caused the present to be different from the past.</p> <p>2.1g Experiences may include but are not limited to... Compare selected famous Americans to identify common characteristics that helped them create change.</p> <p>Essential Understandings from 2.1j: Developing fluency in social studies vocabulary improves comprehension of verbal, written, and visual sources about United States history.</p> |

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| | <p>player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans.</p> <ul style="list-style-type: none"> • Cesar Chavez: He was a Mexican American who worked to improve conditions for farm workers. • Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches. | <p>Comprehending verbal, written, and visual sources involves using and interacting with a variety of sources.</p> <p>Defending positions using content vocabulary involves the application of vocabulary to make an argument.</p> <p>2.1j Experiences may include but are not limited to... Read a variety of texts about Rosa Parks, Jackie Robinson, Cesar Chavez, and Martin Luther King, Jr.. Explain how their contributions have changed the lives of Americans.</p> |
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| Resources and Activities | | Benchmark Literacy |
|--|---|---|
| <p>Our World Near and Far Chapter 8 Pages 78-92 U-tube:</p> <ul style="list-style-type: none"> • Abe Lincoln • Ben Franklin • Christopher Columbus • Helen Keller • Martin Luther King, Jr. As a Boy • I Have a Dream Speech Given by Dr. Martin Luther King, Jr. • The Miracle Worker <p>Easy Readers – Biographies</p> <ul style="list-style-type: none"> • Contributions of George Washington • Contributions of Abe Lincoln • Contributions of Susan B. Anthony • Contributions of Helen Keller • Contributions of Jackie Robinson • Contributions of Cesar Chavas • Contributions of Martin Luther King, Jr. <p>Brainpopjr:</p> <ul style="list-style-type: none"> • Helen Keller • Jackie Robinson • Abraham Lincoln • Cesar Chavez • Martin Luther King, Jr. • George Washington Carver • Rosa Parks • Christopher Columbus | <p><u>Books:</u></p> <ul style="list-style-type: none"> • <u>Abe Lincoln’s Hat</u> • <u>True Story of Pocahontas</u> • <u>Helen Keller: Woman of Courage</u> • <u>Teammates</u> • <u>Helen Keller</u> • <u>George Washington: Picture Book</u> • <u>Abe Lincoln: Picture Book</u> • <u>Martin’s Big Woods</u> • <u>My Dream of Martin Luther King, Jr.</u> <p>Barbara Spillman Lawson –</p> <ul style="list-style-type: none"> • George Washington • Abe Lincoln • Martin Luther King, Jr. • Helen Keller • Susan B. Anthony • Jackie Robinson <p>Reading A-Z</p> <ul style="list-style-type: none"> • Helen Keller (P) • Martin Luther King (S) • George Washington • Abe Lincoln (Z) • Thurgood Marshall • Abraham Lincoln • Cesar Chavez • Rosa Parks | <p>Benchmark Literacy The Bus Ride to Change – Unit 3 Four Faces of Rock – Unit 8</p> |

American Indians / Thanksgiving
SOL 2.3 and 2.7

Weeks 14 - 17

2.3The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on

- a) the Powhatan of the Eastern Woodlands;
- b) the Lakota of the Plains; and
- c) the Pueblo peoples of the Southwest.

| Essential Understandings | Essential Knowledge | From Standard 2.1 | | | | | | | | | | | | | | | | | | | | |
|---|--|---|-----------------------------|------------------------|-------------|----------------|-------------------|----------|---|-----------------------------|------------------------|--------|--------|---------|-------------------|---------------------|-----------|--------|--------------------------------|------------------|--------|---|
| <p>American Indian peoples have lived in Virginia and in other regions of America for thousands of years.</p> <p>American Indians developed different cultures because they lived in different environments of North America.</p> <p>American Indians have made contributions to life in America and continue to make contributions in the present day.</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • culture: The beliefs, customs, and way of life of a group of people • region: Places that have common (the same) characteristics • environment: Surroundings <p>Comparison of three American Indian cultures of the past</p> <table border="1" data-bbox="575 651 1360 1068"> <thead> <tr> <th>Region</th> <th>Indians</th> <th>Homes</th> <th>Occupations</th> <th>Transportation</th> </tr> </thead> <tbody> <tr> <td>Eastern Woodlands</td> <td>Powhatan</td> <td>Wood frame houses with bark/reed covering</td> <td>Fishermen, hunters, farmers</td> <td>Walked, paddled canoes</td> </tr> <tr> <td>Plains</td> <td>Lakota</td> <td>Teepees</td> <td>Hunters, horsemen</td> <td>Walked, used horses</td> </tr> <tr> <td>Southwest</td> <td>Pueblo</td> <td>Multi-story terraced buildings</td> <td>Farmers, hunters</td> <td>Walked</td> </tr> </tbody> </table> <p>Contributions of American Indians</p> <ul style="list-style-type: none"> • Arts (pottery, weaving, carving) • Knowledge of the environment • Respect for nature • Farming of corn and tobacco <p>Changes in American Indian cultures</p> <ul style="list-style-type: none"> • American Indian cultures have changed over time. • Today, American Indians live and work in Virginia and the United States. | Region | Indians | Homes | Occupations | Transportation | Eastern Woodlands | Powhatan | Wood frame houses with bark/reed covering | Fishermen, hunters, farmers | Walked, paddled canoes | Plains | Lakota | Teepees | Hunters, horsemen | Walked, used horses | Southwest | Pueblo | Multi-story terraced buildings | Farmers, hunters | Walked | <p>2.1c Experiences may include but are not limited to... Create a chart about American Indian cultures that includes pictures or descriptions of their land, resources, food, shelter, or clothing.</p> <p>2.1e Experiences may include but are not limited to... Create physical models that reflect the culture and geography of homes of American Indian cultures and describe how they are similar and different.</p> <p>2.1f Experiences may include but are not limited to... Use information about the location, climate, and physical surroundings of different American Indian cultures to discuss how each of these affected their homes, occupations, and transportation.</p> |
| Region | Indians | Homes | Occupations | Transportation | | | | | | | | | | | | | | | | | | |
| Eastern Woodlands | Powhatan | Wood frame houses with bark/reed covering | Fishermen, hunters, farmers | Walked, paddled canoes | | | | | | | | | | | | | | | | | | |
| Plains | Lakota | Teepees | Hunters, horsemen | Walked, used horses | | | | | | | | | | | | | | | | | | |
| Southwest | Pueblo | Multi-story terraced buildings | Farmers, hunters | Walked | | | | | | | | | | | | | | | | | | |

2.7 The student will locate and describe the relationship between the environment and culture of

- a) the Powhatan and the Eastern Woodlands;
- b) the Lakota and the Plains; and
- c) the Pueblo Indians of the Southwest.

| Essential Understandings | Essential Knowledge | | | From Standard 2.1 |
|--|---|--|-------------------------------------|--|
| In the past and present, American Indians respect and protect the environments that make up their homelands. | | Climate | Land | <p>2.1a Experiences may include but are not limited to... Use a picture of pottery to make observations, ask questions and draw conclusions about the life of the Powhatan, Lakota, and Pueblo people.</p> <p>2.1d Experiences may include but are not limited to... Use images of different locations in the United States to generate questions about problems the inhabitants faced.</p> <p>2.1g Experiences may include but are not limited to... Use books, images, and Web sites to compare American Indians from long ago and today.</p> |
| | Eastern Woodlands (Powhatan) | Mild winters, hot, humid summers | Rivers, hills, mountains, coastland | |
| | Plains (Lakota) | Hot summers, harsh, cold winters | Plains, prairies, rolling hills | |
| | Southwest (Pueblo people) | Hot days, cold nights, little rainfall | High flatlands | |
| | <p>Ways people related to their environment</p> <ul style="list-style-type: none"> • The Powhatan farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food. • The Lakota moved around the region to hunt for buffalo. They later used horses for transportation. • The Pueblo people farmed the land. They lived in villages in houses made of adobe (clay). | | | |

Resources and Activities **Benchmark Literacy**

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|---|--|--|
| <p>Our World Near and Far Reproducible and Assessments Chapter 4 pages 39 – 43 and 55 – 73</p> <p>Barbara Spillman Books: Powhatan Indians of the Eastern Woodland Sioux Indians of the Great Plains Pueblo Indians of the Southwest</p> <p>U-tube:</p> <ul style="list-style-type: none"> • Native Americans: American Heritage • People of the Plains • People of the Forest • People of the Desert • Eastern Woodlands • Life of the Sioux Tribe | <p>Reading A-Z.com The Buffalo Hung (N) Totem Poles (N) Native Americans of Great Plains (Z)</p> <p><u>Granny and the Indians</u> <u>True Story of Pocahontas</u> <u>Little Hawks New Name</u> (K) <u>Indian Paintbrush</u> (O) <u>Legend of the Blue Bonnet</u> (O) <u>If You Lived with the Sioux Indians</u> <u>Pilgrim Adventure</u> <u>Rain Player</u> <u>Nannabah’s Friend</u> <u>The Indian in the Cupboard</u> <u>Cactus Hotel</u></p> | <p>Benchmark Literacy: Sacajawea – Unit 5 Cry out Liberty, Sarah Winnemucca, Indian Princess - Unit 6 (Reader’s Theater)</p> |
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| <ul style="list-style-type: none"> • Reading Rainbow, Legend of the Indian Paintbrush; By Tomie DePaola <p>Teacher Pay Teacher</p> <ul style="list-style-type: none"> • American Indian Study Guide and Assessment; By, Thomas Applegate • Powerpoint –Sioux and the Buffalo By, Amanda Ergenbright | <p>Field trip to Natural Bridge Field trip to Frontier Culture Museum (Eastern Woodland)</p> <p>Brainpop Jr. Pueblo Indians, Cherokee, Iroquis</p> <p>Paper Powhatan Pop Up Activity- http://flamingofabulous.blogspot.com/2011/12/paper-powhatan-pop-up-village.html</p> <p>Brown Paper Bag Buffalo Hides Activity- https://vsymtm.wordpress.com/ccategory/vsy-class-projects/native-american-art/</p> | |
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**Developments
SOL 2.2**

Weeks 18-20

2.2The student will demonstrate knowledge of the United States by describing important developments and innovations in United States history including communication and transportation.

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|--|--|---|
| <p>Innovations in the methods of communication and modes of transportation have changed the way that people live and work.</p> <p>Communities change over time for a variety of reasons.</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • Community: A place where people live, work, and play • Innovation: Something new or different • Communication: A way of sending information to people • Transportation: A way of moving people and things from one place to another • Population: The number of people living in a community <p>Over time in United States history, important developments and innovations in communication and transportation occurred.</p> <p>The way people live today is different from the way people lived long ago.</p> <p>New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.</p> <p>Communication systems over time in United States history include:</p> <ul style="list-style-type: none"> • Telegraph, Telephone, Radio, Television, Cell phone, Internet <p>Transportation systems over time in United States history include:</p> <ul style="list-style-type: none"> • Horses, Covered Wagons, Steamboats, Railroad, Automobiles, Airplanes | <p>2.1a Experiences may include but are not limited to... Use images of communication and/or transportation to describe important developments and innovations in United States history.</p> <p>2.1c Experiences may include but are not limited to... Use a Venn diagram to organize information about transportation in the past and the present. Create a class Venn diagram to compare the information gathered.</p> <p>2.1f Experiences may include but are not limited to... Create a flow chart to show how types of communication and transportation developed over time (letters, telegraph, telephone, cell phone). Discuss how each invention built upon what came before.</p> <p>Essential Understandings from 2.1g: Everyday life in the United States today is different from everyday life long ago.</p> <p>People, events, and developments have brought changes to the United States.</p> <p>2.1g Experiences may include but are not limited to... Create or read a story where students predict how life in the United States today would be different without technology such as the Internet, cell phones, and computers.</p> <p>Create a flow chart to show how types of communication developed over time (letters -> telegraph -> telephone -> cell phone).</p> |
| Resources and Activities | | Benchmark Literacy |
| | | |

Economics
SOL 2.8, 2.9, & 2.10

Weeks 21-23

2.8The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|---|--|--|
| <p>The three main types of resources are natural, human, and capital.</p> | <p>Terms to know</p> <ul style="list-style-type: none"> natural resources: Materials that come directly from nature human resources: People working to produce goods and services capital resources: Goods made by people and used to produce other goods and services <p>Examples of resources</p> <ul style="list-style-type: none"> Natural: Water, soil, wood, coal Human: Farmers, miners, builders, painters Capital: Hammers, computers, trucks, lawn mowers, factory buildings | <p>2.1a Experiences may include but are not limited to... Display pictures of people working in the past and present. Ask questions about how jobs and resources have changed over time.</p> <p>2.1c Experiences may include but are not limited to... Gather information about natural, human, and capital resources used during a school day. Create a class graph to determine which type of resource was used most often.</p> <p>2.1j Experiences may include but are not limited to... View images of workers across the United States. Explain how people in the past and present made economic choices because resources, goods, and services were scarce.</p> |

2.9The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|---|--|---|
| <p>People acquire goods and services through barter or through the exchange of money.</p> | <p>Terms to know</p> <ul style="list-style-type: none"> barter: The exchange of goods and services without the use of money money: Coins, paper bills, and checks used in exchange for goods and services | <p>2.1g Experiences may include but are not limited to... Create or gather images that illustrate acts of bartering. Create or gather images of using money to make purchases. Discuss the similarities and differences between bartering and using money.</p> |

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

| Essential Understandings | Essential Knowledge | From Standard 2.1 |
|--|---|---|
| <p>People are both producers and consumers.</p> <p>People must make economic choices because resources are limited (scarcity).</p> | <p>Terms to know</p> <ul style="list-style-type: none"> scarcity: Not being able to meet all wants at the same time because resources are limited consumer: A person who | <p>2.1f Experiences may include but are not limited to... Draw pictures to show how limited resources affect people’s choices about producing and consuming goods and services.</p> <p>Essential Understandings from 2.1h: Choices involve getting more of one thing by giving up something else. All decisions involve costs and benefits.</p> |

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| | <p>uses goods and services</p> <ul style="list-style-type: none"> • producer: A person who uses resources to make goods and/or provide services <p>People must make economic choices because resources and goods and services are scarce (limited).</p> | <p>A cost is what you give up when you decide to do something.</p> <p>A benefit is what satisfies what your wants.</p> <p>Students make better choices when they consider the costs and benefits of their decisions.</p> <p>Decision-making models are used to make decisions for the future and to better understand the decisions people made in the past.</p> <p>2.1h Experiences may include but are not limited to...</p> <p>Use a decision-making model to discuss the costs and benefits of the following:</p> <ul style="list-style-type: none"> • Discuss decisions made by characters in children’s literature. • Decide which continent they would like to visit. • Create a proposed action to improve the school or community. <p>Create a product and participate in a market place simulation.</p> <table border="1" data-bbox="945 597 1600 763"> <tr> <td colspan="2">Decision to be made:</td> </tr> <tr> <td>Benefits</td> <td>Costs</td> </tr> <tr> <td></td> <td></td> </tr> </table> | Decision to be made: | | Benefits | Costs | | |
| Decision to be made: | | | | | | | | |
| Benefits | Costs | | | | | | | |
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| Resources and Activities | | Benchmark Literacy |
|---|--|--------------------|
| <p>Our World Near and Far</p> <p>Five Ponds</p> <p>Reproducible and assessments</p> <p>Unit 9 pages 158-171</p> <p>U-tube</p> <ul style="list-style-type: none"> • Money Kids • Understanding Economics • How a crayon is made <p>Barbara Spillman Lawson –</p> <ul style="list-style-type: none"> • Money and Me <p>Reading A-Z.com</p> <p>Needs and Wants (F)</p> <p>The Story of Jeans (M)</p> <p>Money in the USA (T)</p> <p>All About Chocolate (U)</p> <p>Money, Money, Money (X)</p> <p>Field trip to Discovery Museum</p> | <p>Vocabulary A-Z.com</p> <p><u>Why Money Was Invented</u></p> <p><u>All About Money</u></p> <p><u>A Chair for my Mother</u></p> <p><u>If You Made a Million</u></p> <p><u>Ben’s First Savings Account</u></p> <p><u>From Tree to Paper</u></p> <p><u>Milk Makers</u>, by: Gail Gibbons</p> <p><u>When Benny Spends His Pennies</u></p> <p><u>Bernstein Bears’ Trouble With Money</u></p> <p><u>One Fine Day</u></p> <p><u>A House for Hermit Crab</u></p> <p><u>The Three Little Pigs</u></p> <p><u>The Giving Tree</u></p> <p><u>Charles Needs a Cloak</u></p> <p><u>The Three Little Wolves and the Big Bad Pig</u></p> <p><u>The Lorax</u></p> | |