

**GEOGRAPHY**

**These are options for teaching the standards and are not mandated by the district. You are free to choose the activities you wish.**

2.13	<p><b>Compare how maps and globes depict geographical information in different ways.</b>  <a href="http://www.eduplace.com/geonet/index.html">http://www.eduplace.com/geonet/index.html</a>  <a href="http://scottbryce.com/us_geo/cgi-bin/states_quiz.pl">http://scottbryce.com/us_geo/cgi-bin/states_quiz.pl</a>            Compare and contrast maps and globes using a Venn Diagram            Readworks- Finding Places on a Map- See attachments</p>
2.14	<p><b>Construct a globe depicting the four hemispheres, seven continents, and five oceans using the equator and prime meridian.</b>  <a href="#">Create a Tennis Ball Globe</a>            How are the equator and prime meridian used to help determine location? (in relationship to hemispheres)            Construct a globe (can be 3 dimensional, such as using a pumpkin, ball, or paper mache). Have students label the continents, oceans, hemispheres, prime meridian, and equator.</p>
2.15	<p><b>Create a map depicting the current boundaries of the United States, Canada, and Mexico and recognize they are part of the North American continent.</b>  <a href="http://www.yourchildlearns.com/make-your-own-usa.html">http://www.yourchildlearns.com/make-your-own-usa.html</a>            Create a map of your community including your house, school, and any important details in your community. Also include a compass rose and a map key.            Draw a map of the school campus. Provide students with a list of locations they must include on their map such as: cafeteria, library, restrooms, office, playground, art room, music room, gym, etc.            What forms the boundaries of the United States?            Where is the United States in relation to the rest of the world?            How do our boundaries and location impact our country?</p>
2.16	<p><b>Utilize legends, cardinal directions, and grids to determine locations on different types of maps</b>  <a href="http://my.ilstu.edu/~jabraun/students/mathis/legendslink.htm">http://my.ilstu.edu/~jabraun/students/mathis/legendslink.htm</a>  <a href="http://www.compassdude.com/map-symbols.shtml">http://www.compassdude.com/map-symbols.shtml</a>            How are legends, cardinal directions, and grids used to help determine locations in our world?            Label the walls with the cardinal and intermediate directions.</p>
2.17	<p><b>Locate major cities, bodies of water, mountain ranges and rivers in the United States</b>            · Cities: Chattanooga, Knoxville, Los Angeles, Memphis, Miami, Nashville, New Orleans, New York City, Seattle, St. Louis, Washington D.C.            · Bodies of Water: Great Lakes, Gulf of Mexico, Atlantic and Pacific Oceans            · Rivers: Colorado, Cumberland, Mississippi, Tennessee and Ohio            · Mountain Ranges: Alaska Range, Appalachian, Rockies  <a href="http://www.educationworld.com/a_lesson/02/lp278-02.shtml">http://www.educationworld.com/a_lesson/02/lp278-02.shtml</a>  <a href="http://scottbryce.com/us_geo/cgi-bin/states_quiz.pl">http://scottbryce.com/us_geo/cgi-bin/states_quiz.pl</a>  <a href="http://scottbryce.com/us_geo/cgi-bin/city_quiz.pl">http://scottbryce.com/us_geo/cgi-bin/city_quiz.pl</a>  <a href="http://scottbryce.com/us_geo/cgi-bin/water_quiz.pl">http://scottbryce.com/us_geo/cgi-bin/water_quiz.pl</a>  <a href="http://scottbryce.com/us_geo/quiz.html">http://scottbryce.com/us_geo/quiz.html</a>            What major landforms are found in the United States?            How do those landforms influence the way people live?            How do the various landforms compare in physical features?            How do landforms impact the way people in that area live?</p>
2.18	<p>Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.</p>

	<p><a href="http://www.mapsofworld.com/physical-map/usa-physical-map.html">http://www.mapsofworld.com/physical-map/usa-physical-map.html</a>  <a href="http://www.geog.nau.edu/courses/alew/gsp220/text/chapters/ch8.html">http://www.geog.nau.edu/courses/alew/gsp220/text/chapters/ch8.html</a>  <a href="http://www.worldatlas.com/webimage/countrys/namerica/usstates/usland.htm">http://www.worldatlas.com/webimage/countrys/namerica/usstates/usland.htm</a></p> <p>What are the major regions found in the United States?  How do they compare in their climate, physical features, and population?</p>
2.19	<p><b>Compare and contrast the regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest) in terms of climate, physical features, and population.</b></p> <p>Northeast  <a href="http://school.discoveryeducation.com/lessonplans/programs/geo_northeast/">http://school.discoveryeducation.com/lessonplans/programs/geo_northeast/</a>  <a href="http://cg043.k12.sd.us/regions%20of%20the%20US%20webquest/northeast_region.htm">http://cg043.k12.sd.us/regions%20of%20the%20US%20webquest/northeast_region.htm</a></p> <p>Southeast  <a href="http://www.gdi-solutions.com/areas/maps/region/maps_us_southeast_region_fl.htm">http://www.gdi-solutions.com/areas/maps/region/maps_us_southeast_region_fl.htm</a>  <a href="http://www.tripinfo.com/maps/Southeast.htm">http://www.tripinfo.com/maps/Southeast.htm</a>  <a href="http://school.discoveryeducation.com/lessonplans/programs/geo_south/">http://school.discoveryeducation.com/lessonplans/programs/geo_south/</a></p> <p>Great Plains  <a href="http://en.wikipedia.org/wiki/Great_Plains">http://en.wikipedia.org/wiki/Great_Plains</a>  <a href="http://www.geog.nau.edu/courses/alew/gsp220/text/chapters/ch8.html">http://www.geog.nau.edu/courses/alew/gsp220/text/chapters/ch8.html</a>  <a href="http://www.sheppardsoftware.com/usaweb/factfile/Unique-facts-USA4.htm">http://www.sheppardsoftware.com/usaweb/factfile/Unique-facts-USA4.htm</a>  <a href="http://www.unl.edu/plains/about/map.shtml">http://www.unl.edu/plains/about/map.shtml</a></p> <p>Southwest  <a href="http://www.americansouthwest.net/map.html">http://www.americansouthwest.net/map.html</a>  <a href="http://wikitravel.org/en/Southwest_%28United_States_of_America%29">http://wikitravel.org/en/Southwest_%28United_States_of_America%29</a>  <a href="https://www.teachervision.com/maps/printable/49043.html">https://www.teachervision.com/maps/printable/49043.html</a></p> <p>Pacific Northwest  <a href="http://en.wikipedia.org/wiki/Pacific_Northwest">http://en.wikipedia.org/wiki/Pacific_Northwest</a>  <a href="http://www.metskers.com/22192/Pacific-Northwest-Maps.html">http://www.metskers.com/22192/Pacific-Northwest-Maps.html</a></p> <p>How do the regions of the United States vary?  How do the regions compare/contrast with each other?  Create a poster illustrating 5 important details about a city in Tennessee. (landforms, natural resources, population, climate, major industries)</p>
2.20	<p><b>Analyze the differences in natural resources in the three Grand Divisions of Tennessee and make connections to the major industries that are found in each.</b></p> <p>How are the Three Grand Divisions of Tennessee divided?  What resources are available in each division of Tennessee?  How do the natural resources available impact/influence the major industries found in each region?  Create a model of Tennessee and label the Three Grand Divisions. Label the 4 major cities in Tennessee, major landforms, natural resources, and major industries found in each.  Create a Three Column Chart to compare the Three Grand Divisions of Tennessee.  Create a poster of natural resources found in Tennessee and describe how each resource is used.  Assign each group a group of states. They should create drawings, posters and write paragraphs on each group of states. <b>Hold a presentation event.</b></p>

Vocabulary	map, globe, compass rose, cardinal and intermediate directions, equator, prime meridian, symbol, hemisphere, continent, ocean, grid, region, natural resource, conservation, environment, agriculture, industry
Literature	<i>V is for Volunteer</i> by Michael Shoulders

	<i>Count on Us</i> by Michael Shoulders
Informational Text	Readworks - <i>A Grand Old Canyon, Finding Places on a Map, Making a Map</i> (in attachments) <i>Geography from A to Z: A Picture Glossary</i> by Jack Knowlton <i>There's a Map on My Lap</i> by Tish Rabe <i>Me on the Map</i> by Joan Sweeny <i>Maps and Globes</i> by Jack Knowlton <i>What is a Map?</i> by Jennifer M. Besel
Writing	Write about what life would be like to live in a different region of the United States. Create a map of an island. Have students use various landforms and physical features. Be sure to include a map key, compass rose, and a title (ex. Gilligan's Island). Have students write a narrative about life on the island.
Research	With support, conduct research about a specific region of the United States. Look at the land and water features, population, major cities, natural resources, major industries, etc.
Assessment Task	Construct a map of North America. Label the boundaries of the United States, Canada, and Mexico. Create a flipbook to illustrate, give an example of, and define each landform. Construct a map of the United States. Label major cities, mountain ranges, and bodies of water. (See standard 2.17 for examples) Identify and label the major regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest). Divide students into groups for each region. Have them create posters to describe the population, climate, and landforms of their region. (Students can use almanacs from the school library as a resource if available)
<b>Standards</b>	
Reading Standards for Informational Text	<b>RI 2.1</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understandings of key details in a text. <b>RI2.7</b> Explain how specific images contribute to and clarify a text.
Writing	<b>W 2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a clear sense of closure. <b>W2.7</b> Participate in share research and writing projects (e.g. read a number of books on a single topic to produce a report.)

### Attachments

Maps	<a href="http://www.ipl.org/div/cquest/northamerica/northamerica.html">http://www.ipl.org/div/cquest/northamerica/northamerica.html</a> <a href="http://www.yourchildlearns.com/geography.htm">http://www.yourchildlearns.com/geography.htm</a> <a href="http://www.mapsofworld.com/physical-map/usa-physical-map.html">http://www.mapsofworld.com/physical-map/usa-physical-map.html</a> <a href="http://www.sheppardsoftware.com/World_Continents.htm">http://www.sheppardsoftware.com/World_Continents.htm</a> <a href="http://geography.about.com/">http://geography.about.com/</a>
Additional Links	<a href="#">TN History for Kids – Basic Geography</a> <a href="#">TN History for Kids – Grand Divisions</a> <a href="#">Tennessee Weebly – Natural Resources</a>

Notes:

## Economics

**These are options for teaching the standards and are not mandated by the district. You are free to choose the activities you wish.**

**Suggested Sequence of Instruction:**

1. Needs and Wants
2. Goods and Services
3. Producers and Consumers
4. Supply and Demand
5. Import and Export/International Markets
6. Money and Budgets

**2.7 Compare and contrast authors' main points in texts examining different types of producers and consumers in the community and larger United States.**

What are producers?

What are consumers?

How do they affect our economy?

**Producers and Consumers**

<http://financeintheclassroom.org/>

Producing and Consuming

How People Make Things

List Objectives, Instructional Procedures, Extensions, Assessment Plans)

"How Do We Get Our Stuff?"-Types of Resources, Producers and Consumers

(Unit Overview, Assessments, Standards)-Activities 1-5

[econedlink.org](http://econedlink.org)

Barter, Exchange-Skits

[helpteaching.com](http://helpteaching.com)

Assessments

[moneyinstructor.com](http://moneyinstructor.com)

Budgeting, consumer spending, saving

**Needs and Wants:**

[vrml.k12.la.us](http://vrml.k12.la.us)

[pbskids.org](http://pbskids.org)

[socialstudiesforkids.com](http://socialstudiesforkids.com)

[pbslearningmedia.org](http://pbslearningmedia.org)

[educators.brainpop.com](http://educators.brainpop.com)

[learningtogive.org](http://learningtogive.org)

[teachervision.com](http://teachervision.com)

[weareteachers.com](http://weareteachers.com)

<http://www.econedlink.org/lessons/index.php?lid=457&type=educator>

<http://www.moneyinstructor.com/elementary.asp>

Compare and contrast producers and consumers in the United States (relate to goods and services).

**2.8 Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major United States products and industries.**

<http://williamcwood.com/econed/links-to-lessons/elementary/>

	What major products and industries are found in the US? Where are they located? What influences their location?
2.9	<p><b>Create a graphic organizer or concept map that describes how supply and demand influences production.</b></p> <p>How does supply and demand influence production?</p> <p><a href="http://www.studyzone.org/testprep/ss5/b/ecosanddl.cfm">http://www.studyzone.org/testprep/ss5/b/ecosanddl.cfm</a></p> <p><a href="http://www.totally3rdgrade.com/lesson_plan_supply_demand.html">http://www.totally3rdgrade.com/lesson_plan_supply_demand.html</a></p> <p>Supply and Demand- <a href="http://www.socialstudiesforkids.com/articles/economics/supplyanddemand1.htm">http://www.socialstudiesforkids.com/articles/economics/supplyanddemand1.htm</a></p>
2.10	<p><b>Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.</b></p> <p>How does supply and demand influence production?</p> <p>What products are imported and exported to meet the needs of US citizens?</p> <p>How are these products imported and exported?</p> <p><b>Needs and Wants:</b></p> <p><a href="http://vtml.k12.la.us">vtml.k12.la.us</a></p> <p><a href="http://pbskids.org">pbskids.org</a></p> <p><a href="http://socialstudiesforkids.com">socialstudiesforkids.com</a></p> <p><a href="http://pbslearningmedia.org">pbslearningmedia.org</a></p> <p><a href="http://educators.brainpop.com">educators.brainpop.com</a></p> <p><a href="http://learningtogive.org">learningtogive.org</a></p> <p><a href="http://teachervision.com">teachervision.com</a></p> <p><a href="http://weareteachers.com">weareteachers.com</a></p> <p><b>Imports and Exports</b></p> <p><a href="http://internetfortheclassroom.com/grade_level_help/economics_second_2nd_grade_social_studies.htm">internetfortheclassroom.com/grade_level_help/economics_second_2nd_grade_social_studies.htm</a></p> <p><a href="http://classroom.jc-schools.net/SS-units/economics.htm#Second_">classroom.jc-schools.net/SS-units/economics.htm#Second_</a></p>
2.11	<p><b>Write an opinion piece (supplying reasons that support the opinion, using linking words to connect opinion and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service.</b></p> <p>What is an advertisement?</p> <p>How are various types of advertisements used to sell goods and services?</p>
2.12	<p><b>Describe the purpose of a budget and create a simple budget using money to buy goods and services.</b></p> <p><a href="https://kids.usa.gov/grown-ups/lesson-plans/money/index.shtml">https://kids.usa.gov/grown-ups/lesson-plans/money/index.shtml</a></p> <p><a href="https://www.practicalmoneyskills.com/foreducators/lesson_plans/young.php">https://www.practicalmoneyskills.com/foreducators/lesson_plans/young.php</a></p> <p>What is a budget and how are budgets used?</p>

Vocabulary	producer, consumer, specialize, agriculture, supply, demand, manufacture, factory, jobs, goods, services, import, export, advertisement, wants, needs, income, budget, bank, spend, save, share.
Literature	Read <i>Alexander Who Used to Be Rich Last Sunday</i> by Judith Viorst. Have the students talk about what Alexander did with his money and discuss what they would do with their income (spend, share, save). Students will create a budget for \$10.00.
Informational Text	Readworks - <i>What is a Budget? What is Trade?, Buying a New Car, Money Matters</i> (see attachment) <i>From Cotton to T-Shirt</i> by Robin Nelson <i>From Wax to Crayon</i> by Robin Nelson <i>We Keep A Store</i> by Anne Shelby <i>Oranges</i> by Zack Rogow

	<p><i>How Are Sneakers Made?</i> by Henry Hornenstein  Readworks Texts (See attachments)  Money Matters What is Trade?  Buying a New Car  What is a budget</p>
Writing	Students will look through advertisements (from junk mail, online, or the Sunday paper). Students will write an opinion piece evaluating the advertisement
Assessment Task	<p>Read <i>How Are Sneakers Made?</i> by Henry Hornenstein (alternative stories: <i>From Cotton to T- Shirt</i> by Robin Nelson, or <i>From Wax to Crayon</i> by Robin Nelson), and create an accordion book or graphic organizer to explain the steps of manufacturing.</p> <p>Create a three column chart with the headings: producer, consumer, specialized worker. Make a list with examples of each.</p> <p>Create a three tab flipbook and label the tabs natural resources, human resources, and capital resources. Have the students explain examples of each. Have the students talk in collaborative groups about what would happen if one of the resources was not available for production</p> <p>Create a discussion about a toy or candy the students are interested in. Ask them about what happens when a newer version comes out. What happens to the cost of the old toy? What is the cost of the new toy compared to the old one? What happens to the cost if there are not enough on the shelf? or if there are too many on the shelf? Create a concept map to show how supply and demand influences how much of that product is made</p>
<b>Standards</b>	
Reading Standards for Informational Text	<p><b>RI.2.1</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understandings of key details in a text.</p> <p><b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI.2.7</b> Explain how specific images contribute to and clarify a text.</p>
Writing	<b>W2.1</b> 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.
Speaking and Listening	<p><b>SL2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

<b>Attachments</b>	
Maps	<p><a href="http://www.jpl.org/div/cquest/northamerica/northamerica.html">http://www.jpl.org/div/cquest/northamerica/northamerica.html</a></p> <p><a href="http://www.yourchildlearns.com/geography.htm">http://www.yourchildlearns.com/geography.htm</a></p> <p><a href="http://www.mapsofworld.com/physical-map/usa-physical-map.html">http://www.mapsofworld.com/physical-map/usa-physical-map.html</a></p> <p><a href="http://www.sheppardsoftware.com/World_Continents.htm">http://www.sheppardsoftware.com/World_Continents.htm</a></p> <p><a href="http://geography.about.com/">http://geography.about.com/</a></p>
Additional Links	<p><a href="http://education.ky.gov/curriculum/conpro/socstud/Documents/2nd_Grade-CCD.pdf">education.ky.gov/curriculum/conpro/socstud/Documents/2nd_Grade-CCD.pdf</a></p> <p><a href="http://www.econedlink.org">Producers/Consumers Lesson</a> from <a href="http://www.econedlink.org">www.econedlink.org</a></p>

**Culture**

**These are options for teaching the standards and are not mandated by the district. You are free to choose the activities you wish.**

**2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.**

- <http://www.livescience.com/28945-american-culture.html>
- <http://education.byu.edu/diversity/culture.html>
- <http://www.everyculture.com/To-Z/United-States-of-America.html>
- <http://tennesseencyclopedia.net/>

Readworks - Heading West: Learn About a Pioneer's Life  
 What is the importance of learning about other diverse cultures, customs, and traditions?  
 What other cultures are found in the United States? How are they alike and different?  
 What common characteristics do these cultures share?  
 Students will compare similarities and differences in family traditions, holidays, and customs.

**2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.**

- <http://www.tennessee.gov/tsla/exhibits/myth/nativeamericans.htm>
- <http://www.ilhawaii.net/~stony/loreindx.html>
- <http://www.indianlegend.com/>
- <http://mcclungmuseum.utk.edu/exhibits/chokecherry/>
- <http://www.scholastic.com/teachers/lesson-plan/giving-thanks-1621-harvest-feast-lesson-plan>

ReadWorks- I Am a Native American, Heading West, We're going to a Pow-Wow (See attachments)  
 Which American Indian cultures are native to Tennessee?  
 Which legends come from tribes both in Tennessee and throughout the United States?  
 How does the American Indians' central message, lesson or culture reflect the region in which they lived?  
 What was life like for the first settlers to Tennessee?  
 How did they travel here?

**2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.** (See Cultures above)

Dear Primo- Unit 4 in Basal

**2.4 Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts and definitions to develop points, and providing a concluding statement.** (See Cultures above)

**2.5 Create audio recordings, adding drawings or other visual displays, to explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry.**

**2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe in grade level texts that explore the early cultures of Tennessee.**

- <http://www.tennesseehistory.com/class/TNCLASSRM.htm>

Vocabulary	American Indian, culture, ancestors, treaty, tepee, chief, reservation, tribe, buffalo, canoe, history, settlers, traditions, folktales, honor, patriotic, Battle, customs, culture, traditions, heritage, holidays, ancestors, community, neighborhood
Literature	Dear Primo- Unit 4 in Basal
Informational Text	Readworks - Heading West: Learn About a Pioneer's Life, I Am a Native American, We're going to a Pow-Wow (See attachments) <i>Molly's Pilgrim</i> by Barbara Cohen <i>Coming to America</i> by Betsey Maestro

	<p><i>Christmas Around the World</i> by M. Lankford  <i>Be My Neighbor</i> by M. Ivanko  <i>Davy Crockett</i> by Andrea P. Smith</p>
Video	<p>Reading Rainbow - Bread is for Eating -  The Lotus Seed  Watch The Stars Come Out  Mrs. Katz. and Tush  Tar Beach  Mama Don't Allow</p>
Writing	<p>Have students write an expository paragraph about a specific culture found in the United States. The paragraph must introduce the topic, use facts and definitions, and include a closure.  Students will select a culture they learned about in class. They will write a narrative about one special tradition or holiday. Students will create a graphic organizer to help them organize their writing.</p>
Research	<p>Students will participate in shared research to compare and contrast a cultures represented in the United States.  Students will be assigned an Indian tribe to research. Students will find out about their culture, how they lived, dwellings they lived in, clothing they wore, hunting, and stories they told.</p>
Assessment Task	<p>Students have collaborative conversations about various cultures in the United States. Some guiding questions can include: What are some important holidays/traditions? How do they celebrate these holidays? What do they have in common with my own holidays/traditions?</p>
<b>Standards</b>	
Reading Standards for Informational Text	<p><b>RI.2.1</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understandings of key details in a text.  <b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  <b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  <b>RI.2.6.</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  <b>RI2.7</b> Explain how specific images contribute to and clarify a text.</p>
Writing	<p><b>W 2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  <b>W 2.3</b> Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a clear sense of closure.  <b>W2.7</b> Participate in share research and writing projects (e.g. read a number of books on a single topic to produce a report.  <b>W2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
Speaking and Listening	<p><b>SL2.1</b> 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.  <b>SL2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  <b>SL2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>

**History**

**These are options for teaching the standards and are not mandated by the district. You are free to choose the activities you wish.**

**Overarching Achievement**

- Students will understand, utilize, and create timelines in order to better understand state and national history.
- Students will be able to identify historically significant people who are multi-culturally significant.

*Throughout the duration of this Unit, we will have a clothesline wrapping around the room. After we discuss a person or event, we will create a flash card (index card) and attach with a clothespin to the timeline where it belongs chronologically.*

**Weekly Overview**

Week 1: TN History

Week 2: Native American History

Week 3: Black History

Week 4: Presidential History

Week 5: Technology and Transportation

Week 6: Putting it all Together

**Week 1: Introducing Timelines/ TN History****Guiding Questions:**

How can we use timelines to show a sequence of events?

What periods of time can be shown on timelines?

How can periods of time be organized?

**Day 1: Introducing Timelines**

Today students will be introduced to a timeline. The teacher will have an example of a personal timeline ( 5-10 important events in your life, Ex: Birth, When I Began Kindergarten, Graduating High School, Graduated College, Wedding Day, etc.) Be sure to show how the events and dates are arranged, as well as moving from left to right. Be sure students are familiar with these before you release them on their own to create.

Let each student brainstorm on notebook paper first, then after they have at least 5 events with a date, let the student draw on a piece of construction paper (long ways so there is more room) then have students write their events chronologically. Be sure the student stays consistent on where they place the event and date (either all dates on top or bottom). During this time, circulate and ensure students are keeping events in chronological order, and are creating timelines correctly. Feel free to let students create a picture to go along with the event, if time allows.

After students have create their own timeline, have them flip the paper over and create their own questions to ask. Then, have the students trade with their neighbors to quiz each other. Be sure to model the type of questions you want the students to ask. ( Ex: What was the first event on my timeline? What was the most recent event on my timeline?)

**Day 2: David Crockett and James Robertson**

Students will be given a clozed informational reading activity about David Crockett and James Robertson. After they have completed with their shoulder partner, they will complete the quiz as an assessment. After students have completed their quiz, the class will create an index card (flash card) with the most important date, what event it was, and a picture showing it.

**Day 3: John Sevier**

Students will split up into groups and visit [tnhistoryforkids.org/people/john\\_sevier.com](http://tnhistoryforkids.org/people/john_sevier.com)

We will discuss his life and agree as a class his most historically significant moment. We will once again create a flash card and place it in the correct spot on the timeline.

#### **Day 4: TN Historical Events**

This will be a day when we will look at other important historical figures in TN, as well as the state flag, bird, etc.

#### **Day 5: Assess**

Students will use blank computer paper to create a TN history timeline.

#### **Week 2: Native American History**

Day 1: Pocahontas/ John Smith

Day 2: Sequoyah

Day 3: Sacagawea

Day 4: Sitting Bull/ Nancy Ward

Day 5: Assess

#### **Week 3: Black History**

(see Black History doc attached)

#### **Week 4: Presidents:**

Day 1: George Washington

Day 2: Abraham Lincoln:

Day 3: Benjamin Franklin

Day 4: Review Timeline

Day 5: Assess Presidents Timeline

#### **Week 5: Technology**

Day 1: Bill Gates

Day 2: Neil Armstrong

Day 3: Sally Ride

Day 4: Wright Brothers

Day 5: Compare/Contrast ( Sally Ride, Neil Armstrong vs. Wright Brothers), Create Tech Timeline

**2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies.** Some suggestions are as follows: John Smith, Pocahontas, Benjamin Franklin, George Washington, Benjamin Banneker, Nancy Ward, James Robertson, John Sevier, Sequoyah, David Crockett, Sacagawea, Sam Houston, Abraham Lincoln, Harriet Beecher Stowe, Fredrick Douglass, Harriet Tubman, Sitting Bull, Booker T. Washington, Ida B. Wells, the Wright Brothers Marian Anderson, Thurgood Marshall, Rosa Parks, Jackie Robinson, Cesar Chavez, Martin Luther King, Jr., Neil Armstrong, Roberto Clemente, Wilma Rudolph, Sally Ride, and Bill Gates  
Readworks - American Heroes, African American Leaders  
Walking Tall - Ruby Bridges, Famous African Americans- Harriet Tubman and the Underground Railroad, Jackie Robinson  
John Sevier- [http://www.tnhistoryforkids.org/people/john\\_sevier](http://www.tnhistoryforkids.org/people/john_sevier)  
David Crockett- <http://www.enchantedlearning.com/history/us/people/c/crockett/>  
Quiz- <http://www.enchantedlearning.com/history/us/people/c/crockett/quiz.shtml>  
James Robertson- [http://www.tnhistoryforkids.org/places/cumberland\\_gap](http://www.tnhistoryforkids.org/places/cumberland_gap)  
Native American History- [http://www.ducksters.com/history/native\\_americans.php](http://www.ducksters.com/history/native_americans.php)  
<http://mrnussbaum.com/indintscav/>  
Nancy Ward- [http://www.tnhistoryforkids.org/people/nancy\\_ward](http://www.tnhistoryforkids.org/people/nancy_ward)  
Sacagawea- [https://www.teachervision.com/tv/printables/0876287887\\_45.pdf](https://www.teachervision.com/tv/printables/0876287887_45.pdf)

	<p><a href="http://www.softschools.com/timelines/sacajawea_timeline/270/">http://www.softschools.com/timelines/sacajawea_timeline/270/</a>  <a href="http://wonderville.com/gallery/history/explorers/sacagawea">http://wonderville.com/gallery/history/explorers/sacagawea</a>  Sequoyah- <a href="http://www.ducksters.com/history/native_americans/sequoyah.php">http://www.ducksters.com/history/native_americans/sequoyah.php</a>  <a href="http://www.exploresouthernhistory.com/sequoyah.html">http://www.exploresouthernhistory.com/sequoyah.html</a>  Pocahontas- <a href="http://www.eamus.it/practice/comprehension/pocahontas.htm">http://www.eamus.it/practice/comprehension/pocahontas.htm</a>  Sitting Bull-  <a href="http://www.compton.k12.ca.us/pages/departments/Curriculum/PDF/2ndGradeSSUnit5.pdf">http://www.compton.k12.ca.us/pages/departments/Curriculum/PDF/2ndGradeSSUnit5.pdf</a> (includes other important people throughout American history)  How have accomplishments by famous Americans impacted our history?</p>
2.33	<p><b>With guidance and support from adults, use a variety of digital tools to produce and publish a writing piece in collaboration with peers on a famous American to describe how his or her accomplishments were significant.</b></p>
2.34	<p><b>Describe periods of time in terms of days, weeks, months, years, decades, centuries and ages and discriminate between ancient times and modern times, recognizing time is organized into distinct periods.</b></p> <p><a href="http://www3.thingstodo.com/states/TN/history.htm">http://www3.thingstodo.com/states/TN/history.htm</a>  <a href="http://tn.pbslearningmedia.org/resource/eb96a31f-4958-4f08-a2d7-8d1ad6ab9620/eb96a31f-4958-4f08-a2d7-8d1ad6ab9620/">http://tn.pbslearningmedia.org/resource/eb96a31f-4958-4f08-a2d7-8d1ad6ab9620/</a>  How can we use timelines to show a sequence of events? What periods of time can be shown on timelines? How can periods of time be organized?</p>
2.35	<p><b>Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.</b></p> <p><a href="http://www3.thingstodo.com/states/TN/history.htm">http://www3.thingstodo.com/states/TN/history.htm</a>  How does a timeline help you understand events in history? How has technology changed over time?</p>
2.36	<p><b>Explain the connection between a series of events in United States history.</b> Teachers may choose any events. Some suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.</p> <p>Jamestown- <a href="http://www.historyisfun.org/curriculum-materials.htm">http://www.historyisfun.org/curriculum-materials.htm</a>  Video - <a href="http://www.teachertube.com/viewVideo.php?video_id=19705">http://www.teachertube.com/viewVideo.php?video_id=19705</a>  Plymouth –  Westward Expansion - <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/pdf/teacher_guide.pdf">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/pdf/teacher_guide.pdf</a>  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/</a>  Trail of Tears – <a href="http://www.nps.gov/trte/forteachers/index.htm">http://www.nps.gov/trte/forteachers/index.htm</a>  Video - <a href="http://tn.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/">http://tn.pbslearningmedia.org/resource/akh10.socst.ush.exp.trail/trail-of-tears/</a> (Preview to make sure you want to show this.)  Industrial Revolution – <a href="http://a614.g.akamai.net/7/614/2201/v001/aetn.download.akamai.com/2201/thc/soh/pdf/monthly_lesson_plans/feb06/feb06_SOH_Man-Lesson-Plan-Elementary.pdf">http://a614.g.akamai.net/7/614/2201/v001/aetn.download.akamai.com/2201/thc/soh/pdf/monthly_lesson_plans/feb06/feb06_SOH_Man-Lesson-Plan-Elementary.pdf</a>  <a href="http://www.teachersfirst.com/lessons/inventor2/lesnideas.cfm">http://www.teachersfirst.com/lessons/inventor2/lesnideas.cfm</a>  Ellis Island - <a href="http://teacher.scholastic.com/ACTIVITIES/immigration/tour/index.htm">http://teacher.scholastic.com/ACTIVITIES/immigration/tour/index.htm</a>  Video - <a href="http://www.teachertube.com/viewVideo.php?video_id=22402">http://www.teachertube.com/viewVideo.php?video_id=22402</a>  Suffrage - ReadWorks – Winning the Vote  Great Depression – <a href="http://www.proteacher.com/090157.shtml">http://www.proteacher.com/090157.shtml</a>  <a href="http://johnglennhome.org/wp-content/uploads/2011/05/depression.pdf">http://johnglennhome.org/wp-content/uploads/2011/05/depression.pdf</a>  Dust Bowl - <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/</a>  <a href="http://www.calu.edu/business-community/teaching-primary-sources/Teacher-Products/grades-4-6/_files/The-Days-and-the-Life-During-the-Dust-Bowl.pdf">http://www.calu.edu/business-community/teaching-primary-sources/Teacher-Products/grades-4-6/_files/The-Days-and-the-Life-During-the-Dust-Bowl.pdf</a>  Civil Rights Movement – <a href="http://global.wisc.edu/peace/readings/cambridge-civil-rights-for-kids.pdf">http://global.wisc.edu/peace/readings/cambridge-civil-rights-for-kids.pdf</a>  Wars involving the US. –</p>
2.37	<p><b>Narrate a perspective of a historical event in the United States using details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure.</b> (See above)</p>

2.38	<b>Construct a timeline to depict the evolution of a technology over time. Some suggestions are as follows: automobiles, planes, refrigeration, telecommunication, computers, and television.</b>
2.39	<b>Summarize the importance of commemorative months including Black History, Women's History, Hispanic Heritage, and American Indian Heritage.</b> Black History - <a href="http://www.nea.org/tools/lessons/black-history-month.htm">http://www.nea.org/tools/lessons/black-history-month.htm</a> <a href="http://www.educationworld.com/a_special/black_history.shtml">http://www.educationworld.com/a_special/black_history.shtml</a> Women's History <a href="http://www.tanyastone.com/assets/files/pdfs/Reading%20Guide.pdf">http://www.tanyastone.com/assets/files/pdfs/Reading%20Guide.pdf</a> Hispanic Heritage - <a href="http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html">http://www.nea.org/tools/lessons/hispanic-heritage-month-k-5.html</a> <a href="http://www.scholastic.com/teachers/collection/bring-hispanic-heritage-month-life-collection-resources">http://www.scholastic.com/teachers/collection/bring-hispanic-heritage-month-life-collection-resources</a> <a href="https://www.internet4classrooms.com/links_grades_kindergarten_12/latin_hispanic_holidays.htm?sl=newsletter_may_2014">https://www.internet4classrooms.com/links_grades_kindergarten_12/latin_hispanic_holidays.htm?sl=newsletter_may_2014</a> American Indian Heritage - <a href="http://blogs.loc.gov/teachers/2011/11/primary-sources-for-native-american-heritage-month/">http://blogs.loc.gov/teachers/2011/11/primary-sources-for-native-american-heritage-month/</a>
2.40	<b>Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.</b> What information can be found in biographies? (through text and graphic features) How and when do we use biographies as reference sources? Students will discuss the differences between primary and secondary resources. Look at some examples of primary sources on <a href="http://tnhistoryforkids.org">tnhistoryforkids.org</a> . Discuss how these resources are used.
Vocabulary	timeline, decade, century, ancient, modern, day, week, month, year
Literature	See attachments
Informational Text	Readworks texts (See attachments) American Heroes, Heading West.. A Pioneer's Life, Growing Up a Long Ago, A Great Leader, A Hero in Disguise, A Time of Dust Storms, African American Leaders, Coming to the USA, Heading West Passage, Meet Rosa Parks, The Island of Hope
Writing	Students will read a biography on a person who made significant contributions to United States history (see examples in standard 2.32). They will write an informational passage detailing the important events in their life that impacted our history. Students will also create a timeline of that person's life. Students will publish their work with a digital tool. Students can write a narrative about what life was like during an important event in history (for example: write from the perspective of an African American in the south during the Civil Rights Movement or from the perspective of a Native American during the Trail of Tears). Students will read/research about various commemorative months and write about the importance of that month to the people that is recognizes.
Research	Students will read books, research, and watch videos about events in history (such as the ones listed in standard 2.36), and explain how the events are connected. Students can be divided into groups with each group taking an event. Groups present and students participate in discussions about how they are connected.
Assessment Task	Create a timeline for the month, school year, or a student's life. Create a timeline on the evolution of telephones, computers, forms of transportation, etc. Create a two tab flipbook to compare modern and ancient times. Read a biography from <i>Rookie Biography Series</i> and create a timeline of events based on the text.
Speaking and Listening	Students can dress up as a person who made an impact in U.S. history (or make a poster) and give a short speech about that person's life.
<b>Standards</b>	
Reading Standards for Informational Text	<b>RI 2.1</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understandings of key details in a text. <b>RI 2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>RI 2.7</b> Explain how specific images contribute to and clarify a text.
Writing	<b>W2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <b>W 2.3</b> Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a clear sense of closure. <b>W2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

	<p><b>W2.7</b> Participate in share research and writing projects (e.g. read a number of books on a single topic to produce a report.)</p> <p><b>W2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
Speaking and Listening	<p><b>SL2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

**Attachments**

Additional Links	<a href="#">U.S.A. Timeline from Time for Kids</a>
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Notes:

**Government and Civics**

**These are options for teaching the standards and are not mandated by the district. You are free to choose the activities you wish.**

**Introduction-**Display map of U.S. and explain that we'll be taking a journey of different landmarks in the U.S.. Pinpoint the class location and explain that we will pinpoint the landmarks as we move along. At the end of our studies of the landmarks, students will be assigned a place to be a junior ranger where you will take us on a more extensive tour through writings, drawings, and questions.

**Day 1**

Mount Rushmore- Introduction- Video of Mt. Rushmore - <http://www.history.com/topics/us-presidents/mount-rushmore>

## Day 2

White House- Introduction- Video of White House- <http://www.whitehouse.gov/about/inside-white-house/interactive-tour>  
Activity- Picture or Poster of White House – Using post-it notes, write facts about the White House and post on the picture.

## Day 3

Statue of Liberty- Introduction Video- <http://www.teachertube.com/video/lady-liberty-tells-her-story-114707> or Brain Pop  
Activity- Poster of Statue of Liberty- Using Pink Post-Its, write facts about Statue of Liberty and place on her torch.

## Day 4

Golden Gate Bridge

Video <http://www.history.com/topics/san-francisco/videos/deconstructing-history-golden-gate-bridge>  
<http://www.sanfrancisco.travel/icons/golden-gate-bridge.html>  
<http://tn.pbslearningmedia.org/resource/b888264c-2141-4658-b808-f52609e6eb70/b888264c-2141-4658-b808-f52609e6eb70/>

## Day 5

St. Louis Arch

<http://www.gatewayarch.com/experience/the-gateway-arch/>  
[http://en.wikipedia.org/wiki/Gateway\\_Arch](http://en.wikipedia.org/wiki/Gateway_Arch)  
videos- <http://www.history.com/topics/us-states/missouri/videos/inside-the-gateway-arch>  
<http://tn.pbslearningmedia.org/resource/d1e5931a-606f-413b-97c7-72783653eed9/d1e5931a-606f-413b-97c7-72783653eed9/>  
Activity- Do comparison activity of heights with the Statue of Liberty or Washington Monument.

## Day 6

Natchez Trace- Introduction video  
[http://en.wikipedia.org/wiki/Natchez\\_Trace](http://en.wikipedia.org/wiki/Natchez_Trace)

## Day 7

Grand Canyon- Introduction video  
videos - [http://video.nationalgeographic.com/video/us\\_grandcanyon](http://video.nationalgeographic.com/video/us_grandcanyon)  
<http://tn.pbslearningmedia.org/resource/172023f9-ec52-482b-bb33-e7798f5e40db/172023f9-ec52-482b-bb33-e7798f5e40db/>  
Activity- Using the site sciencekids.co.nz-Gather facts from Earth Facts-Grand Canyon Facts for Kids

There are good pictures to view on Smart Exchange

**2.21 Recite and analyze the lyrics of “The Star Spangled Banner” to determine the meaning of the song and its origins in the War of 1812.**

<http://www.usa-flag-site.org/song-lyrics/star-spangled-banner.shtml>  
[http://www.si.edu/Encyclopedia\\_SI/nmah/starflag.htm](http://www.si.edu/Encyclopedia_SI/nmah/starflag.htm)  
<http://amhistory.si.edu/starspangledbanner/>

[http://en.wikipedia.org/wiki/The\\_Star-Spangled\\_Banner](http://en.wikipedia.org/wiki/The_Star-Spangled_Banner)

War of 1812 video

<http://tn.pbslearningmedia.org/resource/bcd8f4a2-3368-47d0-b442-344fa91636aa/multiple-perspectives-of-the-war-of-1812/>

Writing options

Opinion: Write a newspaper article one year after the War of 1812 convincing government leaders that the song should be our anthem. Why should they?

Informational: Find information about our flag in 1812. Then use both sources to give information about what our flag looked like then. Is the song an accurate description?

Narrative: Write a story pretending you are present while the anthem is being written. Describe what you see and how you felt that day.

Students will recite several lines of the Star Spangled Banner and discuss the meaning.

Students will be given facts about the War of 1812 and act out.

Who wrote the "Star Spangled Banner"?

How does it represent what took place in the War of 1812?

Students will read *Red, White, and Blue: The Flag Book of the United States* by Sarah Thompson and discuss who Francis Scott Key was.

**2.22 Identify the location and summarize the significance of well-known sites and landmarks in the United States including Mt. Rushmore, The White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Natchez Trace, and Grand Canyon.**

Basal – American Symbols p. 484 Visiting the Past p.390

<http://www.npsa.org/parks/mount-rushmore-national-memorial.html?adwords=1&category=park&gclid=COp0dPY9r0CFWXI7AodlycAlw>

<http://www.nps.gov/moru/index.htm>

video of USA-

<http://tn.pbslearningmedia.org/resource/52525d02-71d3-46a4-9c5c-698bde1ddeb3/52525d02-71d3-46a4-9c5c-698bde1ddeb3/>

video of Mt. Rushmore - <http://www.history.com/topics/us-presidents/mount-rushmore>

<http://archive.cyark.org/mount-rushmore-national-memorial-intro?gclid=CNmu6ubb9r0CFWEV7AodG0QA4w>

White House

ReadWorks – Hello, Mr. President

<http://www.whitehouse.gov/about/inside-white-house/interactive-tour>

<http://www.whitehouse.gov/about/inside-white-house>

video-

<http://tn.pbslearningmedia.org/resource/b86d8351-1b1c-4350-a63d-0ee672edb700/welcoming-guests-to-the-white-house/>

Statue of Liberty

<http://www.nps.gov/stli/index.htm>

<https://www.statueofliberty.org/>

video- <http://www.nps.gov/stli/photosmultimedia/virtualtour.htm>

<http://www.history.com/topics/statue-of-liberty/videos>

<http://tn.pbslearningmedia.org/resource/6261afbb-40bc-4572-93a3-703e2cb11903/6261afbb-40bc-4572-93a3-703e2cb11903/>

Golden Gate Bridge

Video <http://www.history.com/topics/san-francisco/videos/deconstructing-history-golden-gate-bridge>

<http://www.sanfrancisco.travel/icons/golden-gate-bridge.html>

<http://tn.pbslearningmedia.org/resource/b888264c-2141-4658-b808-f52609e6eb70/b888264c-2141-4658-b808-f52609e6eb70/>

St. Louis Arch

<http://www.gatewayarch.com/experience/the-gateway-arch/>

[http://en.wikipedia.org/wiki/Gateway\\_Arch](http://en.wikipedia.org/wiki/Gateway_Arch)

videos- <http://www.history.com/topics/us-states/missouri/videos/inside-the-gateway-arch>

<http://tn.pbslearningmedia.org/resource/d1e5931a-606f-413b-97c7-72783653eed9/d1e5931a-606f-413b-97c7-72783653eed9/>

	<p>Natchez Trace  <a href="http://en.wikipedia.org/wiki/Natchez_Trace">http://en.wikipedia.org/wiki/Natchez_Trace</a></p> <p>Grand Canyon  <a href="http://grand-canyon-park.org/general-information/?gclid=CNjat_zm9r0CFU4R7Aodq0gA1A">http://grand-canyon-park.org/general-information/?gclid=CNjat_zm9r0CFU4R7Aodq0gA1A</a>  <a href="http://www.nps.gov/grca/index.htm">http://www.nps.gov/grca/index.htm</a></p> <p>videos - <a href="http://video.nationalgeographic.com/video/us_grandcanyon">http://video.nationalgeographic.com/video/us_grandcanyon</a>  <a href="http://tn.pbslearningmedia.org/resource/172023f9-ec52-482b-bb33-e7798f5e40db/172023f9-ec52-482b-bb33-e7798f5e40db/">http://tn.pbslearningmedia.org/resource/172023f9-ec52-482b-bb33-e7798f5e40db/172023f9-ec52-482b-bb33-e7798f5e40db/</a></p> <p>ReadWorks-John Wesley Powell Maps the Grand Canyon  What is the purpose of landmarks?  Where are some famous landmarks in the United States?  Why are they important?  Students will be assigned a landmark in our country to research and write facts about explain the importance of this landmark. Students will make a model or brochure for display to present.</p>
2.23	<p><b>Compare the branches of Tennessee’s government to the national government.</b></p> <p><a href="http://www.tnhistoryforkids.org/civics/i_3">http://www.tnhistoryforkids.org/civics/i_3</a>  <a href="http://4h.tennessee.edu/stcong/nourgov/lawmaking.htm">http://4h.tennessee.edu/stcong/nourgov/lawmaking.htm</a>  <a href="http://www.tnhistoryforkids.org/esl/esl16">http://www.tnhistoryforkids.org/esl/esl16</a></p> <p>Act out the roles of the three branches of government and what they do.  Readworks- The Three Branches of the Government (See Attachments)</p>
2.24	<p><b>With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.</b></p> <p><a href="http://www.tnhistoryforkids.org/esl/esl16">http://www.tnhistoryforkids.org/esl/esl16</a>  <a href="https://www.teachervision.com/us-constitution/teacher-resources/33630.html">https://www.teachervision.com/us-constitution/teacher-resources/33630.html</a></p> <p>Readworks- The United States Constitution, We the People (See attachments)  Brain Pop Jr. for introduction of Branches of Government  What are the three branches of the United States government according to the constitution? What are their roles? How do they work together to form a checks and balances?  Create a poster for the three branches of government and write what they do.  Compare and contrast an expert from the U.S. Constitution and the TN Constitution.  Talk about classroom and rights they should have.  Create a class constitution in groups and bring together and make a poster.  Day 2  Do the lesson on Smart Exchange- U.S. Constitution 3 Branches of U.S.  Do a graphic organizer of the branches.  Day 3  Talk about TN Constitution and ask students how it would be different in TN with our region and landmarks.  Rap on Constitution-</p>
2.25	<p><b>With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.</b></p> <p><a href="http://www.tnhistoryforkids.org/esl/esl16">http://www.tnhistoryforkids.org/esl/esl16</a>  <a href="https://www.teachervision.com/us-constitution/teacher-resources/33630.html">https://www.teachervision.com/us-constitution/teacher-resources/33630.html</a></p>
2.26	<p><b>Summarize how the United States makes laws, determines whether laws have been violated, and the consequences for breaking different types of laws.</b>  How are laws made and upheld?</p>

	Readworks- Voting and the Law (See Attachments) How are consequences for breaking laws determined?
2.27	<b>Explain the development and consequences of rules in the United States, including traffic laws, laws on drugs and alcohol, laws against harm, and basic tax laws.</b> ReadWorks- A Courtroom in the Classroom
2.28	<b>Explain how individuals living in societies went from developing rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations.</b>
2.29	<b>Identify the rights and responsibilities of citizens of the United States.</b> <a href="http://www.ushistory.org/gov/10a.asp">http://www.ushistory.org/gov/10a.asp</a> <a href="http://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities">http://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities</a> Introduction- Brain Pop Junior on Rights and Responsibilities At home-www.studyzone Community- smartexchange "Citizen Rights and Responsibilities in your Community" Rights and Responsibilities TN/US <a href="http://www.judgefernandex.com">www.judgefernandex.com</a> <a href="http://www.uscis.gov/citizenship">www.uscis.gov/citizenship</a>
2.30	<b>Examine the amendments written to protect all citizens' right to vote.</b> <a href="https://www.acslaw.org/files/CITC%20Spring%202009%20-%20Tinker%20Curriculum%20-%20Elementary%20School.pdf">https://www.acslaw.org/files/CITC%20Spring%202009%20-%20Tinker%20Curriculum%20-%20Elementary%20School.pdf</a> <a href="http://1forallnet.files.wordpress.com/2010/06/exercise_fa.pdf">http://1forallnet.files.wordpress.com/2010/06/exercise_fa.pdf</a>
2.31	<b>Compare the ways one becomes a citizen (by birth or naturalization).</b> <a href="http://www.uscis.gov/us-citizenship">http://www.uscis.gov/us-citizenship</a> <a href="http://www.wikihow.com/Become-a-US-Citizen">http://www.wikihow.com/Become-a-US-Citizen</a> Compare the ways one becomes a Citizen- <a href="http://www.congressforkids.net/citizenship">www.congressforkids.net/citizenship</a> How laws are made? <a href="http://Bensguide.gpo.gov">Bensguide.gpo.gov</a>
Vocabulary	Star Spangled Banner, symbol, flag, brave, free, capital, governor, lawmakers, constitution, legislative branch, executive branch, judicial branch, Congress, veto, community, government, mayor, vote, election, choice
Literature	<i>No Rules for Rex</i> by Daisy Alberti <i>No Fighting, No Biting</i> by Elise H.Minarik
Informational Text	Students will read <i>Red, White, and Blue: The Flag Book of the United States</i> by Sarah Thompson and discuss who Francis Scott Key was. (CCSS RI.2.1) Readworks- See Attachments We the People, Hello Mr. President, American Symbols, John Wesley Powell Maps the Grand Canyon, The Three Branches of Government, The United States Constitution, Voting and the Law
Writing	Writing options Opinion: Write a newspaper article one year after the War of 1812 convincing government leaders that the song should be our anthem. Why should they? Informational: Find information about our flag in 1812. Then use both sources to give information about what our flag looked like then. Is the song an accurate description? Narrative: Write a story pretending you are present while the anthem is being written. Describe what you see and how you felt that day. Based on class reading and discussion, have students write a narrative about what it would be like to be President or Congressman/woman. Students' writing should answer questions, such as:  What did you do in order to obtain your position? - What does the Constitution of the United States say you're your role/responsibilities? -How are you going to create change for our country?  Write an advertisement/campaign ad for your upcoming election. Describe why people should vote for you, what are your roles/responsibilities that

	you look forward to in- acting, and how you look to makes changes for our country.
Research	Research various landmarks in the United States (see Assessment/Activities column). Students will write an informational paragraph/report about the landmark. Be sure to include a topic sentence, details, and a closure. Students can include graphic features such as illustrations and labels/captions to support their writing.
Assessment Tasks	Make a T-Chart comparing the structures of the TN government and the United States government. Compare how the roles of governor of TN and the President of the United States are alike and different. Students will work in groups to make a set of class laws and consequences if the laws are broken. Discuss what happens when U.S. laws are broken. Junior Ranger Assignment
Speaking and Listening	Students will be assigned a landmark in our country to research and write facts about explain the importance of this landmark. Students will make a model or brochure for display to present .

#### Standards

Reading Standards for Informational Text	<p><b>RI 2.1</b> Ask and answer questions such as who, what, where, when, why, and how to demonstrate understandings of key details in a text.</p> <p><b>RI 2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>RI 2.5</b> Know and use various text features to locate key facts or information in a text efficiently.</p> <p><b>RI 2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>RI 2.7</b> Explain how specific images contribute to and clarify a text.</p>
Writing	<p><b>W2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p><b>W2.3</b> Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a clear sense of closure.</p> <p><b>W2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p><b>W2.7</b> Participate in share research and writing projects (e.g. read a number of books on a single topic to produce a report.)</p> <p><b>W2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>
Speaking and Listening	<p><b>SL2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>*SL2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

#### Attachments

Additional Links	<a href="#">Smartexchange</a>
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