



Park Hill School District

Building Successful Futures • Each Student • Every Day

2nd Grade Social Studies Curriculum

Course Description:

In Grade 2 students engage in the study of geography as it relates to the cultural, economic, and political characteristics of the regions of both Missouri and the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore various regions through the disciplines of history, civics, and economics.

Scope and Sequence:

Quarter	Unit	Timeframe
1	Unit 1: Responsible Citizenship	August-September
2	Unit 2: Responsibilities of Government Leaders Unit 3: Inventions That Changed the Way People Lived	October- December
3	Unit 4: A Regional Study of Native American Tribes of Missouri	February-March
4	Unit 5: Economic Concepts of Our Community	May

Curriculum Revisions Tracking 2018-2019

- Revised the Scope and Sequence by correcting the Units taught in the correct quarter and time frame
- Removed Wartville Wizard as a mentor text and suggestion for an Engaging Scenario
- Added resources for units and noted “found in Schoology” in the curriculum when referenced
 - *Unit 1: Pre-assessment
 - *Unit 1: Topic 2: EE6
 - *Unit 1: Engaging Scenario #2
 - *Unit 2: EE1: Added round robin activity
 - *Unit 3: Topic 2: EE5 Discussion Questions and Observations
 - *Unit 3: Topic 1: EE3 Transportation Then and Now
 - *Unit 3: Topic 1: EE3 Communication Then and Now
 - *Unit 4: Topic 2: EE5 Seven Tribes of Missouri Map
 - *Unit 4: Engaging Scenarios FlipGrid/Canva - FlipGrid Script - Canva Planning Sheet
 - * All units: note regarding SMART Notebook on Schoology

Unit 1: Responsible Citizenship

Subject: Social Studies

Grade: 2nd

Name of Unit: Responsible Citizenship

Length of Unit: 10 Days (August) -- Taught in tandem with the first Science STEMscopes, What Plants Need

Overview of Unit:

The main focus of this unit is for students to learn how laws and rules are made/changed within their community. They will determine how an active and informed citizen can make a difference in their community as well as how individual rights are protected.

Getting Ready for the Unit:

- Create a rights and responsibilities sort
- *Review SMART Notebook Unit 1 on Schoology*
- Mentor Texts:
 - *What if Everybody Did That?*
 - *What's the Bill of Rights?*

Pre-Assessment (given prior to starting the unit):

Prior to beginning the unit, have your students answer the following questions or similar questions. This could be on paper, notecards, notebook, etc.

- What is a citizen?
- How are laws and rules made and changed?

Priority Standards for unit:

- 2.PC.1.B.a Explain and give examples of how laws and rules are made and changed within the community.
- 2.PC.1.C Examine how individual rights are protected within a community.
- 2.PC.1.D.a Analyze how being an active and informed citizen makes a difference in your community.

Supporting Standards for unit.:

- 2.PC.1.D.b List the consequences of citizens not actively participating.
- 2.RI.6.B Demonstrate a peaceful resolution to a dispute.
- 2.TS.7A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support.
- 2.TS.7.D Share research about a topic.
- 2.TS.7.E.a Develop supporting questions and find answers about a social studies topic, with assistance.
- 2.TS.7.E.b Describe a process to answer supporting questions about a social studies topic.
- 2.TS.7.B Create visual tools to communicate information.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
2.PC.1.B.a	and give examples of how laws and rules are made and changed within the community.	Explain	Understand	2
2.PC.1.C	how individual rights are protected within a community.	Examine	Understand	2

2.PC.1.D.a	how being an active and informed citizen makes a difference in your community.	Analyze	Analyze	3
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Essential Questions:

- How can decisions be made in a community?
- Why do we have rights as a U.S. citizen?
- How can you be a responsible citizen?

Enduring Understanding/Big Ideas:

- Understand how laws and rules are made and changed within a community and the rights and responsibilities that come with them..
- Identify the cause and effect relationship in being an active and informed citizen within a community.
- Understand citizens of a community resolve disputes peacefully.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Explain Analyze Recognize Examine Describe Demonstrate Identify Community Responsibility Resolution Tool Communicate	Law Rule Citizen Rights Pledge of Allegiance Dispute Primary Secondary Artifact Culture

Topic 1: Citizenship

Engaging Experience 1

Teaching Point: Social Scientists discuss what it means to be a citizen and identify traits of an active/informed citizen.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.PC.1.D.a

Supporting: 2.TS.7.B, 2.PC.1.D.b

Detailed Description/Instructions:

One to do this is to create an anchor chart defining a citizen and list qualities of a good citizen. Students can work in groups to create a similar anchor chart in their Social Studies journal that lists qualities they find important in a good citizen. (ex. Your discussions of a Quality Teacher and Quality Student) Discuss consequences of not being a good citizen.

Another way to do this is to give students an activity such as “Pick a Side” where students are given examples of “real world” situations and asked to “Pick a Side”. One side is being an active and informed citizen and the other is not. Then have students defend their choice.

Bloom’s Levels:Analyze

Webb’s DOK: 2

Here’s a list of 10 things you can do right now to be a better citizen.

- Volunteer to be active in your community.
- Be honest and trustworthy.
- Follow rules and laws.
- Respect the rights of others.
- Be informed about the world around you.
- Respect the property of others.
- Be compassionate.
- Take responsibility for your actions.

Engaging Experience 2

Teaching Point: Social scientists discuss and record the qualities that make a quality community.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.PC.1.D.a

Detailed Description/Instructions:

One to do this is to create an anchor chart defining a community and listing traits of a quality community/classroom. Students can create a similar anchor chart in their Social Studies notebook (Example: Continuous Improvement - Quality Classroom) **See 10 Qualities of a Positive Community on Schoology.**

Another way to do this is while working in groups, students determine and define leadership roles that would benefit their classroom and create a quality environment. As a class, determine roles that should become part of their classroom culture.

Bloom’s Levels: Analyze

Webb’s DOK: 2

Engaging Experience 3

Teaching Point: Social Scientists identify what it means to be an active and informed citizen in a community.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.PC.1.D.a

Supporting: 2.TS.7.B

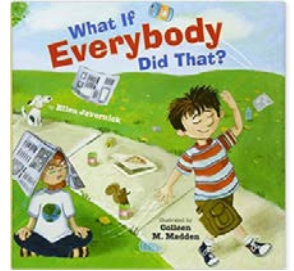
Detailed Description/Instructions:

One way to do this is by using the anchor chart that was created listing traits of a book character. Students create a character representation (i.e. on construction paper) from a story that they have read (such as *Chrysanthemum*) and list on the back of their creation the traits that make that character an active/informed citizen. Students can share their character representations in small groups or in a carousel (Defend your position about...).

- List the traits of an active and informed citizen that this character is modeling.
- How does the character's actions make a difference within their community?

This character representation can be used as evidence of a student's knowledge of an active/informed citizen.

Another way to do this is by reading the book *What if Everybody Did That?* by Ellen Javerick. Discuss some of the problems that were faced in the community and how the character handled those problems by being a good citizen.



Bloom's Levels: Analyze

Webb's DOK: 2

Topic 2: Laws and Rules

Engaging Experience 4

Teaching Point: Social Scientists understand the difference between authority, rights, and responsibilities.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.PC.1.B.a

Supporting: 2.PC.1.C

Detailed Description/Instructions:

One way to do this is to create an anchor chart defining rights and responsibilities. Students can create a similar anchor chart in their Social Studies notebook. *See The Difference Between Rights and Responsibilities document on Schoology.*

Another way to do this is to watch the YouTube video on the Rights and Responsibilities of Children <https://www.youtube.com/watch?v=VLwXtvLPWzA>

Another way to do this is to have students work in groups using a definition of "right" and "responsibility" to create a "T" chart identifying their responsibilities in relation to their rights in different school situations - for example, checking out books from the school library, playing with school equipment during physical education and recess, using supplies to create books, etc.

Another way to do this is to celebrate how responsibilities change and grow as you mature. Students make a timeline of the responsibilities they have taken on over the years. Examples might include: washing hands (age 3), tying shoes (age 4), setting dinner table (age 5), etc... How do their responsibilities change as they get older?

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 5

Teaching Point: Social Scientists discover why we have rules and laws.

Rights and Responsibilities. What is the **difference between** a right and a **responsibility**? A right is a freedom that is protected, such as the right to free speech and religion. A **responsibility** is a duty or something you should do, such as recycling or doing your homework.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.PC.1.B.a

Supporting: 2.RI.6.B

Detailed Description/Instructions:

One way to do this is to start by examining the rules in the classroom. Have students examine the rules in your classroom and revise or add to them based on continuous improvement work you have done so far. Reinforce the need for maintaining order in a community by discussing rules and laws. Explain that a rule is a good guideline created for the protection and respect of people and property. A law is a command that everyone must obey to ensure safety and fairness. Guide students to give examples of each and demonstrate peaceful resolutions to disputes. **See *The Difference Between Laws and Rules on Schoology*.**

Another way to do this is to watch YouTube video <https://www.youtube.com/watch?v=ddvTFgzkS5M> about classroom rules. Or watch the YouTube video <https://www.youtube.com/watch?v=rOLJeOHF8G0> about “Why People Have Laws”. Explore your classroom community's rules and laws.

<https://www.youtube.com/watch?v=uIcGIwgPg-g>

Bloom’s Levels: Understand

Webb’s DOK:

Engaging Experience 6

Teaching Point: Social Scientists discover how rules and laws are made and changed within their school and community.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.PC.1.B.a

Detailed Description/Instructions:

One way to do this is to have your school principal (assistant) come to the classroom and talk about his/her authority and how the “rules” on their behavior contracts are created. (Parents, School Board members, Police Officers, etc. could also be brought in to speak to this concept.) Then, create a graphic organizer to illustrate the steps one takes to make a rule.

Another way to do this is to study one of the infographics (*available on Schoology*). Talk with a peer group about what you notice.

Another way to do this is to watch Kid President “How to Change the World”

<https://www.youtube.com/watch?v=4z7gDsSKUmU> Discuss the steps students could take to change a rule in their classroom/school. Have students journal about how they can make a difference and change the world. Students could look at their class “issue bin”. What steps can they take to make a difference and change their classroom culture? As students share their ideas, create and begin the plan, do, study, act process.

Bloom’s Levels: Understand

Webb’s DOK: 2



Engaging Experience 7

Teaching Point: Social Scientists examine how individual rights are protected.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.PC.1.B.a

Supporting: 2.PC.1.C

Detailed Description/Instructions:

One way to do this is to read *What's the Bill of Rights?* By Nancy Harris and relate those rights to students in their classrooms. (Ex: Students have the right not to have their belongings searched/taken without permission...a student cannot get into another student's desk to look for a green crayon, but a person of authority could ask permission to look.) *See the Bill of Rights for Kids on Schoology.*

Another way to do this is to give students scenarios and have them problem solve solutions. Then, present/defend their solutions to their classmates. *See What Will You Do? scenarios on Schoology.*

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

With the school year just beginning, the Kindergarten teachers need help teaching their students about the qualities of responsible citizens, how laws and rules are made and changed, and about the rights and responsibilities of a citizen. Create an artifact (trifold, poster, Google slides, etc.) for the teachers to present to their classes.

Students may work to complete the engaging scenario by creating pieces of their presentations after each topic is taught.

Engaging Scenario #2: Have students work together in cooperative groups to establish a "new town" within the state of Missouri.

"On September 6, 2018, Missouri established a new town. The leader of the town needs your help because it does not have a name, any laws, and some confused citizens. Your job is to name the town, create 3 laws you believe this town MUST have to be successful, and help the confused citizens."

Students are given a piece of bulletin board paper to cooperatively create the town, create their laws, and help the confused citizens. (*See project example and pages needed in schoology.*)

Unit 2: Responsibilities of Government Leaders

Subject: Social Studies

Grade: 2

Name of Unit: Responsibilities of Government Leaders

Length of Unit: 15 Days (Oct.) --This unit will begin being taught in Quarter 1 and continue to be taught and assessed in Quarter 2.

Overview of Unit:

The main focus of this unit is the study of the three different branches of the United States Government. Specifically, students will recognize the differences between the three branches as well as identify the functions of each branch. Finally, students will learn the significance of many American symbols such as the White

House, U.S. Capitol, Supreme Court, national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.

Getting Ready for the Unit:

- Mentor Texts: *Our Government: The Three Branches* by Shelly Buchanan, *We the Kids: The Preamble to the Constitution of the United States*, *The State Governor*, *The City Mayor*, *What is the President’s Job?*, *I Pledge Allegiance*
- Create “government” and “symbols” collection of text on Epic
- **Review Unit 2 SMART Notebook on Schoology**
- Leveled text on government and leaders on Reading A-Z

Pre-Assessment (given prior to starting the unit):

Prior to beginning the unit, have students complete a K-W-L to show prior knowledge of the three branches of government and their functions. Additionally, ask students what they know about the importance of symbols. *(See our government document in schoology.)*

Priority Standards for unit:

- 2.GS.2.D Identify and explain the functions of the three branches of government.
- 2.GS.2.C Distinguish the responsibilities and powers of government officials at various levels and branches of government in authoritative decision making.
- 2.PC.1.F.b Recognize and explain the significance of the following symbols including the White House, U.S. Capitol, and the Supreme Court, and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.

Supporting Standards for unit:

- 2.PC.1.F.a Describe the importance of the Pledge of Allegiance.
- 2.TS.7A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support.
- 2.TS.7.D Share research about a topic.
- 2.TS.7.E.a Develop supporting questions and find answers about a social studies topic, with assistance.
- 2.TS.7.E.b Describe a process to answer supporting questions about a social studies topic.
- 2.TS.7.B Create visual tools to communicate information.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
2.GS.2.D	the functions of the three branches of government	Explain	Understand	3
2.GS.2.C	the responsibilities and powers of government officials	Distinguish	Analyze	3

	at various levels and branches of government in authoritative decision making			
2.PC.1.F.b	the significance of the following symbols including the White House, U.S. Capitol, and the Supreme Court and national landmarks, such as Mount Rushmore, national parks, the Alamo, important memorials, etc.	Recognize	Analyze	3

Essential Questions:

- What are the functions of the three branches of government?

Enduring Understanding/Big Ideas:

- The three branches of government are judicial, legislative, and executive.
- The three branches make the laws, carry out the laws, and make sure the laws are fair.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Identify Explain Analyze Distinguish Responsibilities	Branches of government Executive Judicial Legislative Authoritative decision Primary source Secondary source Artifacts Government Leaders Official Function

Topic 1: U.S. Symbols

Engaging Experience 1

Teaching Point: Social Scientists write about what they know about American symbols.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.PC.1.F.b

Supporting: 2.TS.7.E.a

Detailed Description/Instructions:

One way to do this is to have students complete a K-W-L chart, writing what they know, want to know, and finally have learned about symbols. *See [National Symbols and Icons Google Doc and Google Slides in Schoology](#).*

Another way to do this is to give groups of students pictures of American Symbols and have them complete a round robin to tell all the information they know about each picture.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 2

Teaching Point: Social Scientists discover the significance of symbols including the White House, U.S Capitol, Supreme Court, and national landmarks.

Suggested Length of Time: 1 session

Standards Addressed:

Priority: 2.PC.1.F.b

Supporting:

Detailed Description/Instructions:

One way to do this is to watch <https://www.youtube.com/watch?v=x3auxqCEUyU> “Symbols of the United States” and make a table of common U.S. symbols, including what the symbols mean/represent.

Then have students add additional learning to their K-W-L chart. (Discuss misconceptions, new learning, and information they still want to know.)

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 3

Teaching Point: Social Scientists learn and discuss the U.S. Pledge of Allegiance and why it's a symbol of the United States.

Suggested Length of Time: 1 session

Standards Addressed:

Priority: 2.PC.1.F.b

Supporting: 2.PC.1.F.a

Detailed Description/Instructions:

One way to do this is to watch the YouTube video <https://www.youtube.com/watch?v=7KfZQlfZQ9E> “The Pledge of Allegiance” and create a web of the important vocabulary and the words' meanings from the video.

Another way to do this is to read the story *I Pledge Allegiance* by Bill Martin Jr. and create a web of the important vocabulary and the words' meanings from the book.

An additional way to do this is to have students present a Reader's Theatre “I Am an American” which breaks up the pledge into understandable sections of important vocabulary. Students can then complete a flap poster highlighting the vocabulary.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Our Government Branches

Engaging Experience 4

Teaching Point: Social Scientists share what they know about government.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.GS.2.D

Supporting: 2.GS.2.C

Detailed Description/Instructions:

One way to do this is to read *What is Our Government* <https://www.getepic.com/app/read/6991> from Epic and have students create a web in their Social Studies journal with “government” in the center. Students will list important words and information on the branches of their web. **Possible words might include: community, mayor, district, judge, legislative branch, executive branch, judicial branch, checks and balances, elections, senators**

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 5

Teaching Point: Social Scientists recognize/identify national landmarks that house U.S. government actions.

Suggested Length of Time: 1 session

Standards Addressed:

Priority: 2.GS.2.D

Supporting:

Detailed Description/Instructions:

One way to do this is to show students pictures of the White House, U.S. Capitol building, and Supreme Court buildings in Washington DC. Then, have anchor charts with the same pictures glued to them. Have students write what they know about the three buildings and how they relate to our government and its three branches on post-it notes and place them on the various charts. (Make sure only one color post-it note is used on all charts.) Some guiding questions might be: Have you seen these buildings before? Where have you seen these buildings? What do you know about these buildings? *See US Government Houses on Schoology,*

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 6

Teaching Point: Social Scientists recognize the three branches of government.

Suggested Length of Time: 1 session

Standards Addressed:

Priority: 2.GS.2.D

Supporting:

Detailed Description/Instructions:

One way to do this is for students to watch Schoolhouse Rock

<https://www.youtube.com/watch?v=tEPd98CbbMk> (Three Ring

Government); and fill in a government matrix to include the different branches and their responsibilities. *They will fill in the levels for Engaging Experience 8.

Have a class discussion about what students learned. Have students break up into groups and read the 1-pagers on each branch. Groups can then come together to collect their information before they share with the group.

See the 1-pagers for each branch on Schoology.

Bloom's Levels: Understand

Webb's DOK: 2

Branches → Levels ↓	executive branch Carries out Laws	Judicial branch decides what has meant	legislative branch make the Laws
Local	Mayor Hankie Davis Jr.	Courts	City Council and City Commissioners
State	Governor Nathan Deal	State Courts	General Assembly House of Representatives Senate
National	President B. Obama	Supreme Court	Congress (House of Representatives & Senate)

Another way to do this is for students to read the 1-pagers above and complete three column notes with key ideas about each branch. Or create an interactive notebook page listing the 3 branches of government and the responsibilities of each branch. *See interactive notebook pages and government three column notes in schoology.*

Engaging Experience 7

Teaching Point: Social Scientists distinguish between the various levels of the government.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2GS.2.D

Supporting: 2.GS.2.C

Detailed Description/Instructions:

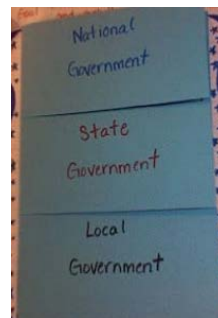
One way to do this is to create a flip book listing the three levels of government. Then read *What Are the Levels of Government* found on Epic.

<https://www.getepic.com/app/read/6990>) While reading the

book, have students add details to their flip books about each level of government. For example, students may write that local government run their communities such as schools, fire stations, and police stations.

Bloom's Levels: Apply

Webb's DOK: 2



Engaging Experience 8

Teaching Point: Social Scientists identify/explain the functions of the three branches of government within the federal, state, and local governments.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2GS.2.D

Supporting: 2.GS.2.C

Detailed Description/Instructions:

One way to do this is to complete the matrix that includes the three branches of government, their functions, and the responsibilities of each. Students now determine which level each branch is in.

Bloom's Levels: Apply

Webb's DOK: 2

The image shows a hand-drawn matrix on a piece of paper. The title is 'Branches and levels of Government'. The matrix has three columns for branches: 'executive branch comes out laws', 'judicial branch decides what laws mean', and 'legislative branch make the laws'. The rows represent levels of government: 'Local' (Mayor, Courts, City Council and City Commissioners), 'State' (Governor, State Courts, General Assembly in House of Representatives), and 'National' (President, Supreme Court, Congress). There are some additional notes and arrows on the paper.

Branches Levels	executive branch comes out laws	judicial branch decides what laws mean	legislative branch make the laws
Local	Mayor Hankie Court Jr	Courts	City Council and City Commissioners
State	Governor Nathan Deal	State Courts	General Assembly in House of Representatives
National	President Obama	Supreme Court	Congress House of Representatives Senate

Topic 3: Our Government Leaders

Engaging Experience 9

Teaching Point: Social Scientists identify specific officials within each branch/level of government.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.GS.2.C

Supporting:

Detailed Description/Instructions:

One way to do this is to watch the video “Kids Explain the 3 Levels of Government”

<https://www.youtube.com/watch?v=E9UmAtGS3wE> . Afterwards have them continue the matrix they have already started by filling in the leaders at the local, state, and federal levels as it applies to student’s school setting. (Federal: President/ Principal; State: Governor/Teacher; Local: Mayor and City Council/Students)

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 10

Teaching Point: Social Scientists understand the responsibilities of government officials at various levels (president, governor, mayor). - read about one official each day. *See the President, Mayor and Governor 1 pagers in Schoology.*

Suggested Length of Time: 3 sessions

Standards Addressed

Priority: 2.GS.2.C

Supporting:

Detailed Description/Instructions:

One way to do this is to read *What is the President's Job?* and have students record new information about the responsibilities and power of a president.

Another way to do this is to read *Working at City Hall* pg. 13 (*on Schoology*) and have students record new information about the responsibilities and power of the mayor. <https://www.getepic.com/app/read/12810>

Another way to do this is to read *The State Governor* and have students record new information about the responsibilities and power of the governor.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Engaging Scenario: Park Hill has a lot of families that are new to the United States. In order to become citizens, immigrants have to pass a test about American History, and one of the topics those immigrants need to understand is how our government is organized. Our school social workers would like to have an infographic available to share with parents wanting to become citizens that summarizes the three branches of government and the responsibilities of officials at various levels. The infographic needs to include:

- The three branches of government and their jobs
- The responsibilities of government officials at various levels (mayor, governor, president)
- Pictures of the White House, the U.S. Capitol and Supreme Court with the appropriate branch
- The powers of each branch

Some possible tools students could use to create an infographic include:

- Piktochart, Google Drawing, Venngage

Unit 3: Inventions that Changed the Way People Live

Subject: Social Studies

Grade: 2

Name of Unit: Inventions that Changed the Way People Live

Length of Unit: 10 Days (October- November)

Overview of Unit:

The main focus of this unit is students becoming familiar with the way inventions have changed how people live. Students will build knowledge of the contributions inventors have made in our nation and how these contributions have helped facilitate the movement of people, products, and ideas.

Getting Ready for the Unit:

- Gather books about inventors
 - Mentor Texts:
 - *National Geographic Kids - Thomas Edison, Albert Einstein*
 - *100 People Who Made History - Meet the People Who Shaped the World We Know Today*
 - *Who Were the Wright Brothers?*
 - *Who Was Alexander Graham Bell?*
- Create a collection of books about inventors on Epic
- **Review Unit 3 SMART Notebook on Schoology**
- Select the books you'll read aloud
- Pull *Telephones Then and Now* and *Computers Then and Now* from Treasures 2.6 week 4 leveled readers (If you still have them)
- Pull *Technology* and *Technology in Our World* from Science 2.13 leveled readers (If you have them)
- PebbleGO -*Long Ago and Today*
- Leveled readers about inventors, inventions, and technology from Reading A-Z

Pre-Assessment (given prior to starting the unit):

Prior to beginning the unit, have students complete a lotus to name inventors they know, what they invented, and how it has impacted the way we live.

Another way to do this is to have a class discussion and make anecdotal notes regarding student answers to the following questions:

- What is a pioneer?
- What is an invention?
- What is an inventor?
- How have inventions and pioneers contributed to the way we live today?
- What are three types of communication and transportation? List the advantages and disadvantages of each.

Priority Standards for unit:

- 2.H.3.C Describe the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.).
- 2.EG.5.E.a Describe different types of communication and transportation and identify their advantages and disadvantages.
- 2.PC.1.E Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation.

Supporting Standards for unit:

- 2.EG.5.E.b Describe how transportation and communication systems have facilitated the movement of people, products, and ideas.
- 2.TS.7.A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support.
- 2.TS.7.A.b Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 2.TS.7.D Share research about a topic.
- 2.TS.7.E.a Develop supporting questions and find answers about a social studies topic, with assistance.
- 2.TS.7.E.b Describe a process to answer supporting questions about a social studies topic.
- 2.TS.7.B Create visual tools to communicate information.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
2.H.3.C	the contributions of inventors or pioneers in their field who influenced progress in the nation (e.g., Eli Whitney, Henry Ford, Thomas Edison, Ben Franklin, Albert Einstein, the Wright brothers, Marie Curie, Helen Keller, Susan B. Anthony, Charles Drew, Alexander Graham Bell, Amelia Earhart, Rosa Parks, Sacajawea, etc.)	Describe	Understand	3
2.EG.5.E	the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation	Describe	Understand	3
2.PC.1.E.a	different types of communication and transportation and identify their advantages and disadvantages	Describe	Understand	3

Essential Questions:

- How have inventions changed the way we live our lives?
- What are advantages/disadvantages of different types of communication and transportation?

Enduring Understanding/Big Ideas:

- Inventions have made life easier.
- There are advantages/disadvantages of all types of communication and transportation (cost vs. speed of travel)

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Describe Identify Select Use Share Develop Primary Secondary Artifacts Inventors Pioneers Communication Transportation Movement Influenced Contributions Character Traits	Civic attitudes

Topic 1: Communication and Transportation

Engaging Experience 1

Teaching Point: Social Scientists can describe different forms of communication.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.EG.5.E.a

Supporting:

Detailed Description/Instructions:

One way to do this is have students sit in a circle. Using the talk move “Who Can Add On?” begin with one child and have them name one form of communication they know. Then, move around the circle having each child name a different form of communication (past to present). The teacher records the types named on an anchor chart or within a SMART notebook. Students who state a form already named or that can’t name one step out of the circle.

Another way to do this is to have the students brainstorm different types of communication they know. Then have them sort the pictures from *Communication Past to Present (found on Schoology)*. Have this sort them by past and present and then have them try to put them in order. Watch the following video clip for a timeline.

[Evolution of Communication](#)

Bloom’s Levels: Understand

Webb’s DOK: 1



Engaging Experience 2

Teaching Point: Social Scientists can describe different forms of transportation.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.EG.5.E.a

Supporting:

Detailed Description/Instructions:

One way to do this is to give students a matrix of communication and transportation, past and present. Using the anchor charts created from experience 1, students sort methods into appropriate boxes.

Another way to do this is to have students create a trifold book by folding a sheet of 8 ½” x 11” paper into thirds. Label one side Communication: Past and Present and the other side Transportation: Past and Present.

Use the anchor charts from experience 1 and sort the methods into the appropriate boxes.

Another way to do this is to have the students brainstorm different types of transportation they know. Then have them sort the pictures from *Transportation Past to Present (found on Schoology)*. Have them sort them by past and present and then have them try to put them in order. Watch the following video clip for a timeline.

[An Animated History of Transportation](#)

Bloom’s Levels: Understand

Webb’s DOK: 1

Engaging Experience 3

Teaching Point: Social Scientists read to learn how inventions/technology have helped to facilitate the movement of people, products, and ideas.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.EG.5.E.a

Supporting: 2.EG.5.E.b

Detailed Description/Instructions:

One way to do this is to break students up into four small groups. Give each group a copy of the two informational nonfiction texts, science texts and a computer. Have them work together to read the text and add any additional finding to their trifold/matrix from experience 2.

Another way to do this is to break the students into groups and have them read one of the invention cards of *Inventions That Changed the World (found on Schoology)*. Have them create a visual poster or digital presentation of the invention and explain its important function or record their ideas on a timeline.

Transportation Then and Now (found on Schoology) and Communication Then and Now (found on Schoology).

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 4

Teaching Point: Social Scientists can identify the advantages and disadvantages of the different forms of communication and transportation.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.EG.5.E.a

Supporting: 2.TS.7.E.a

Detailed Description/Instructions:

One way to do this is to have students create a T-chart or plus/delta and choose three similar forms of communication and three similar forms of transportation (e.g.: letter, email, facetime - bicycle, car, plane) and list the advantages and disadvantages of each.

Another way to do this is to provide texts about communication and transportation then and now to small groups. Students will work together to complete a chart listing the advantages and disadvantages of different forms of communication and transportation. Model this using the telephone as an example.

*(See **Advantages and Disadvantages of Communication and Advantages and Disadvantages of Transportation on Schoology.**)*

Bloom's Levels: Understand

Webb's DOK: 3

Topic 2: Inventors/Pioneers

Engaging Experience 5

Teaching Point: Social Scientists learn about inventors and pioneers by studying photos.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.H.3.C

Supporting: 2.TS.7.A.a, 2.PC.1.E

Detailed Description/Instructions:

One way to do this is to give students pictures of an inventor/pioneer and have them describe what was important to that person just by looking at the photos (what character traits do you notice about the individual?). Have students look at the photos individually and then have them add to their learning by sharing with a partner, small group, and finally as a whole class. Some examples of inventors that relate to transportation and communication are Henry Ford, Helen Keller, The Wright Brothers, Alexander Graham Bell, Amelia Earhart, etc. *(See **Inventor 1 pagers on Schoology.** Also see **Discussion Questions and Photo Observations**)*

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 6

Teaching Point: Social Scientists learn about inventors/pioneers through reading about the inventor/pioneer.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.H.3.C

Supporting: 2.TS.7.A.a, 2.PC.1.E

Detailed Description/Instructions:

One way to do this is give students an assortment of quick reads about the inventor used in experiences 1 and 2. When gathering quick reads, you may use resources from EPIC, Newsela, EBSCO, Explora, library, Schoology, etc. Have students work in small groups to create a timeline mapping the important events that made them a successful leader. As a whole group compare timelines and discuss any misconceptions noticed.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 7

Teaching Point: Social Scientists learn about inventors/pioneers through studying quotes said by the person.

Suggested Length of Time: 1 session

Standards Addressed:

Priority: 2.H.3.C

Supporting: 2.TS.7.A.a; 2.PC.1.E

Detailed Description/Instructions:

One way to do this is give students different quotes said by the inventor/pioneer shown in the photos within experience 1. What do the quotes tell you about what was important to the inventor/pioneer? Do the quotes give you any additional insight to the character of the individual?

Another way to do this is to access Smithsonian Learning Lab and search for images, recordings, and texts of inventions/inventors.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 8

Teaching Point: Social Scientists identify the character traits of inventors/pioneers.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.H.3.C

Supporting:

Detailed Description/Instructions:

One way to do this is work with a partner to review findings recorded on their matrix or other form of notes. What do they notice about the inventors'/pioneers' attitude, mannerisms, character traits, etc.? Add new findings to their matrix. (Example: Based on Henry Ford's quote, "Failure is simply the opportunity to begin again, this time more intelligently", one may describe Henry Ford as someone who learns from his mistakes, accepts mistakes as an opportunity to for growth, perseveres, etc.)

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 9

Teaching Point: Social Scientists notice the contributions made by inventors/pioneers and how the inventions and ideas affect our lives today.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.H.3.C

Supporting:

Detailed Description/Instructions:

One way to do this is working as small groups, students will discuss the contributions of the inventors/pioneers they have been learning about in experiences 1, 2, and 3 and how the invention or idea has affected our lives today. (Example: The Wright Brothers invented the airplane from successes and failures of other inventors. The

invention of airplanes has an affect on the way we travel today. Airplanes have continued to improve the speed of travel as well as opportunities to see the world over the years.)

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Engaging Scenario: May is National Inventors' Month! Our Library Media Specialist is wanting to create a bulletin board that month and is already gathering resources for it. She has asked that we create posters on inventors that have improved communication & transportation in the world and have changed the way we live. Each poster must include:

- Name of inventor/pioneer and a picture
- The contribution they made to communication & transportation in our nation
- At least 3 character traits of the inventor/pioneer that allowed them to be successful

Some possible tools students could use to create a poster would be:

Google Draw, Google Docs, Google Slides (each student could work on a different slide), Piktochart

Unit 4: A Regional Study of Native American Tribes of Missouri

Subject: Social Studies

Grade: 2

Name of Unit: A Regional Study of Native American Tribes of Missouri

Length of Unit: 18 Days (February-March)

Overview of Unit:

In this unit, students will read and construct maps with a title and key and identify examples of different regions. Children will compare the cultural characteristics of regions in the state and explain how geography affects the way people live today. Children will also study and compare the culture and population in our community across multiple time periods. The main focus of this unit will be to have students compare and contrast the past and present habitats, resources, art and daily lives of Native American people within the US and Missouri.

Getting Ready for the Unit:

- Familiarize yourself with <http://www.missouripartnership.com> - this site is put together by the Missouri Partnership. It contains an area that focuses on the different regions within the state of Missouri, the major cities, populations, key employers, and a synopsis of the region.
- Print off resources of different Missouri Native American tribes on Schoology.
- **Review Unit 4 SMART Notebook on Schoology**
- [Seven Tribes of Missouri](#) (*on Schoology*)

Pre-Assessment (given prior to starting the unit):

Prior to beginning the unit, have your students answer the following questions or similar questions. This could be on paper, notecards, etc.

- How does geography affect the way people live today?
- What are regions?
- Why do people of different groups settle more in one place or region than another?

Ask students to create a map of their choice. This is only to gain information on what the students know about maps before starting the unit. Note if students include map key, title, symbols, etc.

Priority Standards for unit:

- 2.RI.6.A Compare the cultural characteristics of regions in the state including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.
- 2.EG.5.G Explain how geography affects the way people live today.
- 2.EG.5.F.b Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district).
- 2.H.3.A Compare the culture and people in our community across multiple time periods. (Hispanic, Cinco de Mayo-- makeup of school)
- 2.H.3.B Compare and contrast the habitats, resources, art and daily lives of Native American people in regions of the US and Missouri, past and present.
- 2.TS.7A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support.

Supporting Standards for unit:

- 2.EG.5.A.a Read and construct maps with title and key (regions of the state, United States, world).
- 2.EG.5.A.b Identify the properties and use of different types of maps for a variety of purposes.
- 2.EG.5.B.a Name and locate regions of the world (continents, oceans, hemispheres, etc.).
- 2.EG.5.B.b Name and locate the regions in your community (county, townships, significant historical landmark etc.).
- 2.EG.5.C.a Identify and describe physical characteristics in the world (ex: landforms, bodies of water, etc.) - (Also touched upon within STEMscopes - Mapping Our World)
- 2.EG.5.C.b Identify and describe physical characteristics of the student's region of Missouri, such as climate, topography, relationship to water and ecosystems.
- 2.EG.5.C.c Describe human characteristics of the student's region (such as population composition, architecture, kinds of economic and recreational activities, transportation and communication networks, etc.)
- 2.RI.6.D Describe how regions commemorate cultural heritage.
- 2.EG.5.F.a Define regions (e.g. as places that have some unifying characteristic- political, climatic, language, physical, etc.).
- 2.EG.5.F.c Describe why people of different groups settle more in one place or region than another.

- 2.TS.7.A.a Identify and analyze primary and secondary sources in classroom discussion with guidance and support.
- 2.TS.7.A.b Select and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, and musical instruments).
- 2.TS.7.B Create visual tools to communicate information.
- 2.TS.7.D Share research about a topic.
- 2.TS.7.E.a Develop supporting questions and find answers about a social studies topic, with assistance.
- 2.TS.7.E.b Describe a process to answer supporting questions about a social studies topic.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
2.EG.5.A.a	maps with title and key (regions of the state, United States, world)	Read/Construct	Understand	3
2.RI.6.A	the cultural characteristics of regions in the state including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions	Compare	Analyze	3
2.EG.5.G	how geography affects the way people live today	Explain	Understand	3
2.EG.5.F.b	examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district)	Identify	Understand	3
2.H.3.A	the culture and people in our community across multiple time periods	Compare	Analyze	3
2.H.3.B	the habitats, resources, art and daily lives of Native American people in regions of the US and Missouri, past and present.	Compare/Contrast	Understand	3
2.TS.7A.a	primary and secondary sources in classroom	Analyze	Analyze	3

	discussion with guidance and support.			
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Essential Questions:

- How do we describe our regions?
- How are Native American tribes similar and different within the regions of the US and Missouri both past and present?

Enduring Understanding/Big Ideas:

- Compare the cultural, human, and physical characteristics of regions within the United States and Missouri.
- Acknowledge how geography affects the way people live today.
- Compare the culture and people in our community across multiple time periods.
- The lives of Native Americans have similarities and differences within the regions of the US and Missouri both past and present.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Read	Cultural characteristics
Construct	Place
Compare	Physical characteristics
Explain	Cultural heritage
Describe	Primary
Identify	Secondary
Name	Artifacts
Locate	Geography
Define	Continents
Select	Oceans
Analyze	Hemispheres
Use	Community
Share	Time period
Develop	Climate
Region	Topography
	Ecosystems
	Population
	Urban
	Rural
	Suburban

Resources for Vocabulary Development:

- Where Do I Live* by Neil Chesnow
Me On a Map by Joan Sweeney
 Reading Maps - Epic! Book

Topic 1: Regions

Engaging Experience 1

Teaching Point: Social Scientists can define regions and identify unifying characteristics of a world map.

Suggested Length of Time: 2 sessions

Standards Addressed:

Priority: 2.EG.5.F.b

Supporting: 2.EG.5.A.a, 2.EG.5.A.b, 2.EG.5.B.a, 2.EG.5.B.b

Detailed Description/Instructions:

One way to do this is to show students the four different regional maps of the world (*found on Schoology*). Have them get into groups and discuss what characteristics they notice about each map. Complete a chart that helps define a region as “a place that has some unifying characteristic - political, climatic, language, physical, etc.”. [Interactive Earth](#)

Another way to do this is to show students a map of the United States. Have them locate different ways the map can be divided (continents, oceans, hemispheres, states, countries, etc.) and review the parts of the map

Bloom’s Levels: 1

Webb’s DOK: Understand

Engaging Experience 2

Teaching Point: Social Scientists identify regions of Missouri.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 2.EG.5.F.b

Supporting: 2.EG.5.F.a

Detailed Description/Instructions:

One way to do this is to show the Youtube video [Urban, Suburban and Rural Communities](#). Have students define the difference between a rural and urban community. Then give students and/or display a copy of the urban/rural and wheat producing maps of Missouri (*found on Schoology*). Remind students that a region is defined as “a place that has some unifying characteristic.” In looking at the maps, have the students focus on Missouri. What do these maps tell us about Missouri?

Engaging Experience 3

Teaching Point: Social Scientists identify characteristics of our community.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 2.EG.5.G

Supporting: 2.EG.5.F.a, 2.EG.5.C.b, 2.EG.5.C.c,

Detailed Description/Instructions:

One way to do this is to have students look at the different maps of Platte County to get a perspective of how it all fits into our location relative to a map. Have students write on paper or in a notebook, the characteristics of our community (ex. rural and urban, crops, lakes, streams, rivers, roads, highways, climate, transportation, etc.)

Another way to do this is to have the students discuss their community or neighborhood. What types of things do they like to do, how do they travel, what is the weather like, etc.? Having this discussion will set them up for an understanding of how native Americans settled here and the characteristics of each tribe.

Bloom's Levels: 2

Webb's DOK: Apply

Engaging Experience 4

Teaching Point: Social Scientists identify characteristics of our community.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 2.H.3.A

Supporting: 2.EG.5.F.a, 2.EG.5.C.b, 2.EG.5.C.c,

Detailed Description/Instructions:

One way to do this is to have students watch the videos about Kansas City. Have them record what they notice about dress, buildings, transportation,

[History of Kansas City Part 1](#)

[History of Kansas City Part 2](#)

[History of Kansas City Part 3](#)

Another way to do this is to have the students discuss their community or neighborhood. What types of things do they like to do, how do they travel, what is the weather like, etc.? Having this discussion will set them up for an understanding of how native Americans settled here and the characteristics of each tribe.

Bloom's Levels: 2

Webb's DOK: Apply

Topic 2: Native American Regions

Engaging Experience 5

Teaching Point: Social Scientists record new information about Native Americans.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 2.H.3.B, 2.TS.7A.a

Supporting: 2.TS.7.B

Detailed Description/Instructions:

One way to do this is to use a book, website, or other resources to gather information on the Osage Indian Tribe of Missouri or another group of your choice. Students can create or glue a table into their Social Studies notebooks to record new information. Tables should include but are not limited to habitats, resources, art and daily lives. As you model researching information about the Osage Indian Tribe, also model for the students how to record information into the table. (*See different fact sheets of Missouri Native American tribes on Schoology*) Students can also add a *map of the Seven Tribes of Missouri on schoology* to their notebooks.

Bloom's Levels: Comprehend

Webb's DOK: 1

Engaging Experience 6

Teaching Point: Social Scientists work collaboratively to research and record new information about Native Americans.

Suggested Length of Time: 2 sessions

Standards Addressed:

Priority: 2.H.3.B, 2.TS.7A.a

Supporting: 2.TS.7.D, 2.TS.7.B

Detailed Description/Instructions:

One way to do this is to provide students with leveled reading books (Reading A-Z or EPIC), websites, or other resources on the Missouri Indian Tribe or another group of your choice. Students will work with a partner or small group to research and record information about the Missouri Indian Tribe in their Social Studies journals. (*See different fact sheets of Missouri Native American tribes on Schoology*)

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 7

Teaching Point: Social Scientists independently research and record new information about Native Americans.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 2.H.3.B, 2.TS.7A.a

Supporting: 2.TS.7.B

Detailed Description/Instructions:

One way to do this is to provide students with a list of remaining Native American tribes of Missouri (e.g. Chickasaw, Illini, Quapaw, Otoe and Ioway tribes) to research independently. Students will choose a tribe of their choice from the provided list. Students will then record their newly learned information on the table in Social Studies notebooks. (*See different fact sheets of Missouri Native American tribes in Schoology*)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 8:

Teaching Point: Social Scientists compare and contrast the habitat, resources, art, and daily lives of Native Americans.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 2.H.3.B, 2.TS.7A.a

Supporting: 2.TS.7.B

Detailed Description/Instructions:

One way to do this is to have students complete a Venn diagram listing similarities and differences between two Native American groups of their choice. They can get with a partner set that studied a different tribe to compare information.

Another way to do this is to have students complete a T-chart in their Social Studies journal listing similarities and differences between two Native American groups of their choice.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 9:

Teaching Point: Social Scientists compare and contrast the habitat, resources, art, and daily lives of Native Americans.

Suggested Length of Time: 2 sessions

Standards Addressed

Priority: 2.H.3.B, 2.TS.7A.a

Supporting: 2.TS.7.B

Detailed Description/Instructions:

One way to do this is to present what they have learned about their tribe and that of another partner set. By the end of these sessions, all tribes of Missouri should be presented in students' learning about Native American languages, celebrations, customs, holidays, artistic expression, food, dress, and traditions.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

HELP! Tommy has been absent from school for two weeks, and he has a social studies test in two days. He needs your help to learn about the habitats, resources, art, and daily lives of three different Native American tribes. Create a trifold to compare and contrast the three tribes you have been researching. Be sure to include characteristics of the region in which the tribe lived.

You may use Piktochart, Google Drawing, or another form to display your knowledge of this region.

Another way to do this: Use the *FlipGrid Script (found in Schoology)*, students will use the information learned in this unit to plan a script to complete a FlipGrid video. Students will choose a Missouri Native American Tribe provide facts about the tribe as well list questions for the tribe.

Another way to do this: Use the *Canva Planning Sheet (found in Schoology)*, students will use the information learned in this unit to create a Canva. Students imagine they are Native Americans years ago. Using what they've learned, create a one-pager showing what their life would be like. (Live (urban, rural, suburban), food, play, work, clothes.

Unit 5: Economic Concepts of Our Community

Subject: Social Studies

Grade: 2

Name of Unit: Economic Concepts of Our Community

Length of Unit: 9 Days (May)

Overview of Unit:

The main focus of this unit will be for students to experience how people barter to exchange good and services as well as how money is used to buy and sell goods and services. They will need to understand the relationship of income, labor, and wages and describe personal cost-benefit analysis. Finally, students will learn the difference between consumption and production as they relate to goods and services within our region.

Another way to teach this unit is to set up a classroom economy for the length of the unit. All instructions are included in this link (*on Schoology*).

[My Classroom Economy](#)

Getting Ready for the Unit:

- Gather mentor texts to support lessons. Examples include:
Boom Town by Sonia Levitin
Cocoa Ice by Diana Appelbaum
If You Give a Mouse a Cookie by Laura Numeroff
Ox-Cart Man by Donald Hall
Uncle Jed's Barbershop by Margaree Mitchell
The Day I Swapped My Dad for Two Goldfish by Neil Gaiman
A Chair for My Mother by Vera Williams
Those Shoes by Maribeth Boelts
[Economic Concepts of Our Community – Grade 2](#) (*on Schoology*)
- ***Review Unit 5 SMART Notebook on Schoology***

Pre-Assessment:

Prior to beginning the unit, have your students answer the following questions or similar questions. This could be on paper, notecards, etc.

- What is a need? What is a want?
- How are our needs and wants met?
- What does it mean to barter?
- What is the difference between goods and services?

Priority Standards for unit:

- 2.E.4.A.b Demonstrate how people use money to buy and sell goods and services.
- 2.E.4.B Describe a personal cost-benefit situation.
- 2.E.4.A.d Explain the relationship of income, labor, and wages

Supporting Standards for unit:

- 2.E.4.A.a Describe consumption and production and the relationship to goods and services, within your region.
- 2.E.4.A.c Demonstrate how people barter to exchange goods and services.
- 2.TS.7.E.a Develop supporting questions and find answers about a social studies topic, with assistance.
- 2.TS.7.E.b Describe a process to answer supporting questions about a social studies topic.
- 2.TS.7.B Create visual tools to communicate information.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
2.E.4.A.b	how people use money to buy and sell goods and services.	Demonstrate	Apply	3
2.E.4.A.c	how people barter to exchange goods and services.	Demonstrate	Apply	3

Essential Questions:

- How are community wants and needs met?

Enduring Understanding/Big Ideas:

- Community wants and needs are met when people barter to exchange goods and services
- Community wants and needs are met when people use money to buy and sell goods and services.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Demonstrate Apply Describe Explain Money Primary Secondary	Goods Services Barter Exchange Cost-benefit analysis Consumption Production Income Labor Wages Artifacts

Resources for Vocabulary Development:

<https://www.youtube.com/watch?v=dcU-sEURd08&feature=youtu.be>

Mentor texts from list above

Topic 1: Exchanging Goods and Services

Engaging Experience 1

Teaching Point: Social Scientists discuss how wants and needs are met.

Suggested Length of Time: 1-2 sessions

Standards Addressed

Priority: 2.E.4.A.b, 2.E.4.A.d

Supporting:

Detailed Description/Instructions:

One way to do this is to read *Those Shoes* by Maribeth Boelts and create a list of needs and wants. Also identify how needs and wants are met. Students could work collaboratively to create a list of different needs and wants and discuss how their own needs and wants are met.

Another way to do this is to brainstorm and create an anchor chart with students and discuss which of the items listed are needs and wants.

Students could also work in small groups or independently to create their own similar chart and share with class or partner.

Bloom's Levels: Understand

Webb's DOK: 1



Engaging Experience 2

Teaching Point: Social Scientists understand the terms income, labor, and wages.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.E.4.A.d

Supporting:

Detailed Description/Instructions:

One way to do this is to create a vocabulary lotus for students to record the definitions of income, labor, and wages and discuss how these relate to meeting wants and needs.

- **income**-a gain usually measured in money that comes in from labor, business, or property
- **labor**-the services performed by workers for wages
- **wages**—compensation received by employees for services performed. Usually, wages are computed by multiplying an hourly pay rate by the number of hours worked.

Another way to do this is to demonstrate how a job works. Designate workers, what their job will be (classroom job) and what their wages will be.

Bloom's Level: Understand

Webb's DOK: 1

Engaging Experience 3

Teaching Point: Social Scientists distinguish between goods and services.

Suggested Length of Time: 1 session

Standards Addressed:

Priority: 2.E.4.A.b

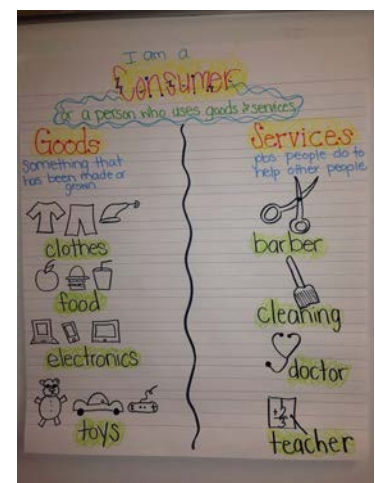
Supporting:

Detailed Description/Instructions:

One way to do this is to create an anchor chart defining goods and services.

Students can create a similar anchor chart in their Social Studies notebook.

After defining goods and services, students could work collaboratively or independently to create a list of goods and services in our community.



Another way to do this is to have students cut pictures from magazines and sort them into a goods and services category. Students could share their completed sort with a partner or to the class, noticing similarities and differences with their peers.

Another way to do this is to have students complete a sort with given goods and services. Students could work with a partner to explain their reasoning for placing their items in each category. Some students may explain that a farmer could be considered a service while also producing a good. Allow time for discussion.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 4

Teaching Point: Social Scientists learn the relationship between consumption and production.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.E.4.A.b

Supporting: 2.E.4.A.a

Detailed Description/Instructions:

One way to do this is to create an anchor chart defining producer and consumer. Students can create a similar chart in their social studies notebook.

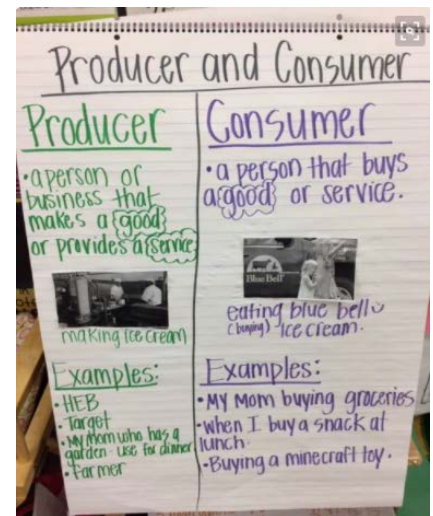
Another way to do this is to complete a consumers and producers sort.

Allow students the opportunity to explain their reasoning for placing their items in each category. Allow time for discussion and build upon yesterday's lesson.

Another way to do this is to read *If You Give A Mouse a Cookie* by Laura Numeroff and identify the examples of goods/services and producers/consumers.

Bloom's Levels: Apply

Webb's DOK: 2



Engaging Experience 5

Teaching Point: Social Scientists distinguish between using money and bartering to buy or exchange goods and services.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.E.4.A.b

Supporting: 2.E.4.A.c

Detailed Description/Instructions:

One way to do this is to create an anchor chart defining bartering and discuss examples of bartering.

Another way to do this is to watch Schoolhouse Rock- Barter and have students create a web for bartering and buying with money.

<https://www.youtube.com/watch?v=f3rv-t58-p8>

Another way to do this is to have students complete a sort with given examples of bartering and buying. Students could work with a partner to explain their reasoning for placing their items in each category.



Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 6

Teaching Point: Social Scientists learn how people barter to exchange goods and services.

Suggested Length of Time: 1 session

Standards Addressed

Priority:

Supporting: 2.E.4.A.c

Detailed Description/Instructions:

One way to do this is to read *Ox-Cart Man* or another similar text and discuss how the character used bartering of goods to meet the needs of his family. This would be a good time to discuss why people use money more often for trading than bartering.

[Barter or Trading ? How does it work?](#)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 7

Teaching Point: Social Scientists describe how people trade using money and bartering.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.E.4.A.b

Supporting: 2.E.4.A.c

Detailed Description/Instructions:

One way of doing this is to have students write a paragraph explaining how people trade using money and bartering. Students could also illustrate and create a poster of their example.

Another way of doing this is to have students create a plus delta/chart for bartering and a plus/delta chart using money.

[Money vs. Barter](#)

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 8

Teaching Point: Social Scientists learn about cost-benefit analysis.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.E.4.B

Supporting:

Detailed Description/Instructions:

One way of doing this is to show the Cost-Benefit Analysis video and model completing a plus/delta chart on choosing to eat at a restaurant or eat at home.

<https://www.youtube.com/watch?v=dcU-sEURd08&feature=youtu.be>



Another way of doing this is to create an anchor chart defining cost-benefit analysis. Students can create a similar chart in their social studies notebook and have a class discussion about newly learned information.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 9

Teaching Point: Social Scientists describe a personal cost-benefit analysis.

Suggested Length of Time: 1 session

Standards Addressed

Priority: 2.E.4.B

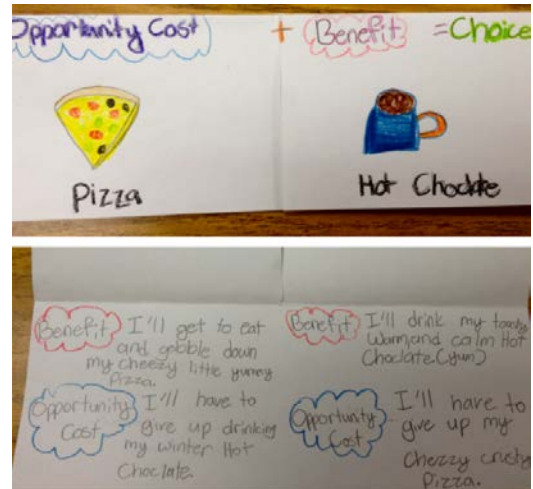
Supporting:

Detailed Description/Instructions:

One way of doing this is to have students create a poster describing the opportunity cost and benefits of a personal decision. Model completing a poster similar to the one provided.

Bloom's Levels: Understand

Webb's DOK: 3



Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Complete the activity *Would You Survive?* Resources have been uploaded in Coach's Corner on Schoology. This activity will allow students to use their knowledge of content specific vocabulary. Another idea would be to have students decide on a good or service to barter with peers and complete a similar activity as *Would You Survive?*

Taken from the blog LoveToKnow: Teaching Kids About Bartering by Stacy Ziegler,