

**Grade Level / Content Area: Grade 2 Social Studies
Curriculum
Unit 1 Civics - Making a Difference in My Communities
Revised 2018**

Course Description:

In this unit, students will be presented with the following task:

What makes a responsible citizen? How do you help at home? How do you help at school? Our Summit community has many programs that help positively impact the community. Your task will be to evaluate our community needs and create a proposal identifying the need and how you can meet it.

For example, how can we help others be more clean at our playground or schools or sidewalks? What can we do help our community feel safe? How can you make a difference in Summit?

Big Ideas:

Students can be a strong part of their community.

<p>Essential Questions</p> <ul style="list-style-type: none"> ● What makes a strong community? ● Why are rules and laws important to a community? ● How can people be good citizens? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● We can use our interests to enrich or weaken the communities in which we are a part. ● Communities are strengthened when individuals have empathy. ● Communities are strengthened when individuals are courageous enough to stand up for universal values. .
<p>Areas of Focus:</p> <ul style="list-style-type: none"> - 6.1.4.A.15- Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. - 6.1.4.A.11- Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civil responsibilities at the community, state, national and global levels. - 6.1.4.A.10- Describe how the actions of Dr. Martin Luther King Jr., other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. - 6.1.4.A.7- Explain how the United 	<p>Suggested Activities:</p> <p>PBL Task</p> <p>As second graders we are ready to conquer the world — and we can start with our community. We have the power to make meaningful contributions to our neighborhood. We are ready to actively participate with a local organization to fill a real need, help a specific population, and engage in public service to make a real difference. We start by asking important questions: What makes a responsible citizen? How do you help at home, school, and our larger community?</p> <p>Start of the Year</p>

States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

- 6.1.4.A.12- Explain the process of creating change at the local, state, or national level.
- 6.1.4.A.1- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.3- Determine how “fairness”, “equality”, and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
- 6.1.4.A.9- Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (eg., fairness, civil rights, human rights).

Prepare for the project by:

-Setting up classroom rules, routines and procedures and determining a class definition of what a strong citizen looks like.

-Setting up routines and expectations for using *Interactive Notebooks*, in order to keep their research and project based assignments throughout the year.

Option: Make a video of teachers around the school asking how they make a difference in their community and have a overall message challenging the students to make their own difference!

Option: Find an article from the Summit patch once or twice a week to share with students to learn more about what is happening in their hometown...Like a current event each week?

Lesson One: Making a Difference in My Community

How can we make a positive difference in our community?

- Allow time for teams to personalize this question and develop an understanding of what each part of it means with a gallery walk/video.
 - Students will work in teams and participate in a gallery walk.
 - Repeat gallery walk giving students more time to discuss and understand the task. Afterwards students will sign up to which missing need they want to become experts on.
 - While they go around the gallery walk, they will work to answer the guiding questions.
1. What parts of your community exist to make positive difference? (Hospitals, senior citizens' centers, homeless shelters, firefighters, police, lifeguards, libraries, animal shelters, schools, churches, community centers, public/government facilities, etc.)

2. What parts of your community interest you the most? (Parks, lakes, malls, recreational trails, community centers, museums, schools, theaters, farms, city centers, etc.)
3. What parts of your community experience problems? Do libraries need more books? Do parks need to be cleaned up? Do people in senior citizens' centers need programs or entertainment? Do schools need supplies? Do animals need adoption or training programs? Is the community recovering from a natural disaster, or preparing for particular weather or a challenging season?)
4. Is there a part of your community you would like to learn more about? Does your community face a particular environmental challenge?
5. Have you ever participated in an activity that bettered your community (such as a food drive, trash pick-up, recycling effort, etc.)? What part of your community is the most in need of help?

Key Vocabulary: Community, neighborhood, transportation, city, town, citizen, house, apartment, urban, suburban, rural, government, laws, leader, population, people

2-3 days

PBL example resource that is helpful to refer to throughout the unit

https://drive.google.com/file/d/0B_nbuurVPKrUczJ1bzBqNVdrdjA/view?usp=sharing

Benchmark Lessons and Centers

Choose how you want to present the "Benchmark Lessons" and weave "Centers" throughout to reinforce ideas. The lessons/notes can be recorded in their Interactive Notebook, allowing students to show their thinking. Notes are put on the right side and student's thinking goes on the left side. See below for lesson suggestions.

Ways to Show Your Thinking Chart: *Can be placed inside the interactive notebook to help guide students on ways to show their thinking during the independence practice portion of each social studies workshop.*

[Ways to Show Your Thinking Chart](#)

Interactive Notebook Rubric: *Students can use this rubric to guide their work and self-evaluate. Teachers can use it as a check-in or reminder of the purpose and expectations for the social studies notebook.*

[Social Studies Notebook Rubric](#)

Lesson Two: Characteristics of a Community

What is a community?

1. Start a whole class discussion listing common characteristics of a community
2. Read Aloud a few books on community
3. Students identify the characteristics as described in the book, comparing it to the original list, and adding to the list
4. Generate ideas of common characteristics of a community and define
5. Students illustrate characteristics of a community in their interactive notebook

Community Read Alouds

- Be My Neighbor by Maya Ajmera
- Franklin's Neighborhood by Paulette Bourgeois
- On the Town: A Community Adventure by Judith Caseley
- I Live in Brooklyn by Mari Takabayashi
- Look Where We Live!: A First Book of Community Building by Scot Ritchie
- The One Day House by Julia Durango
- It Takes a Village: Picture Book Edition by Hillary Rodham Clinton
- City Green by Dyanne DiSalvo-Ryan
- Do Something in Your City by Amanda Rondeau

- Franklin's Neighborhood by Sharon Jennings
- The Great Fuzz Frenzy by Janet Stevens
- On the Town : A Community Adventure by Judith Caseley

Other Community Resources

[Teaching with Kids Books](#)

2-4 days

Lesson Three: Three Types of Communities

What are different types of communities? How do they affect the way we live?

1. Watch Brain POP Jr. Video:[Urban, Suburban, Rural Video](#)
2. Tell students to pay special attention to the characteristics of each community
3. Ask:"What type of community do we live in?"
4. In small groups give students a card with a different community and list characteristics
5. Create a three column chart with Urban, Suburban, and Rural
6. Point out ways the different communities affect the way people live
7. Establish ways all communities rely on each other

Three Types of Communities Read Aloud

- The Little House by Virginia Lee Burton
- *Winter Barn* by Dorothy Ripley
- City Mouse, Country Mouse by Maggie Rudy
- Country Kid, City Kid Julie Cummins
- Living in Rural Communities by Kristin Sterling
- Living in Suburban Communities by Kristin Sterling
- The City Kid & the Suburb Kid by Deb Pilutti
- Mike Mulligan and His Steam Shovel by Virginia Lee Burton

- On the Town: A Community Adventure by Judith Caseley

Videos

[Types of Communities](#)

[Community Introduction](#)

[City Mouse and Country Mouse](#)

2-4 days

Lesson Four: Understanding Citizenship

What makes a good citizens? What is citizenship?

- Define citizenship: the qualities that a person is expected to have as a responsible member of a community. It is made up of five qualities: honesty, compassion, courage, responsibility, and respects
- Read a book that will help support the definition of citizenship
- Create a chart showing what a good citizen looks like, sounds like, feels like
- Participate in whole class talk asking, "What makes a good citizen? How do they make a difference?"

Citizenship Books

- I am a Good Citizen by Mary Ann Hoffman
- Being a Good Citizen: A Book About Citizenship (Way to Be!) by Mary Small
- A Very Important Day by Maggie Rugg Herold
- Night Visitors by Ed Young
- *She's Wearing A Dead Bird on Her Head!* by Kathryn Lasky
- *The Impossible Patriotism Project* by Linda Skeers
- *The Empty Pot* by Demi
- *Duck for President* by Doreen Cronin
- If Everybody Did by Jo Ann Stover
- America: A Patriotic Primer by Lynne Cheney
- Carl the Complainer by Michelle Knudson

- We the Kids by David Catrow
- Her Right Foot by Dave Eggers
- The Old Man who Loved Cheese by Garrison Keiler

Other Citizenship Resources

[Books Summaries on Citizenship](#)

[Brain POP Jr: Citizenship](#)

[Brain POP: Citizenship](#)

[Being a Good Citizen](#)

[Kid President](#)

2-4 days

Lesson Five: The Importance of Rules and Laws

Why do we need rules and laws?

- Define rules: A rule is something you have to follow to keep you safe
- Define laws: A law is a rule in the community that everyone must obey
- Create a circle map of rules and the same for laws [Rule and Law Sample Circle Map](#)

Read Aloud on Rules and Laws

- Rules and Laws by Ann-Marie Kishel
- Officer Buckle and Gloria by Peggy Rathmann
- Do Unto Otters by Laurie Keller
- What If Everybody Did That? by Ellen Javernick

Other Resources

[Responsive Classroom Book Suggestions](#)

[Justice Teaching Site](#)

2-4 days

Lesson Six: Community Helpers Their Roles and Tools

Who are our community workers? Who are our community leaders? Why are they important?

- Ask students if anyone knows what a community helper is. Ask if they think a teacher is a community helper. Explain that a community helper is anyone who helps others by providing a

service.

Ask partners to list across their fingers people who help others. Examples include police officers, firefighters, mail carrier, etc.

- Share out what several students discussed
- Read the book, *Whose Hat is This?* by Sharon Katz Cooper
- Identify how each hat belongs to someone who helps others
- Write long and draw about a community helper they would want to be and why they are important in student's interactive notebook

Books on Community Helpers

- *Career Day* by Anne Rockwell
- *Helpers in My Community* by Bobbie Kalman
- *Delivering Your Mail: A Book About Mail Carriers* by Ann Owen
- *Jobs People Do* by DK Publishing
- *Whose Tools Are These?: A Look at Tools Workers Use - Big, Sharp, and Smooth (Whose Is It?: Community Workers)* by Sharon Kratz Cooper
- *Clothesline Clues to Jobs People Do* by Kathryn Heling

Videos

[Brain POP: Community Helpers](#)

[Community Helpers Playrific](#)

[The Berenstain Bears - On The Job](#)

1-2 days

Lesson Seven: Developing a Public Service Plan

How can we make a difference in the local community?

Goal: Come up with a need that would benefit the Summit community

1. Remind students what need they signed up for and create a team name and logo for their program. (Might take a few days)

2. After logo is completed, have teams think about some of these questions to help them plan how their need can be met:
 - What problem does the team see in the community?
 - How might they solve it? What is their plan?
 - What work will they produce?
 - Who might they work with in the community?
 - Who will be helped by their work?
 - What information might they collect along the way?
 - How will they measure their success?
3. Have students create a plan of how to have the community need met. What resources do they need? Can the resources be found within our community? Research with programs outside Summit might help them come up with some ideas or partnerships.
4. Students will pitch their project to a class panel where they will offer compliments and tips on: complexity of project, logistics, timing, fit, originality
5. Select groups to confer with each day, to describe, revise, and plan project
6. Students write up a formal public service announcement that tells the story of what they did and why
7. Use **PBL Resource** for resources and project tools:
https://drive.google.com/file/d/0B_nbuurVPKrUczJ1bzBqNVdrdjA/view

5-7 days

How can presenting your project work to an audience make a difference?

1. Students can present their project work to a formal audience

2. Show some examples of commercials for a cause to help them brainstorm
3. Students create a poster/digital presentation to advertise their need/cause
4. Suggestion...video kids commercial as an example for the next year...
5. Following the showcase, debrief with students and reflect: What did you like best? How might they grow up to be amazing citizens who make a difference in their communities?

1-2 days

Center Ideas: Weaving Centers Throughout the Unit

How can working in centers reinforce content knowledge?

- Rules and laws
[Rules and Laws Center](#)
[Rules and Laws Task Cards](#)
- Community Helpers
[Community Helpers Center](#)
[Community Helpers Task Card](#)
- Summit Community
[Summit Community Task Card](#)
[Summit Community Write Around Center](#)
- Community leaders
[Community Leaders Center](#)
[Community Leaders Task Card](#)
- Vocabulary
[Community Vocabulary](#)
[Community Vocabulary Task Card](#)
- Types of communities:
[Pictures for Photograph Center](#)
[Task Card for Photograph Center](#)

	<p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

**Grade Level / Content Area: Grade 2 Social Studies
Curriculum**

Unit 2 Civics - Economics: "Building our Community..." "Do you want to be a boss?"

Course Description:

In this unit, students will be presented with the following task:

Where do you like to shop? What do you like to buy? How do you like to buy things? These questions all relate to the economy of our community. Summit has many stores that help us purchase the items that we want and need to survive. Do we all have the stores we want and need in Summit?

Your task will be to evaluate the current goods and services offered in Summit. You will then create a business proposal for a needed business in town.

Big Ideas:

Students can be a strong part of their community.

<p>Essential Questions</p> <ul style="list-style-type: none">• How does a community support your wants and needs?• Why is managing a budget important to a community?• What are the characteristics that make a business successful?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• Decisions concerning the allocation and use of economic resources impact individuals and groups.
<p>Areas of Focus:</p> <ul style="list-style-type: none">- -6.1.4.C.10- Explain the role of money,	<p>Suggested Activities</p>

savings, debt, and investment in individual's lives. (focus on money and savings)

- -6.1.4.C.18- Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- -6.1.4.B.8- Compare ways people choose to use and distribute natural resources.
- -6.1.4.C.1- Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.
- -6.1.4.C.2-Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- -6.1.4.C.9- Compare and contrast how the availability of resources affects people across the world differently. (start at the community/state level).
- -6.1.4.C.4-Describe how supply and demand influence price and output of products.
- -6.1.4.C.13- Examine the qualities of entrepreneurs in a capitalistic society.

PBL

Where do you like to shop? What do you like to buy? How do you like to buy things? These questions all relate to the economy of our community. Summit has many stores that help us purchase the items that we want and need to survive. Do we all have the stores we want and need in Summit?

Your task will be to evaluate the current goods and services offered in Summit. You will then create a business proposal for a needed business in town.

Day 1: Inquiry lesson

- (Before the lesson) Create a teacher list of all the words that relate to our economy (economy, goods, services, wants, needs, consumer, producer, scarcity, supply and demand, factory, crops, + more). **See vocabulary chart below.**
<https://quizlet.com/19784834/economics-vocabulary-2nd-grade-deveneau-flash-cards/>
- Inquiry lesson - briefly ask students "Do you have money? What do you do with your money? What happens to your money after you spend/save it?"
- Quick write 5-10 minutes - Have students write or draw what they think happens to their money in their social studies notebooks. (sentences, sequence map etc.)
- Discuss students ideas - whole class
- Introduce the word **economy** means for Summit: *the way our town manages its money and resources to produce, buy and sell goods and services.* Then ask the students what they already know about economy
- Possible video - [cha-ching](#)
- After listening to the student conversation, introduce the PBL task.

Day 2: Introduce “Do you want to be a boss?”

- Gather students together to remind them of their work yesterday and their task (PBL). Glue task and vocabulary into their journals.
- Tell them that today we are going to explore different images, photos and maps of our community and begin to explore our wants and needs that can promote our Summit economy.
- (Before the lesson) Create 3 stations about Summit for the students to explore in small groups: pictures of stores in Summit, a map of Summit with stores marked on it and pictures of Summit community-schools, Cultural Arts Center, Fire Station, Police Station, etc.
- Write around - As the student explore each station, have a poster with the pictures and the following questions written on each poster: “What do you see? What do you think? What do you wonder?” The students can write their responses to questions as they walk around. They can also write comments on other student’s responses
- After exploring each station, have student come to the rug to compile their ideas. Ask students what they noticed at each station and what they think might promote Summit’s economy? How can people in Summit use their money?

Day 3-4 Map skills

Understanding a Map

<https://www.nationalgeographic.org/maps/neighborhood-map/>

-See lesson plan to teach importance of map keys/symbols on a map

- Have students create their own maps of a town. Make sure they include a map key with symbols. They can trade maps with a partner and ask questions about each other's maps to explore them.

Directionality Using a Map

-identify directions on a map (should be review from first grade) - compass rose - north, south, east, west, northeast, southeast, northwest, southwest

<https://www.nationalgeographic.org/activity/cardinal-directions-and-maps/>

See lesson plan to teach cardinal directions, compass rose

Extended Activity

- Show students the true cardinal directions using a compass app on a smartphone or tablet. Replicate the directions by drawing a compass rose in chalk on the classroom floor, or alternately on the playground blacktop. Review what N, S, E, and W represent. Have students refer to the drawn compass rose to follow oral directions, such as "Walk east and pull down the shade," or "Hop three steps south and look to the left. What do you see?" Once they get the idea, invite volunteers to give the directions and call on classmates to follow them. They can work with a partner and have one partner direct them to a "hidden object" or "prize".

Week 2-8: Goal: Explore how economics is important to us and our community.

(Choose how you want to present the "Benchmark Lessons" and weave centers throughout to reinforce ideas. These lessons/notes can be recorded in their

Interactive Notebook using the “Ways to Show Your Thinking” from the start of the year.)

Benchmark Lessons:

Use centers to reinforce ideas (videos, pictures, books, etc.) students might spend about 2 days with each benchmark lesson & center. Have students answer teacher created questions to go along with each lesson in their Interactive Notebook. See folder for centers: Summit Community Center, Goods and Services Center, and Wants and Needs Center

Saving and Spending (BrainpopJr.) & Needs and Wants (BrainpopJr.) -

- Identify spending and saving - importance of spending vs saving
- Identify difference between needs & wants
- Working with a group/partner have, students choose dollar amount (**\$ cards found in folder**) students use weekly ads from newspapers, supermarkets, clothing stores, etc. (these could be found online and printed or have students use computers)

Using their \$ amount, students decide where in Summit they are going to spend their money on and how much money they are going to save.

In their social studies notebook list items purchased with \$ amount, math problems to figure out how much \$ they have spent, amount of money left for savings

After allocating their money, students write several sentences describing their decisions on what to purchase.

- **Goods and Services & Producers and Consumers([BrainpopJr.](#))**

After watching video identify and describe some goods and some services (ex. Bakery, mechanic etc.)

Working with a partner/s identify goods and services in the pictures provided. In social studies notebook students complete the chart (**pictures and chart in folder**)

Writing in social studies notebook - what type of goods and services are found in Summit? Why are these businesses important to Summit?

- **Supply and Demand (Brainpop)**
- <https://www.youtube.com/watch?v=L41r1852hFM>

Identify and define supply and demand
What type of things impact supply and demand? (ex. Weather, transportation, technology, number of producers, number of consumers, quality of product) Create a list of things that impact supply and demand. Discuss with students how these things impact supply and demand. Become an expert - students choose one way that supply could be impacted and working with a group/partner describe how supply might be affected.

How does supply and demand affect the price of a product? ([Brainpop Jr](#)) After watching video, discuss the relationship between supply and demand and the price of a product. Pass out different scenarios, have students discuss and write about effects of supply and demand in their scenario. (**see scenarios page in folder**)

Weeks 8-12: Goal: Explore our Summit community and come up with a business proposal idea.

Exoloring Summit

Introduce students to the town of Summit by showing videos.

- Summit Farmers Market Video
<https://www.youtube.com/watch?v=EkMLfZfBxkg>
- Realtor tour of Summit Video
<https://www.youtube.com/watch?v=as1NPxgexH4>

Quick write - 5-10 minutes - in social studies notebook students quick write a list of stores/places they know that already exist in Summit. Gather students with their notebooks, using their lists create a chart of different categories of stores/places (ex. Toy, food, exercise etc.) Add their stores/places under the categories. Sort stores/places in their notebook by color coding or symbols. (ex. Red dot for all the toy stores)

Analyze the store/place chart that class created - discuss observations of things that might be missing in Summit. Create a list of stores/activities/places that might be missing.

- Have students choose a store that they wish existed in Summit, based on the list they created at the start of the unit.
- <https://www.youtube.com/watch?v=n24IofQsg3E&t=134s>
- Create groups based on their choices and have them come up with business and create a plan.
- <https://www.youtube.com/watch?v=L41r1852hFM>
- https://www.youtube.com/watch?v=za_NIGhYFw4&index=3&list=PL1E00F6224291F945
 - Plans should include:
 - VOCABULARY FROM UNIT

- Name the business and what it would do?
- Why do you think this business would benefit the community (include whether it is a need or a want)?
- Target age/who is it for?
- Is your business providing goods or services?

* Students can present their business proposals in a variety of formats (teacher or student preference) Poster, movie, slideshow, etc. *

Resources:

- https://docs.google.com/document/d/1rhxRvN2tzG-DCI4aDOKl3_w5z2K8_1NydKFYzrlAlaE/edit?usp=sharing
Economics PBL
- <http://www.socialstudiesforkids.com/articles/economics/makingabudget1.htm>
Basic Economics- 'goods and services' project
- *Have students create a checklist of businesses in Summit. They can go around the town and write a little bit about each business and what they notice or find. What did you not find? Can tail into the activity of making their own business.

Videos:

- BrainpopJr. and Brainpop Videos
- <https://www.youtube.com/watch?v=Jd4kD9TicbA> = goods and services video intro.
- <https://www.youtube.com/watch?v=MlkoZfzlfxo> = goods and services brainpop jr.
- <https://www.youtube.com/watch?v=fxfbvQsCeTE> = goods and services/consumers and producers.

	<ul style="list-style-type: none"> - PBS Videos and Lesson Suggestions - https://www.pbs.org/show/econ-and-me/ supply and demand <p>Read Alouds: https://www.choiceliteracy.com/articles-detail-view.php?id=390 Choose from the list at the bottom of the page for many resources.</p> <p>List of Summit Businesses: http://www.summitdowntown.org/shopping-1/</p> <p>Centers to Support Economics Unit Good and Services Center Summit Community Center Wants and Needs Center</p> <p>Interdisciplinary Connections</p> <p>Technology Integration</p> <p>Global Perspectives</p>
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Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

Grade Level / Content Area: Grade 2 Social Studies Curriculum

Unit 3 History in Our Own Backyard

Course Description:

In this unit, students will be presented with the following task:

What is your school's symbol (mascot)? What does this symbol mean to you? Why is this symbol important to know as a citizen in our school community? Did you know there are many symbols that represent our state? We will be exploring the importance of these symbols and what they mean to us, as citizens of NJ. Sometimes symbols are created to represent influential people in a community. Your task will be to create a symbol that represents an influential figure from New Jersey.

Big Ideas:

New Jersey has a rich history of inventions and innovations.

Essential Questions	Enduring Understandings <ul style="list-style-type: none">● Invention and Innovation are creative
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<ul style="list-style-type: none"> • How have prominent NJ figures help to create the identity of NJ over time? • How the NJ symbols, monuments and holidays reflect our state's identity? 	<p>ways of turning ideas into real things.</p> <ul style="list-style-type: none"> • Citizens honor their history with symbols and celebrations.
<p>Areas of Focus:</p> <ul style="list-style-type: none"> - 6.1.4.C.12 Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey (Thomas Edison) - 6.1.4.B.1 Compare and contrast information that can be found on different types of maps and determine how the information may be useful. - 6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices. - 6.1.4D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. - 6.14.D12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. - 6.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. - 6.1.4D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. - 6.1.4.D14 Trace how the American identity evolved over time. - 6.14.C.17 Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. 	<p>Suggested Activities</p> <p>Part One: Summarizing Symbols <i>The first three lessons assess and review symbols and introduce PBL task.</i> What is your school's symbol (mascot)? What does this symbol mean to you? Why is this symbol important to know as a citizen in our school community? Did you know there are many symbols that represent our state? We will be exploring the importance of these symbols and what they mean to us, as citizens of NJ. Sometimes symbols are created to represent influential people in a community. Your task will be to create a symbol that represents an influential figure from New Jersey.</p> <p>Lesson One: Symbols and Citizenship <i>What is a symbol? Why are symbols important?</i></p> <ol style="list-style-type: none"> 1. Assess students knowledge on symbols by displaying some examples of familiar symbols such as a heart for love, Nike logo, Apple Sign or some common American Symbols such as the flag or bald eagle (<i>First Grade Curriculum</i>) 2. Discuss the meaning of the word symbol - something that stands for or represents something else, an object that represents an idea. 3. Show a book on symbols asking them to describe the symbols in both general and specific language. Encourage students to connect to life experiences the information in the text. 4. Discuss with students why symbols are important.

5. Close with students showing thinking in interactive notebook.

Lesson Two: School Mascot as a Symbol

What does our School Mascot Symbolize?

1. Yesterday we discussed symbols, “What are symbols and why are they important?”
2. Show a picture of school Mascot
3. Ask, “What does it mean to you as citizen of our school community? How does this symbol represent our school?”
4. Chart students ideas and have students draw the school symbol and express their thinking in the interactive notebook

Lesson Three: My State Symbols

How do state symbols reflect New Jersey citizens' identity?

1. Introduce the NJ state symbols using a video of your choice
2. Use the content of the video to Introduce the PBL task, “We will be exploring the importance of these symbols and what they mean to us, as citizens of NJ. Sometimes symbols are created to represent influential people in a community. Your task will be to create a symbol that represents an influential figure from New Jersey.”
3. After viewing videos, with a partner have students discuss/write/share how they think these symbols represent New Jersey.

Symbol Resources

- City Signs by Zoran Milich
- I Read Symbols by Tona Hoban
- We Love Reading Street Signs by Dustin Lee Carlton

Videos

[New Jersey State Symbols](#)

[Beautiful New Jersey Symbols](#)

[New Jersey in Two Minutes](#)

Vocabulary

Symbol, State Seal, Liberty, Prosperity, Garden State, Coat of Arms, State Capital, Trenton, Motto, Goldfinch, Maple, Flag, Agriculture (**See vocabulary page in folder**)
3 Days

Part Two: State Symbols Of New Jersey

Choose how you want to present the "Benchmark Lessons." Notes from the lesson can be recorded in their Interactive Notebook using the "Ways to Show Your Thinking." Below are some lesson suggestions.

*You can weave the New Jersey Centers throughout the unit (**Click here or See Folder**)*

- [Fast Fact Center](#)
[Fast Fact Task Card](#)
- [Garden State Debate Center](#)
- [Seal of New Jersey Center](#)
- [Photograph Center](#) (NJ Communities)
- [New Jersey Timeline Center](#)
[Timeline Task Card](#)
- [New Jersey Map Center](#)

Lesson One: State Seal and Flag

What does it mean to have liberty and prosperity?

1. Show images of seal and flag
2. Introduce each part and define: liberty and prosperity
<http://www.njleg.state.nj.us/kids/seal.asp>
3. In notebooks, have students write about liberty and prosperity
 - a. Why is liberty important?
 - b. What does liberty mean to you?
 - c. How do you see prosperity in your life?

Lesson Two: State Flower, Tree, Fruit

What do these resources symbolize for New Jersey citizens?

1. Show each symbol

2. Read a short blurb about each
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-flower/violet>
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-tree/red-oak>
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-food-agriculture-symbol/highbush-blueberry>

3. Discuss the important of these resources

Lesson Three: State Bird, Bug, Animal

What do the state bird, bug, and animal symbolize for New Jersey citizens?

1. Show each symbol
2. Read about each
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-bird/eastern-goldfinch>
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-insect/honeybee>
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-horse-state-mammal/horse>
3. Synthesize the important of these symbols

Lesson Four: State Fish, Shell, Ship

What is the significance of the Jersey shore and its symbols?

1. Watch short video on New Jersey shore
2. Name and show symbols of the shore
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-fish-aquatic-life/brook-trout>
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-fish-aquatic-life/knobbed-whelk>
<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-vessel-aircraft/aj-meerwald>

3. Evaluate the NJ shore and its importance

Lesson Five: State Dinosaur and Dance

What do these symbols reveal about our history?

<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-dinosaur-fossil/hadrosaur>

<https://statesymbolsusa.org/symbol-official-item/new-jersey/state-dance-music-symbol/square-dance>

1. Show video on the Hadrosaurus and discuss
2. Read about square dance
3. Critically think about how both reveal parts of our states history

Lesson Six: The Garden State

Why is New Jersey named the Garden State?

<https://statesymbolsusa.org/states/united-states/new-jersey>

<https://www.state.nj.us/nj/about/facts/symbols/>

1. Present facts about how many farms and resources are produced in NJ
2. Ask, do you agree or disagree with this nickname?"

Ongoing questions:

- Do they agree or disagree with each symbol?
- Why and how do you think they were chosen as our state symbol? *
- Why would some state symbols possibly create controversy?
- How do these symbols connect and what do they teach us?

State Symbol Online Resources

[New Jersey Site](#)

[State Symbols Coloring Pages](#)

Books on New Jersey

- What's Great About New Jersey? (Our Great States) by Mary Meinking

- *Weird N.J.: Your Travel Guide to New Jersey's Local Legends and Best Kept Secrets* by Mark Moran
- *Hidden New Jersey* by Linda J. Barth
- *The New Jersey Fact and Picture Book: Fun Facts for Kids About New Jersey (Turn and Learn)* by Gina McIntyre
- *My First Book About New Jersey!* By Carole Marsh

8 Days

Part Three: Thomas Edison an Influential Figure Of New Jersey

In this part students apply understanding of a symbol by creating a self-symbol. Then spend several days exploring Thomas Edison, using the lessons as a model for the upcoming PBL task in part four.

Lesson One: Creating a Self Symbol

How does this symbol represent who you are?

1. Students can start this week by creating a “self symbol”. A symbol that represents themselves. It might include their favorite hobby, sport, subject, animal, powerful words to represent them etc.
2. Teachers can take this activity a step further by having the students display their symbols around the room and take a gallery walk to guess which symbol belongs to each student.
3. Point out to students that just as they made a “self symbol” to represent themselves, their task will now be to create a symbol to represent an influential figure in NJ (PBL Task). Teachers can choose their own mentor figure, Thomas Edison might be a good choice.

Lesson Two: Thomas Edison’s Mark on New Jersey

Why is Thomas Edison an influential citizen of

New Jersey?

1. Teach the students about Thomas Edison through multiple forms of literacy (articles, books, videos, pictures, etc.)
2. Focus your learning on his impact on NJ, character traits and how they relate to his importance in the history of NJ.
3. Create an anchor chart that reveals his important contributions to NJ
4. Work as a class to create a symbol that would best represent Thomas Edison.

Ongoing Questions

- What can we learn from these people?
- How is this person influential?
- What contributions did has this person made?
- Who should decide whether to honor someone with a state symbol?
- Should a state symbol be created for someone who is still alive? Why or why not?
- How does this person represent the values of New Jersey?

Resources:

Thomas Edison Online Resources:

- <https://www.brainpop.com/socialstudies/famoushistoricalfigures/thomasedison/>
- <https://newsela.com/articles/bio-inventor-thomas-edison/id/18922/>
- http://www.ducksters.com/biography/thomas_edison.php
- http://mrnussbaum.com/thomas_edison/
- <http://www.coolkidfacts.com/thomas-edison-2/>
- <https://magazine.funnewjersey.com/history-of-thomas-edison-in-nj/>

Information Texts on Thomas Edison

- A Picture Book of Thomas Alva Edison by David Adler
- National Geographic Readers: Thomas Edison (Readers Bios) by Barbara Kramer

- Time for Kids: Thomas Edison: A Brilliant Inventor (Time for Kids Biographies)
- Who Was Thomas Alva Edison? By Margaret Frith
- Thomas Edison (Kids Can Read: Level 3) by Elizabeth MacLeod

6 days

Part Four: Symbols of New Jersey Figures (PBL Task)

One possible way for this activity is to have students become “experts” on one influential NJ figure. Students can work with a partner and spend several days researching their figure. They can create a poster, slideshow or any other way to present their figure to the class. Then students can choose a influential figure to create a symbol that would represent the person.

Lesson One: Walk of Fame

How is this person influential? What can we learn from these people?

1. Start off by doing “Walk of Fame” highlighting influential NJ figures. Suggested figures can be found in the “Resources” section below.
2. Students will choose a figure that they want to study.

Lesson Two: Mapping New Jersey

<https://www.nationalgeographic.org/activity/mapping-your-state/>

1. Use this lesson to create a map of New Jersey. Using mapmaker from this site, create a large map of NJ. - you don't need to do all these activities -
2. Activity 4 -Working together identify important places on the map - create and place a symbol on the map

Trenton, Jersey beaches, Liberty State Park, High Point,

3. Activity 5 - As students research their influential figure they can add a symbol of the figure to the map to identify the birthplace.

Lesson Three: Creating a Symbol

1. Using Thomas Edison as a model, they should focus their research on the figures impact on NJ, character traits and how they relate to their importance to NJ.
2. Their final project will be to create a symbol that would best represent their NJ figure. *Students can work independently or in groups.*

Lesson Four: Presenting our Symbols

1. Students will present their symbols to a formal audience
2. Presentations can be done in many ways: gallery walks, display boards, write around, slide shows, screencast
3. Have students reflect on their experience in the interactive notebook

5-7 days

Possible List of Influential NJ Figures:

Edwin "Buzz" Aldrin

- <https://www.dkfindout.com/us/space/moon-landings/buzz-aldrin/>
- http://www.academickids.com/encyclopedia/index.php/Buzz_Aldrin
- "Look To The Stars" by: Buzz Aldrin
- "Reaching for the Moon" by: Buzz Aldrin
- <https://www.youtube.com/watch?v=1HasBhRaB0g> Dancing with the Stars clip

Judy Blume

- <http://www.judyblume.com/kids.php>
- <https://www.biography.com/people/judy-blume-9216512>

- <https://www.scholastic.com/teachers/authors/judy-blume/>
- <https://www.youtube.com/watch?v=91eJiPqV>

Jon Bon Jovi

- <https://www.youtube.com/watch?v=7zCDdRjSe70> concert video
- <http://www.jonbonjovisoulfoundation.org/>
- <https://www.looktothestars.org/video/2017-jon-bon-jovi-recording-artist-founder-philadelphia-soul-foundation>

Bruce Springsteen

"Outlaw Pete" by Bruce Springsteen

"Who is Bruce Springsteen?"

- -<http://bruce.springsteen.net/>
- <https://www.biography.com/search?query=bruce%20springsteen>
- http://www.academickids.com/encyclopedia/index.php/Bruce_Springsteen

David Cooperfield

- -<https://www.youtube.com/watch?v=PSfEjFeVyl>
- <https://www.biography.com/people/david-cooperfield-9542629>

Grover Cleveland

- <https://newsela.com/articles/prezbios-cleveland/id/14109/>
- <https://www.youtube.com/watch?v=RNIxmrZAJ4Q>
- <http://www.ducksters.com/biography/us-presidents/grovercleveland.php>

Laurie Hernandez

- <https://www.youtube.com/watch?v=LSpkUF4Acp4> floor routine

- <https://newsela.com/articles/womens-olympic-gymnastics/id/19418/>
- <https://www.biography.com/people/laurie-hernandez-080116>

Frank Sinatra

- <https://www.biography.com/search?query=frank%20sinatra>
- [Frankie Liked to Sing](#) by: John Seven

Derek Jeter

- <https://www.biography.com/people/derek-jeter-189311>
- http://www.ducksters.com/sports/derek_jeter.php

Molly Pitcher

- http://www.ducksters.com/history/american_revolution/molly_pitcher.php
- <https://www.biography.com/people/molly-pitcher-9390922>
-

Shaquille O'Neal

- <https://www.biography.com/people/shaquille-oneal-9542515>
- <https://www.youtube.com/watch?v=1b9CFymJKkg>

Queen Latifah (Dana Elaine Owens)

- <https://www.britannica.com/biography/Queen-Latifah>
- <https://www.philanthropy.com/article/Queen-Latifah-Gives-Fund/226307>

Governor William Livingston

- <http://www.let.rug.nl/usa/biographies/william-livingston/>
- <http://www.constitutionday.com/livingston-william-nj.html>

William Paterson

- http://www.wpunj.edu/university/history/WilliamPaterson_Bio.html
- <http://www.let.rug.nl/usa/biographies/william-paterson/>
- <http://kids.laws.com/william-paterson>
- <https://www.biography.com/people/william-paterson-9434637>

Whitney Houston

- <https://www.biography.com/people/whitney-houston-9344818>
- https://en.wikipedia.org/wiki/Whitney_Houston
- <https://www.allmusic.com/artist/whitney-houston-mn0000820434/biography>
- <https://www.thefamouspeople.com/profiles/whitney-elizabeth-houston-3173.php>

Ice-T

- <https://www.thefamouspeople.com/profiles/ice-t-5448.php>
- <https://www.biography.com/people/ice-t-17181642>
- <https://en.wikipedia.org/wiki/Ice-T>
- <https://www.allmusic.com/artist/ice-t-mn0000072003/biography>

Bill Parcells

- <https://www.biography.com/people/bill-parcells-54862>
- https://en.wikipedia.org/wiki/Bill_Parcells
- <http://www.profootballhof.com/players/bill-parcells/biography/>
- <https://www.britannica.com/biography/Bill-Parcells>

Dave Thomas

- <https://www.biography.com/people/dave-thomas-9542110>
- [https://en.wikipedia.org/wiki/Dave_Thomas_\(businessman\)](https://en.wikipedia.org/wiki/Dave_Thomas_(businessman))

	<ul style="list-style-type: none">• https://www.imdb.com/name/nm0858692/bio• https://www.thefamouspeople.com/profiles/dave-thomas-3739.php
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NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy