

# Social Studies

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GRADE 2



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# Orange Township Public Schools

Gerald Fitzhugh, II, Ed.D.  
Office of the Superintendent



Social Studies Grade \_\_\_\_2\_\_\_\_

## Course Description:

The second grade social studies course focuses on six units of study. It begins with a focus on the importance of family and the diversity that makes up our communities. It has a focus on geography and map skills as well as landforms and resources. Students address citizenship, discussing rules and laws, as well as how the government works together to create a better life for its citizens. Diversity is addressed through the explanation of culture and how culture affects our way of life. The course also addresses national heroes that shaped our nation. It goes into American symbols and American stories that tell the tales of the country. It also inspires us to become heroes by seeking change to improve things.

## Scope and Sequence

Timeline	Concepts
Marking Period 1	Geography, People and Environment: <i>Use Maps to Locate Places, Map Skills, Earth's Land and Water, Where People Live, Our Communities and Resources</i> History, Culture, and Perspectives: <i>Families, Different Kinds of Families, Life Then and Now, Family History</i>
Marking Period 2	Civics, Government and Human Rights: <i>Citizens Follow Rules and Laws, Our Government, Governments Around the World</i> Economics, Innovation, and Technology: <i>Needs, Wants, and Choices, Food Producers, Producing and Consuming Goods, Challenges Producers Face</i>
Marking Period 3	Civics, Government and Human Rights: <i>What Makes a Hero, Heroic Leaders, Heroes Who Inspire Change, Heroic Helpers</i> Economics, Innovation, and Technology: <i>Heroes in Science, How we can make a difference</i>
Marking Period 4	History, Culture, and Perspectives: <i>Culture is Our Way of Life, Cultures in Our Country, American Stories, American Holidays</i>

Unit 1	Chapter 1	Grade(s)	2
Unit Plan Title:	Families Today and in the Past		
Overview/Rationale			
In this chapter, students will learn why families and communities are important and how life has changed through American history. Different kinds of families and their different traditions are discussed, as well as how families can change over time. Primary and secondary sources are read to lead the discussions and for writing topics. Amistad, Holocaust studies, and climate change are embedded in the curriculum.			
New Jersey Student Learning Standards- Social Studies			
6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.			
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.			
6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.			
6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.			
6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.			
6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).			
6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CI.2: Demonstrate originality and inventiveness in work			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).			
9.4.2.IML.2: Represent data in a visual format to tell a story about the data			
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic)			
9.4.2.TL.2: Create a document using a word processing application.			
9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).			

Technology/Computer Science and Design Thinking 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network. 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.		Interdisciplinary Standards  NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
21 <sup>st</sup> Century Skills: Check all that apply			
x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"><li>• How does life change throughout history?</li><li>• How are families different from each other?</li><li>• How can primary and secondary sources help us learn about our ancestors?</li></ul>			
Enduring Understandings			
<ul style="list-style-type: none"><li>• A family is a group of people who live together and experience the world together. They keep you safe and healthy.</li><li>• A community is a place where people live, work, and play together.</li><li>• Families can be similar and different from our own.</li><li>• All families have a history.</li><li>• Families have changed throughout time.</li></ul>			

- Sequence is the order in which things happen.
- A primary source was written or made by a person who saw an event happen.
- A secondary source is written or made by someone who did not see or experience an event.

#### Student Learning Targets/Objectives

- I can explain what a family is and why they are important.
- I can describe a community.
- I can explain how families treat each other.
- I can identify ways families are different.
- I can explain why immigrant families come to the United States.
- I can analyze and use a timeline.
- I can create a personal timeline.
- I can compare and contrast families in the past and present.
- I can define and explain what sequence is.
- I can explain a primary and secondary source.

#### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
  - Question Techniques
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Interview of a family member or neighbor
  - Timeline of their lives so far
  - Timeline of an important event that happened in their lives

#### Teaching and Learning Actions

##### *Instructional Strategies*

*D:*

*-Reading aloud*

*-Graphic organizers*

*-Reading study guides*

*-one-on-one instruction*

*-class website (Google classroom)*

*-Handouts*

*-Definition list*

*-Small learning group*

*-Inclusion of more visuals*

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives

<p>and films -Think-Pair-Share -More rigorous rubrics -Multimedia projects -Student led classroom instruction</p> <p><b>Students with a 504:</b> Adhere to all modifications and health concerns stated in 504 plan.</p>	<ul style="list-style-type: none"> <li>• KWL Chart</li> <li>• Student notebooks</li> </ul>
<p><i>Activities: Including G/T, SE, and ELL Differentiation</i></p>	<p><b>Chapter Introduction</b></p> <ul style="list-style-type: none"> <li>• The Big Question: <ul style="list-style-type: none"> <li>○ How does life change throughout history?</li> </ul> </li> <li>• Introduce the vocabulary: <ul style="list-style-type: none"> <li>○ Sing about it- “Our Family History” to the tune of “Oh My Darling”</li> </ul> </li> <li>• Introduce the Literacy Skill: <ul style="list-style-type: none"> <li>○ Sequence and sequence illustration</li> </ul> </li> <li>• Read “My Family, Your Family” by Lisa Bullard (can be found on youtube.com)</li> <li>• Complete Quest with students</li> </ul> <p><b>Lesson 1:</b> <b>Families</b> <b>Discuss the Big Question: Why is it important to learn about families?</b> <b>Introduce the vocabulary:</b> -family, community, responsible, respect</p> <p><b>Jumpstart the activity:</b> Have students make a list of all the people who make up their family and share with their partner.</p> <p><b>Read the lesson:</b> Discuss the provided questions in the teacher’s edition.</p> <p><b>Activities:</b> Read aloud: “My Family, Your Family” by Lisa Bullard (can be found on youtube.com) Draw and explain “How is your family special?”</p> <p><b>Video:</b> Communities: <a href="https://www.youtube.com/watch?v=IGC0zxgRNJQ">https://www.youtube.com/watch?v=IGC0zxgRNJQ</a></p> <p><b>Below Level:</b> Have children draw a picture of a younger family member being taught something from an older family member. Students should label their drawing.</p>

**On Level:**

Have children write 1 helpful thing they have learned from an older family member.

**Above Level:**

Invite children to think of one way they might contribute to their families when they grow older and write a short paragraph about what they might do and why.

**ELL:**

Have children review the text, draw, and label how an older family member has helped them.

**Special Needs:**

Write "Teaching" and "Helping" as category columns on the board. Have children describe what family members do or why family is important in each category. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 1 Check

**Lesson 2:****Different Kinds of Families****Discuss the Big Question: How are families different?****Introduce the vocabulary:**

-extended family, generation, guardian, immigrant, citizen, tradition, practice

**Jumpstart the activity:**

Have students write about their families and then discuss with classmates. Students will find someone with the same number of siblings or adults at home.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What makes a family?

How are families organized?

**Activities/Videos:**

Our Family: A Film About Family Diversity:

[https://www.youtube.com/watch?v=cTqC4U\\_98Xo](https://www.youtube.com/watch?v=cTqC4U_98Xo)

Making the World Better for Kids with Disabilities:

<https://www.youtube.com/watch?v=nlzMD1Kj6kE>

Inclusion:

<https://www.youtube.com/watch?v=2FCwiVrJdHE>

Same Difference (A Children's Book Story by Calida Rawles):

<https://www.youtube.com/watch?v=XpSLtVXF0Mc>

Types of Families:

<https://www.youtube.com/watch?v=Pw-WaXWEUls>

**Below Level:**



Discuss with children that a relative or nonrelative may be a child's guardian. Encourage children to recognize that an aunt, uncle, or cousin might be a child's guardian. In some cases, a family not related to the child may take care of, or even adopt, the child.

**On Level:**

Have children discuss and differentiate the different types of families.

**Above Level:**

Explain to children that adoption is a form of permanent guardianship, when a child officially becomes part of a new family. Invite interested children to go online to research the process of adoption in your state. You may want to preview a reliable website or two that is suitable for children and refer children to this website. Children may then write a short list of steps or a paragraph about the process of adoption in your state.

**ELL:**

Children will use their worktext to describe what extended family and generation mean. They can explain their thoughts using pictures and sentences.

**Special Needs:**

Write extended family and generation on the board. Explain to children what each is. Then help them fill in who in a family would fit in each column. Encourage them to recognize that aunts and uncles might fit in the first column if they are in the same generation as the parents. Explain that grandparents or great-grandparents would be in the second column because they were born at an earlier time than the parents or the children.

**Checking for Understanding:**

Lesson 2 Check

**Map and Graph Skills**

**Interpret Timelines**

Explain what a timeline is and how it is used.

**Videos:**

Timelines for kids - A comprehensive overview of timelines for k-6 students by Clarendon Learning:

<https://www.youtube.com/watch?v=o50HA6QTxj0>

Timelines Introduction:

<https://www.youtube.com/watch?v=Ld7EnSVA-5w>

**Practice the Skill:**

Have children analyze what they see in the timeline. Have children identify each event and the year it took place.

**Below Level:**

Discuss with children the different time periods that might be used on a timeline.

Have students answer: If you were using a timeline to show what you did in an hour, what time period would you use? How about for a day, a year, in a life? Have children create a timeline of what the class has done so far today.

**On Level:**

Children will create a timeline about their life so far. Children will choose what unit of time they would like to use for it and set up their timeline. They will label all parts of the timeline.

**Above Level:**

Have children work in pairs to create a timeline in which they order events by decade and/or by century. Children can choose either a long-lived historical person or a historical time period and create a timeline using decades or centuries as the time period.

**ELL:**

Draw a two-column chart on the board, headed "School Day" and "Life So Far." Work with children to brainstorm ideas for events that they would include on a timeline showing the two categories. Have children identify the events and place them in the column.

**Special Needs:**

Remind children that events on a timeline can be organized by different periods, including minutes, hours, days, years, and so on. Work with children to create a timeline, using minutes, that shows what they do, as they get ready for school every morning. Have children choose which activity they would like to do.

**Checking for Understanding:**

Holiday Timeline

**Authentic Assessment:**

Have students create a timeline showing the most important events in their lives.

**Lesson 3:**

**Life Then and Now**

**Discuss the Big Question: How can we share our history?**

**Introduce the vocabulary:**

-history, ancestor, culture, compare, contrast

**Jumpstart the activity:**

Students will work with a partner to act/draw out things they have learned to do since they were little.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are some things that are part of history?

What are some things you have learned from the past when you were little until today?

What things are part of your family history?

**Activities/Videos:**

Now and Then Video:

<https://www.youtube.com/watch?v=zEvWGYgmaTE>

Long Ago and Now Video:

<https://www.youtube.com/watch?v=U-r-xHln6nE>

What is an Ancestor?:

<https://www.youtube.com/watch?v=6sfOggdCIV8>

**Below Level:**

Review the concept of a generation with children. On the board, write “grandparents, parents, children.” Show a picture of each person and have children put them in order from the oldest generation to the youngest.

Video: FAMILY for children - Family tree for kids:

<https://www.youtube.com/watch?v=3wdM1Rx0HdI>

**On Level:**

Have children compare family life today and in the past by using a T-chart.

**Above Level:**

Have children work independently to write a short description of how they see themselves a decade or two from now. What will they like to do then? Where will they be?

**ELL:**

Children will draw one example of culture in the past and one of culture today. Have them tell about similarities and differences.

**Special Needs:**

Review with children the concept of a decade. Explain that a decade is ten years. Have children hold up their hands and spread their fingers. Count with them to ten. Remind them that a decade has ten years just as their hands have ten fingers. Have children choose which activity they would like to do.

**Small Group Activity**

Have children work in pairs to find pictures from the 1950s, 1960s, or the 1970s that show the different styles of the time and the different objects people used and things people did. Have students search the web for these pictures. Partners should brainstorm a list of search terms to find these pictures. Students will pick and print the best pics and create a collage labeled with the decade it shows.

**Checking for Understanding:**

Lesson 3 Check

**Assessment:**

Lesson 3 Quiz

**Lesson 4:****Family History**

**Discuss the Big Question: What are primary and secondary sources, and how can they help us learn about our ancestors?**

**Introduce the vocabulary:**

-primary source, artifact, oral history, secondary source, family tree, examine

**Jumpstart the activity:**

With a partner, find a classroom object that shows what life is like for a second grader. Tell the class what your object shows.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What are other types of secondary sources you can think of not discussed in your book but that would help you learn about the past?

What is a family tree? What do we put on it?

**Read Aloud:**

Me and My Family Tree by Joan Sweeney (can be found on youtube.com). Discuss how the character created her family tree and how students could create theirs.

**Video:**

SING-A-LONG | Let's Go Luna!: Artifacts | PBS KIDS:

<https://www.youtube.com/watch?v=gPxAPUGdaYw>

Introduction to Oral Storytelling:

<https://www.youtube.com/watch?v=8VlyAb2qaGI>

Primary vs Secondary Sources:

<https://www.youtube.com/watch?v=cqXHO7bTPnw>

**Below Level:**

Review the family tree in the text with the children. Then show children pictures of individual members of several generations of a family. Have children work together to organize the pictures in vertical rows, with the oldest generation at the top and the youngest at the bottom.

**On Level:**

Have children fill in their family tree as much as they can with some assistance.

**Above Level:**

Have children work independently to create family trees that diagram their own family histories.

**ELL:**

Children will use the on level template and fill in with teacher assistance.

**Special Needs:**

	<p>Review with children the family tree in the text. Explain that each branch-or horizontal list of family members- shows a generation in a family. Review each generation using the family tree in the text. Have children choose which activity they would like to do.</p> <p><b>Checking for Understanding:</b> Lesson 4 Check</p> <p><b>Assessment:</b> Lesson 4 Quiz</p> <p><b>Chapter Wrap Up:</b> Review the big question: How does life change throughout history? Have students share what they have learned in this chapter.</p> <p><b>Assessment:</b> Chapter Assessment</p> <p><b>Amistad Read Alouds</b>  Aardema, Verna Bringing the Rain to Kapiti Plain 1992  Aardema, Verna Anansi Does the Impossible!: An Ashanti Tale 2000  Adler, David A Picture Book of Rosa Parks 1995  Adoff, Arnold Black is Brown is Tan 2004  Adoff, Arnold Malcolm X 2000  Barnes, Derrick D. Stop, Drop and Chill 2004  Black, Sonia W. Jumping the Broom 2004  Boyd, Dee Only the Stars 2004  Cameron, Ann Gloria Rising 2004  Coles, Robert The Story of Ruby Bridges 1992  Cunnane, Kelly For You Are a Kenyan Child 2006  DeGross, Monalisa and Hanna, Cheryl Donovan's Word Jar 1998</p>
Experiences (virtual and live field trips)	<p>The Jersey Explorer Children's Museum  <a href="https://www.jerseyexplorer.net/">https://www.jerseyexplorer.net/</a>  Newark Museum  <a href="https://www.newarkmuseumart.org/">https://www.newarkmuseumart.org/</a></p>
Resources	

- Savvas Interactive myWorld
- Read aloud: “My Family, Your Family” by Lisa Bullard (can be found on youtube.com)
- Read aloud: Me and My Family Tree by Joan Sweeney (can be found on youtube.com)
- Family tree template- <https://freefamilytreetemplates.com/4-generation-family-tree-template/>.

#### Literary Resources

- <https://jr.brainpop.com/readingandwriting/comprehension/sequence/>
- <https://jr.brainpop.com/readingandwriting/comprehension/compareandcontrast/>
- <https://jr.brainpop.com/readingandwriting/writing/writingaboutyourself/>
- <https://www.sampletemplates.com/business-templates/timeline-template-for-kids.html>

Pacing/ Time Frame:

7 weeks

Unit II	Social Studies	Grade(s)	2
Unit Plan Title:	Chapter 2-People, Places, and Nature		
Overview/Rationale			
<p>In this chapter, students will learn that maps and globes are to locate places and geographical features. They will also learn that Earth is made up of different physical features such as landforms and bodies of water. Students will explore that people may move from place to place for a better life, for a job, to be safe, or other such reasons. Students will also have the ability to identify urban, suburban, and rural areas as living environments, each with its own set of characteristics</p>			
Career Readiness, Life Literacies, and Key Skills			
<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)</p> <p>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</p> <p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</p> <p>9.4.2.DC.4: Compare information that should be kept private to information that might be made public.</p> <p>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</p> <p>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults</p> <p>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools</p> <p>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts</p>			
New Jersey Student Learning Standards: Social Studies			
<p>6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).</p> <p>6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</p> <p>6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</p> <p>6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic)</p> <p>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States</p> <p>6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student’s assigned seat in the classroom, needs more thought).</p> <p>6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.</p>			

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Technology/Computer Science and Design Thinking

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ITH.3: Identify how technology impacts or improves life.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

8.2.2.ETW.2: Identify the natural resources needed to create a product.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

Interdisciplinary Standards

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

21<sup>st</sup> Century Skills: Check all that apply

x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:

Essential Question(s)

How are maps and globes important and how do they differ from one another?

How do people move from place to place?

How do we use maps to find information?

Enduring Understandings



- Maps and globes can be used to locate places and geographic features.
- Earth is made up of different physical features such as landforms and bodies of water.
- People may move from place to place for a better life, for a job, to be safe, or other such reasons.
- Urban, suburban, and rural areas are living environments, each with its own set of characteristics.

### Student Learning Targets/Objectives

- I can apply the concepts in this chapter to prepare a presentation.
- I can demonstrate map skills by using absolute and relative locations.
- I can locate on a simple letter-number grid system local locations and geographical features.
- I can interpret map information by using a compass rose and map legend.
- I can create simple maps, with or without a grid.
- I can use a map scale to approximate the distance between two points on a map.
- I can describe Earth's various types of landforms.
- I can explain the differences among Earth's various water bodies.
- I can describe the shape of Earth as a globe with continents and oceans.
- I can explain the reasons people migrate.
- I can discuss and compare the different kinds of evidence that show when, why, and how people moved from one place to another.
- I can identify and explain the elements of our environment.
- I can describe the characteristics of cities, suburbs, rural areas, and life in each environment.
- I can identify the main idea and supporting details in a passage.

### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Research

### Teaching and Learning Actions

<p>Instructional Strategies</p> <p>D:</p> <ul style="list-style-type: none"> <li>-Reading aloud</li> <li>-Graphic organizers</li> <li>-Reading study guides</li> <li>-one-on-one instruction</li> <li>-class website (Google classroom)</li> <li>-Handouts</li> <li>-Definition list</li> <li>-Small learning group</li> <li>-Inclusion of more visuals and films</li> <li>-Think-Pair-Share</li> <li>-More rigorous rubrics</li> <li>-Multimedia projects</li> <li>-Student led classroom instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforcing Effort/Providing Recognition</li> <li>• Cooperative Learning- partner/group work</li> <li>• Questions &amp; Organizers</li> <li>• Nonlinguistic Representations</li> <li>• Direct instruction</li> <li>• Scaffolding instruction</li> <li>• Individualized instruction</li> <li>• Turn-and-talk</li> <li>• Student practice</li> <li>• Setting goals and objectives</li> <li>• KWL Chart</li> <li>• Student notebooks</li> </ul>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>Special Education Students:</p> <p>Adhere to all modifications and health concerns stated in IEP first and foremost.</p> <p>-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</p>	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• The Big Question: <ul style="list-style-type: none"> <li>o What is the world like?</li> </ul> </li> <li>• Introduce the vocabulary: <ul style="list-style-type: none"> <li>o Sing about it- “Places Where We Live” to the tune of “On Top of Old Smokey”</li> </ul> </li> <li>• Introduce the Literacy Skill: <ul style="list-style-type: none"> <li>o Summarize</li> </ul> </li> <li>• Watch BrainPopJr.com video: <a href="https://jr.brainpop.com/socialstudies/geography/continentsandoceans/">https://jr.brainpop.com/socialstudies/geography/continentsandoceans/</a></li> <li>• Complete Quest with students: Discuss “What makes an environment a good place for you to live?”</li> </ul> <p>Lesson 1:</p> <p>Use Maps to Locate Places</p> <p>Discuss the Big Question: How do I use a map to locate places?</p> <p>Introduce the vocabulary:</p> <ul style="list-style-type: none"> <li>-relative location, absolute location, town, legend, city, compass rose</li> </ul>

Jumpstart the activity:

Have students think of a place in their school and draw a map to help their partner find it.

Read the lesson:

Discuss the provided questions in the teacher's edition:

What are words or phrases that can describe a relative location?

Why does a postal worker need to know the absolute location of every house on the delivery route?

What are some things a map shows? Why are maps important?

How do map legends and symbols make a map easier to use?

Video:

<https://jr.brainpop.com/socialstudies/geography/readingmaps/>

How to Make a Map:

<https://www.youtube.com/watch?v=DSnVCV4uGGQ>

Map - Using a map - Learn English for kids:

<https://www.youtube.com/watch?v=IwBe7e8d74Y>

Activity:

Create a classroom map using symbols.

Below Level:

Encourage children to tell about known landmarks near their school using terms to describe relative location. Then have each child describe where his/her house is in relation to one known landmark using the sentence frame: My house is \_\_\_\_\_ the landmark. Students may draw their home's location in relation to the landmark they wrote about.

On Level:

Encourage children to tell about known landmarks near their school using terms to describe relative location. Then have each child describe where their house is in relation to one known landmark.

Above Level:

Have children work in pairs to write how they gradually expand the relationship of their house to an increasing landscape-to local landmarks, then to city sites, to state sites, and to national sites using relative or absolute locations and cardinal directions. They can accompany their writing with a map that includes a legend.

ELL:

Have children demonstrate a chain of locational relationships. Beginning by describing the locational relationship of two objects. Then, add the relationship of the latter object to a new object, and so on. Pairs will then describe the relationship between their two chosen objects. Teacher will guide them to write sentences describing the locational relationships.

### Special Needs:

Place toy figures, game pieces, or pictures of houses and buildings on a prepared labeled grid that includes street and building names of your school neighborhood. Ask children to say where their school is in relation to other landmarks. Prepare card labels of relative terms and ask them to use them during the exercise. Have children choose which activity they would like to do.

### Checking for Understanding:

Lesson 1 Check/ Interactive Lesson Review activity

### Lesson 2:

#### Earth's Land and Water

Discuss the Big Question: How do I identify different kinds of land and water?

Introduce the vocabulary:

-landform, ocean, continent, globe, model

### Jumpstart the activity:

Students will create a symbol for a mountain and a river. They will discuss with their partner.

### Read the lesson:

Discuss the provided questions in the teacher's edition:

What are some landforms shown in the pictures?

How are ocean water and river water different?

Which three countries are on the continent of North America?

What is a continent?

What are the seven continents of the world?

What are Earth's five oceans?

### Video:

<https://jr.brainpop.com/science/land/landforms/>

Types of Landforms:

[https://www.youtube.com/watch?v=wQnCyCAF\\_BY](https://www.youtube.com/watch?v=wQnCyCAF_BY)

Seven Continents of the world:

[https://www.youtube.com/watch?v=wYYakyS\\_HOg](https://www.youtube.com/watch?v=wYYakyS_HOg)

"Continents and Oceans" by ABCmouse.com:

<https://www.youtube.com/watch?v=gFIS3aLQPfs>

### Below Level:

On the board, write the names of a few different landforms children read about, such as mountain, hill, and valley. Have children draw a picture of the three together. It should show the identifying characteristics of each.

### On Level:

Children will work in pairs to draw a map of their area to include at least one

natural feature. Students will label the feature.

**Above Level:**

Have children work with a partner to research how landforms can change over time, especially through erosion and earthquakes. Have volunteer share what they learned.

**ELL:**

Have children work together in small groups to closely view and study the globe and identify countries that have at least one boundary that consists of a natural feature, such as a mountain range, river, or an ocean. Have children create a chart that shows the names of the countries and the types of natural features that create their borders.

**Special Needs:**

Review with children the meaning of the word landform, and analyze it as a compound word. Have them define land and form and then define landform in their own words. Show them pictures of landforms and have them identify their names and characteristics. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 2 Check/ Interactive Lesson Review activity

**Authentic Assessment:**

Have students create a map of their city with landforms and landmarks labelled.

**Lesson 3:**

**Where People Live**

Discuss the Big Question: Why do people from other parts of the world move to the United States?

Introduce the vocabulary:

-migrate, harbor, evidence

**Jumpstart the activity:**

Students will work with a small group to discuss the questions: Have you moved? How many times have you moved? Count the numbers in a chart and find out who moved the most.

**Read the lesson:**

What are the reasons people may migrate from one place to another?

Why would it have taken longer to move long ago than it takes today?

What are different types of evidence you can get to learn about why your family moved to the United States?

**Videos/Read Alouds:**

Places People Live:

<https://www.youtube.com/watch?v=kacJLTIfVho>

Why Do People Migrate?:

<https://www.youtube.com/watch?v=54xM8VlgP7s>

Reasons for Migration:

<https://www.youtube.com/watch?v=XDcG5xbCwDI>

Climate Change and the Migrant Crisis:

<https://www.youtube.com/watch?v=tt8GvgF-0PI>

The New Face of Climate Change:

<https://www.youtube.com/watch?v=UDIHcxWtbvw>

Below Level:

Have children act out as in charades, the different ways people move today. They may enact how individuals move on their own, locally with others, and long-distance. Have children guess which forms of transit their classmates perform. Direct children to complete the sentence frame: [Name] is showing that people move short/long distances by \_\_\_\_\_.

On Level:

Have children compare transportation today and in the past by using a T-chart.

Above Level:

Have children work in pairs to create a timeline of the methods of transport people used to move, from ancient times until today. The timelines do not need to have dates but should be, as much as possible, in chronological order of the development of transportation technology. Children may use illustrations and labels on their timelines.

ELL:

Have pairs of children work together to draw pictures of forms of transit. Pictures may show methods of transit of long ago or today. Children should label their pictures.

Special Needs:

Have pairs of children work together to draw pictures of forms of transit. Pictures may show methods of transit of long ago or today. Children can work together to write a sentence-long caption describing their pictures. Have children choose which activity they would like to do.

Small Group Activity

Have children gather in a reading circle to read aloud the book, "The Long Way to a New Land" by Joan Sandin. After reading, students will discuss with their group the similarities and differences between the immigration of the family in the book and their family. Book can be found on:

<https://www.youtube.com/watch?v=phBmGLk-KNA>

Checking for Understanding:

Lesson 3 Check/Interactive Lesson Review activity

Assessment:  
Lesson 3 Quiz

Lesson 4:

Our Communities and Resources

Discuss the Big Question: How do people change the land in their community?

Introduce the vocabulary:

-environment, urban, suburb, rural, resource

Jumpstart the activity:

Children will look at the city in their worktext. Children will draw what they think a city should look like. Share their drawing with a partner.

Read the lesson:

Discuss the provided questions in the teacher's edition:

What are the things that make up our environment?

Why is it necessary for city people to live in tall apartment buildings with many apartments?

How is a suburb different from a city environment?

What are two main ways people get around, or go places, in a suburb?

What does the word rural mean? What might you find in a rural area?

How do you think people have changed the natural environment where we live?

Video:

<https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/>

Types of Communities:

<https://www.youtube.com/watch?v=NR7z9FbUf5k>

Below Level:

Instruct children to suggest the different modes of transit between suburb and city in large cities. Have them discuss the problems associated with commuting by car. Invite them to suggest alternative ways people who live in the suburbs might get work.

On Level:

Have children fill in a three-column chart labeled urban, suburban, and rural columns. Have students write the elements that comprise each area. On the back, have students list problems they might think each area has.

Above Level:

Have children work in pairs to research the problems that have arisen from sprawling suburbs, such as traffic jams, long commutes, and car dependence. Ask them to create a picture collage that illustrates the traffic problems that arise from an increasing suburban population.

	<p>ELL:</p> <p>Using picture cards for support, ask children to suggest the different modes of transit between suburb and city in large cities. Have them discuss the problems associated with commuting by car. Invite them to suggest alternative ways people who live in the suburbs might get work.</p> <p>Special Needs:</p> <p>Using picture cards for support, ask children to name different models of transit between suburb and city. Place one coin on each of the ten pictures of cars to represent ten cars on the road. Arrange coins to carpool, two to a car. Lastly, place all ten coins on a picture of a bus or commuter train to show how public transit greatly reduces the number of vehicles on the road. Have children choose which activity they would like to do.</p> <p>Checking for Understanding:</p> <p>Lesson 4 Check</p> <p>Assessment:</p> <p>Lesson 4 Quiz</p> <p>Chapter Wrap Up:</p> <p>Review the big question: What is the world like?</p> <p>-Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.</p> <p><b>Assessment:</b></p> <p>Chapter Assessment</p> <p><b>Amistad Read Alouds</b></p> <p>Ferris, Jeri What Are You Figuring Now?: A Story About Benjamin Banneker 1990</p> <p>Ford, Juwanda Shop Talk 2004</p> <p>Giovanni, Nikki Spin a Soft Black Song 1987</p> <p>Greenfield, Eloise Africa Dream 1992</p> <p>Greenfield, Eloise Night on a Neighborhood Street 1996</p> <p>Grimes, Nikki and</p> <p>Cooper, Floyd Danitra Brown Leaves Town 2005</p> <p>Havill, Juanita Jamaica Tag-Along 1989</p> <p>Hoffman, Mary Starring Grace 2001</p> <p>Hopkinson, Deborah A Band of Angels 2002</p> <p>Hudson, Cheryl Willis What Do You Know? Snow! 2004</p>
<p>Experiences (virtual and live field trips)</p>	<p>-The Jersey Explorer Children's Museum  <a href="https://www.jerseyexplorer.net/">https://www.jerseyexplorer.net/</a>  Newark Museum  <a href="https://www.newarkmuseumart.org/">https://www.newarkmuseumart.org/</a></p>



## Resources

- Savvas Interactive myWorld
- Watch BrainPopJr.com video: <https://jr.brainpop.com/socialstudies/geography/continentsandoceans/>
- Reading maps: <https://jr.brainpop.com/socialstudies/geography/readingmaps/>
- Landforms: <https://jr.brainpop.com/science/land/landforms/>
- Suburbs, Urban, Rural: <https://jr.brainpop.com/socialstudies/communities/ruralsuburbanandurban/>
- Immigration: “The Long Way to a New Land” by Joan Sandin  
<https://www.youtube.com/watch?v=phBmGLk-KNA>
- Immigration: <https://jr.brainpop.com/socialstudies/americanhistory/ellisland/>
- Map identifying games: <https://online.seterra.com/en>

## Literary Resources

- <https://jr.brainpop.com/readingandwriting/comprehension/sequence/>
- <https://jr.brainpop.com/readingandwriting/comprehension/compareandcontrast/>
- <https://jr.brainpop.com/readingandwriting/writing/bookreports/>

Pacing/ Time Frame:

7 Weeks

Unit 3		Grade(s)	2
Unit Plan Title:	Chapter 3- Government		
Overview/Rationale:			
Students will delve into why rules and laws are helpful to people and society. Citizenship comes with rights and those rights come with responsibilities. Students will learn about the three branches of government and these branches of government make and review laws. The different types of government found around the world will be explored. Students will also explore the U.S. Constitution and the Bill of Rights, which are the foundation of American civil society. Finally, students will discuss how governments cooperate in different ways to solve problems..			
Career Readiness, Life Literacies, and Key Skills			
9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
9.4.2.CI.2: Demonstrate originality and inventiveness in work			
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool			
9.4.2.TL.2: Create a document using a word processing application.			
9.4.2.TL.3: Enter information into a spreadsheet and sort the information.			
9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.			
9.4.2.TL.5: Describe the difference between real and virtual experiences.			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools			
New Jersey Student Learning Standards: Social Studies			
6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).			
6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.			
6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules			
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.			
6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.			
6.1.2.CivicsPI.6: Explain what government is and its function.			
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.			
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions			
6.1.2.CivicsPR.1: Determine what makes a good rule or law.			
6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.			
6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.			
6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.			
6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.			

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

#### Technology/Computer Science and Design Thinking

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.AP.4: Break down a task into a sequence of steps.

8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

#### Interdisciplinary Standards)

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Essential Question(s)

- How does the government work?
- How do rules and laws become important?
- How do the three branches of government work together?

#### Enduring Understandings

- Rules and laws help people and society.
- People's rights comes with responsibilities.
- The United States has three branches of government that make and review laws.
- There are many different types of government in the world.
- The U.S. Constitution and the Bill of Rights are the foundation of American civil society.
- Governments cooperate in different ways to solve problems.

21<sup>st</sup> Century Skills: Check all that apply

x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:

#### Student Learning Targets/Objectives

- I can define a rule and explain why rules are important.
- I can identify some of the rights we have and explain why we need them.
- I can discuss what consequences are in relation to laws and how courts are used to determine if a law has been broken.
- I can define a government and describe how the Constitution has set up the U.S. government.
- I can explain the roles and responsibilities of the president and Congress in the federal government.
- I can identify the characteristics of the Supreme Court and its role in our government and civil life.
- I can explain the ways governments help their citizens.
- I can compare and contrast different forms of government such as democracies, monarchies, and autocracies.
- I can describe America's colonial history and how the colonists fought for their freedom from British rule.
- I can summarize the creation and content of the U.S. Constitution and the Bill of Rights.
- I can identify problems that need a solution.
- I can explain how trade and cultural exchanges help governments cooperate.
- I can summarize the history, purpose, and function of the United Nations.
- I can describe the role of diplomacy and treaties between nations.
- I can interpret primary source photographs for historical information.

#### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters

- Summative
  - Chapter test
- Authentic
  - Presentation
  - Research

### Teaching and Learning Actions

#### Instructional Strategies

D:

-Reading aloud

-Graphic organizers

-Reading study guides

-one-on-one instruction

-class website (Google classroom)

-Handouts

-Definition list

-Small learning group

-Inclusion of more visuals and films

-Think-Pair-Share

-More rigorous rubrics

-Multimedia projects

-Student led classroom instruction

Students with a 504:  
Adhere to all  
modifications and health  
concerns stated in 504  
plan.

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives
- KWL Chart
- Student notebooks

Activities: Including G/T,  
SE, and ELL  
Differentiation

D:  
Special Education  
Students:  
Adhere to all  
modifications and health  
concerns stated in IEP first  
and foremost.

-Give students a MENU  
options allowing students  
to pick assignments from  
different levels based in  
difficulty. Students have  
the option of learning the  
curriculum in their comfort  
level and challenge  
themselves for growth.

## Chapter Introduction

- The Big Question:
  - o How does government work?
- Introduce the vocabulary:
  - o Sing about it- “Our Country Today” to the tune of “Rockabye Baby”
- Introduce the Literacy Skill:
  - o Cause and Effect
- Watch BrainPopJr.com video:  
<https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>
- Complete Quest with students: Discuss “Is this rule important? What if we didn’t have this rule?”

### Lesson 1:

#### Citizens Follow Rules and Laws

Discuss the Big Question: Why must there be consequences for a person who does not follow the law in a country?

Introduce the vocabulary:

-right, law, court, consequence

Jumpstart the activity:

Have students draw a picture showing how you share and work in a group? Talk about your picture with a partner. Brainstorm with class a list of ways they can share and work together.

Read the lesson:

Discuss the provided questions in the teacher’s edition:

What do you see in the picture that shows children following rules at home?

What do you see in the picture that shows children not following rules at home?

What class rules are the children in the picture following?

How do school rules help make the class fair for everyone?

Why do you think it is a law for children to be strapped into a car seat when they are in a moving car?

Why might a person go to court when they have been blamed for breaking a law?

Video:

<https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/>

Rules and Laws:

<https://www.youtube.com/watch?v=FoBrHzGCbR4>

"What if everybody did that?" Read a Loud:

<https://www.youtube.com/watch?v=nRcYC7M60-4>

Below Level:

Have children describe rules that keep things fair for everyone and protect everybody’s rights. Teacher will write them on the board and encourage children to discuss each rule and tell the ways it protects everybody’s rights and makes life fair for people.

On Level:

Have children pick 3 of the school rules and tell the importance of each. Then describe what might happen if we did not have those rules.

Above Level:

Explain to children that, in practice, “ignorance of the law is no excuse” for having broken it. Encourage students to discuss whether they think this principle is fair or unfair. Encourage them to think of an argument for or against the principle, especially in terms of a specific law they know about that someone might break without realizing it.

ELL:

Have children work in pairs to think of a sport they either both play or enjoy watching. Have partners collaborate to write a list of the sport’s rules. Have children choose one rule and write a sentence telling why it helps keep the game fair. Have them also write a sentence about how ignoring the rule would make the game unfair. Partners may use technology to write their sentences.

Special Needs:

Make sure that children understand the different meanings of the words right (correct/direction/freedom) and rule (accepted behavior/to govern). Write each word on the board, and beneath write the meanings. Invite children to explain why or how rules make things fairer for everyone. Have children choose which activity they would like to do.

Understand the Quest Connection:

People follow rules and they have responsibilities and rights. Think about how these are different.

Checking for Understanding:

Lesson 1 Check/ Interactive Lesson Review activity

Literacy Skills:

Cause and Effect

<https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/>

Apply the skill:

Read the paragraph in the worktext. Circle the cause and underline the effects.

<https://www.k12reader.com/worksheet/cause-and-effect-alices-adventure-in-wonderland/view/>

[https://www.k12reader.com/worksheet/find-the-cause-and-effect/view /](https://www.k12reader.com/worksheet/find-the-cause-and-effect/view/)

Lesson 2:

Our Government

Discuss the Big Question: How do Congress and the president both participate in making laws?

Introduce the vocabulary:

-government, constitution, Congress, vote, represent, tax, Supreme Court, interpret

Jumpstart the activity:

Divide the class into pairs of children. Before starting the game, have children write individual lists of things they know or think that the government does. They may draw their clues from this list. Then have children play "Clue Me In."

Read the lesson:

Discuss the provided questions in the teacher's edition:

What is a government?

How does the U.S. Constitution make sure that everybody in government has a say in the laws that are made?

What does the president do to make new laws?

Why is the president able to have soldiers sent to fight a war?

What are some issues that the president and other leaders talk about?

What is the main job of Congress?

What does it mean that a member of Congress represents the people from their state?

What is a tax? What part of the government collects taxes?

What document does the Supreme Court study to decide if a law is fair?

Video:

<https://jr.brainpop.com/socialstudies/government/branchesofgovernment/>

Purpose of Government:

<https://www.youtube.com/watch?v=S2bxkt3Nbpk>

3 Branches of Government:

<https://www.youtube.com/watch?v=OvwIRTYvU8o>

Schoolhouse Rock: America - I'm Just a Bill Music Video

<https://www.youtube.com/watch?v=FFroMQIKiag&t=69s>

Read Aloud:

Our Government: The Three Branches by Shelley Buchanan

-Summarize the powers and responsibilities of each branch.

Below Level:

Have children suggest a few lunch menu choices. Direct the class in a vote for their favorite meal. Tell children that they could elect and vote for one classmate. This person will be the class representative and would represent the class by speaking to the people in the cafeteria kitchen and requesting the chosen meal.

On Level:



Children will work in groups of three to come up with a new rule. Children will vote within their group to choose their representative. The representative will explain why that new rule is needed.

Above Level:

Divide children into small groups with one representative chosen in each. Have representatives tally “yes” and “no” votes while the rest of the group members vote for or against a “bill” to add a classroom rule. Ask each representative to share his or her group’s majority opinion. Record what the class consensus is based on the opinion shared by the majority of the representatives.

ELL:

Have children suggest a few gym activities. Direct the class in a vote for their favorite activity. Tell children that they could elect and vote for one classmate. This person will be the class representative and would represent the class by speaking to the people in the physical education department and requesting the activity.

Special Needs:

Divide children in pairs. One child acts as representative; the other child acts as a voter. Have children acting as voters tell their representatives which outdoor game or activity they would like to do as a class. Ask each representative to share aloud their voter’s choice. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 2 Check/ Interactive Lesson Review activity

Authentic Assessment:

Have students create a poster with the three branches of government. Students will draw and describe the roles and responsibility of each.

Lesson 3:

Governments Around the World

Discuss the Big Question: Why do countries need a government?

Introduce the vocabulary:

-independence, colony, freedom, document

Jumpstart the activity:

Introduce the idea of a class government, and have children consider what they would do to govern the class. Children work in small groups to discuss how a class government would be organized and what powers it would have. Groups will make a poster to show a classroom government might be set up.

Read the lesson:

What are the main things that governments are supposed to do?

How can Americans be active in our government?

Why did American colonists want to get rid of English rule?  
What did the Declaration of Independence say?

#### A Big Book of Independence

Children will make a list of ways they are more independent from adults as they have grown. Children will choose one independent activity from the list or that they came up with on their own. Children will work independently to draw a picture of themselves doing the activity with a sentence explaining what the picture depicts.

Video:

[https://www.ducksters.com/history/us\\_bill\\_of\\_rights.php](https://www.ducksters.com/history/us_bill_of_rights.php)

United States Constitution for Children, Parts and Purposes of the Constitution for Kids:

<https://www.youtube.com/watch?v=bZ3Wjqp-4Fk>

Declaration of Independence for Kids (Activity included in Video):

<https://www.youtube.com/watch?v=bYkcmr23J-g>

To aid children in accessing understanding, use picture cards with illustrations of six rights detailed in the lesson: the rights to free speech, writing (press), religion, assembly, vote (petition), and fair trial.

Below Level:

Have children work in pairs to write a sentence describing the right illustrated by each picture card

On Level:

Have children use the picture cards to describe the importance of each right.

Above Level:

Have children choose one right and think of a specific scenario in which they may exercise that right. Ask children to write a sentence describing the scenario and how they would practice their freedom. Have children draw self-portraits of themselves exercising the rights they wrote about.

ELL:

Have children work in pairs to write a sentence describing the right illustrated by each picture card using vocabulary words.

Special Needs:

Guide children through a matching game. Have them match picture cards with text cards that briefly describe the rights in simple terms. Have children discuss their pairings with each other. Have children choose which activity they would like to do.

Checking for Understanding:

### Lesson 3 Check/Interactive Lesson Review activity

Assessment:

Lesson 3 Quiz

Lesson 4:

Governments Work Together

Discuss the Big Question: How might a treaty be used to end a conflict?

Introduce the vocabulary:

-trade, peace, conflict

Jumpstart the activity:

Work in a small group. Act out how you work together to solve problems.

Read the lesson:

Discuss the provided questions in the teacher's edition:

How does trade help countries solve problems and get along together?

What is the main purpose of the United Nations?

Why do you think the United States has a diplomat-someone who uses diplomacy-in nearly every country on Earth?

Video:

<https://mocomi.com/types-of-government/>

What is a Treaty?:

<https://www.youtube.com/watch?v=5aba3dqyOdw>

United Nations – explained:

<https://www.youtube.com/watch?v=SaAmfiJtV4I>

So, You Want to Be a Diplomat?:

<https://www.youtube.com/watch?v=W7ShK2TG5YY>

Below Level:

Review some of the many functions of the United Nations and show pictures of UN workers helping people in different ways in different places. Have children access images from the United Nations Web site to find out about UN global aid programs. Children may print out images of UN workers helping others and then make a collage or poster with labels.

On Level:

Have children draw three different ways with describing sentences how the United Nations workers aid around the world.

Above Level:

Tell children that part of the United Nations is the United Nations Children's Fund (UNICEF), which helps children around the world in many ways. Guide children through the UNICEF website to discover a few different ways UNICEF works to improve the lives of children around the globe. Have pairs of

children pick one specific area of focus and write an explanatory paragraph about how this single effort benefits children.

ELL:

Using picture cards for support, ask children to suggest the different ways the UN helps people around the world. Children will write a describing sentence for each card.

Special Needs:

Review with children the role and functions of the United Nations. Provide children with art paper and have them draw a picture of one way people working for the United Nations can help make life better for the people of the world. Encourage children to label their drawings, and then share them with the group. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 4 Check

Assessment:

Lesson 4 Quiz

Chapter Wrap Up:

Primary Source:

Using a primary source

Video:

Using Primary and Secondary Sources:

<https://www.youtube.com/watch?v=dU8Tr6JChqY>

Review the big question: How does government work?

-Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.

Assessment:

Chapter Assessment

Quest:

Complete skit students have been working on throughout the chapter.

Amistad Read Alouds

Johnson, Angela The Leaving Morning 1995

Kimmel, Eric A. Anansi Goes Fishing 1993

Kroll, Virginia L. Africa Brothers and Sisters 1993

Lester, Julius Let's Talk About Race 2005

Lester, Julius Tales of Uncle Remus: The Adventures of Brer Rabbit 2006

	<p>Levine, Ellen If You Lived at the Time of Martin Luther King 1994</p> <p>Marzollo, Jean Happy Birthday Martin Luther King 2005</p> <p>McDermott, Gerald Anansi the Spider 1987</p> <p>McDonough, Yona Zeldis Who Was Louis Armstrong? 2004</p>
Experiences (virtual and live field trips)	<p>-UN Headquarters</p> <p><a href="https://visit.un.org/content/tour-1#26">https://visit.un.org/content/tour-1#26</a></p>
Resources	
<ul style="list-style-type: none"> <li>• Savvas Interactive myWorld</li> <li>• Watch BrainPopJr.com video: <a href="https://jr.brainpop.com/socialstudies/government/branchesofgovernment/">https://jr.brainpop.com/socialstudies/government/branchesofgovernment/</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/">https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/government/branchesofgovernment/">https://jr.brainpop.com/socialstudies/government/branchesofgovernment/</a></li> <li>• <a href="https://www.ducksters.com/history/us_bill_of_rights.php">https://www.ducksters.com/history/us_bill_of_rights.php</a></li> <li>• <a href="https://mocomi.com/types-of-government/">https://mocomi.com/types-of-government/</a></li> </ul> <p><b>Literary Resources</b></p> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>• <a href="https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/">https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/</a></li> <li>• <a href="https://www.k12reader.com/worksheet/cause-and-effect-alices-adventure-in-wonderland/view/">https://www.k12reader.com/worksheet/cause-and-effect-alices-adventure-in-wonderland/view/</a></li> <li>• <a href="https://www.k12reader.com/worksheet/find-the-cause-and-effect/view/">https://www.k12reader.com/worksheet/find-the-cause-and-effect/view/</a></li> </ul>	
Pacing/ Time Frame:	7 weeks

Unit 4	Grade(s)		2
Unit Plan Title:	Chapter 4-People Who Supply Our Goods and Services		
Overview/Rationale:			
Students will learn about needs, wants, and the difference between them. Students will explore that they must make choices between needs and wants because resources are limited. Students will explore food production and consumption as a process that often starts on a farm. The ways this process has changed over time will also be discussed. During this chapter, students will discover what a producer and consumer are, as well as how they are connected through selling and buying of goods and services. Along with this, students will also learn that producers often face challenges, which can limit their resources			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives			
• 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan			
• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).			
9.4.2.DC.7: Describe actions peers can take to positively impact climate change			
9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.			
9.4.2.IML.2: Represent data in a visual format to tell a story about the data			
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults			
9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g.,social, academic, athletic)			
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g.,8.2.2.ED.1).			
9.4.2.TL.2: Create a document using a word processing application.			
9.4.2.TL.3: Enter information into a spreadsheet and sort the information.			
9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.			
9.4.2.TL.5: Describe the difference between real and virtual experiences.			
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).			
9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).			
9.1.2.FP.1: Explain how emotions influence whether a person spends or saves			
9.1.2.FP.2: Differentiate between financial wants and needs.			
9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).			
9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time			
9.1.2.PB.2: Explain why an individual would choose to save money.			
9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job			
New Jersey Student Learning Standards: Social Studies			
6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.			
6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).			
6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the			

United States.

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place

6.1.2.EconET.1: Explain the difference between needs and wants.

6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

6.1.2.EconET.3: Describe how supply and demand influence price and output of products

6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.

6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.

6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.

6.1.2.EconNE.2: Describe examples of goods and services that governments provide.

6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.

6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.

Technology/Computer Science and Design Thinking

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

8.1.2.AP.4: Break down a task into a sequence of steps.

Interdisciplinary Standards)

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

<p>8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.</p> <p>8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.</p> <p>8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.</p> <p>8.2.2.ITH.1: Identify products that are designed to meet human wants or needs.</p> <p>8.2.2.ITH.2: Explain the purpose of a product and its value.</p>	
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#### Essential Question(s)

- How do people get what they need?
- How do needs and wants differ?
- How do families make money to pay for the needs and wants they choose?
- How do farmers help people get what they need?
- How are producers important?
- How are the producers connected to the consumers?
- How do farmers decide what to grow?

#### Enduring Understandings

- People have to make choices about needs and wants because resources are limited.
- Food production and consumption is a process that often starts on the farm, and the methods have changed over time.
- Producers and consumers are connected through the selling and buying of goods and services.
- Producers face challenges, which limit their resources.

#### 21<sup>st</sup> Century Skills: Check all that apply

x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation



x	Environmental Literacy		Other:
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### Student Learning Targets/Objectives

- I can identify needs and wants.
- I can explain the difference between a need and a want.
- I can understand basic economic concepts, such as money and trade.
- I can recognize that scarcity makes people make choices.
- I can understand cost and benefits.
- I can analyze cost and benefits to make good choices.
- I can identify producers in communities.
- I can understand the role of farmers.
- I can compare farmers today with farmers from the past.
- I can understand how farmers use resources.
- I can identify the main idea in a print and oral paragraph.
- I can identify the role producers, distributors, and consumers in providing and consuming goods and services.
- I can understand how producers and consumers work together.
- I can describe the process of getting good from farm to market.
- I can understand how weather can challenge crop production.
- I can identify how farmers learned to grow productive crops in new climates.
- I can describe how farmers solve weather problems to grow productive crops.
- I can create an ad for a farm.

### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Research

### Teaching and Learning Actions

Instructional Strategies  D:  -Reading aloud	<ul style="list-style-type: none"> <li>• Reinforcing Effort/Providing Recognition</li> <li>• Cooperative Learning- partner/group work</li> <li>• Questions &amp; Organizers</li> <li>• Nonlinguistic Representations</li> <li>• Direct instruction</li> <li>• Scaffolding instruction</li> </ul>
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<ul style="list-style-type: none"> <li>-Graphic organizers</li> <li>-Reading study guides</li> <li>-one-on-one instruction</li> <li>-class website (Google classroom)</li> <li>-Handouts</li> <li>-Definition list</li> <li>-Small learning group</li> <li>-Inclusion of more visuals and films</li> <li>-Think-Pair-Share</li> <li>-More rigorous rubrics</li> <li>-Multimedia projects</li> <li>-Student led classroom instruction</li> </ul> <p>Students with a 504: Adhere to all modifications and health concerns stated in 504 plan.</p>	<ul style="list-style-type: none"> <li>• Individualized instruction</li> <li>• Turn-and-talk</li> <li>• Student practice</li> <li>• Setting goals and objectives</li> <li>• KWL Chart</li> <li>• Student notebooks</li> </ul>
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>D: Special Education Students: Adhere to all modifications and health concerns stated in IEP first and foremost.</p> <p>-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.</p>	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• The Big Question: <ul style="list-style-type: none"> <li>o How do people get what they need?</li> </ul> </li> <li>• Introduce the vocabulary: <ul style="list-style-type: none"> <li>o Sing about it- “What We Buy” to the tune of “Twinkle, Twinkle, Little Star”</li> </ul> </li> <li>• Introduce the Literacy Skill: <ul style="list-style-type: none"> <li>o Identify Main Idea and Details</li> </ul> </li> <li>• Watch Big Question video on Pearson Realize:</li> <li>• Complete Quest with students: Discuss “How can we create an ad that would make consumers want to buy our product?”</li> </ul> <p>Lesson 1: Needs, Wants, and Choices</p> <p>Discuss the Big Question: What is the difference between needs and wants?</p> <p>Introduce the vocabulary: -needs, wants, choice, scarce, barter, purchase</p>

Jumpstart the activity:

Have students work with a partner to play a guessing game. Each partner will think of something he/she would like to have. They will each take turns asking yes or no type questions to guess what the other would like.

Read the lesson:

Discuss the provided questions in the teacher's edition:

How are wants different from needs?

What does barter mean?

How did people get things they wanted or needed in the past?

How do families make money to pay for the needs and wants they choose?

Video:

<https://jr.brainpop.com/socialstudies/economics/needsandwants/>

Lily Learns about Wants and Needs:

<https://www.youtube.com/watch?v=dVAxj5zX4zQ>

Money vs. Barter | Characteristics of Money:

<https://www.youtube.com/watch?v=WCr5UVf-vKM>

Scarcity for Kids:

<https://www.youtube.com/watch?v=EpEA10cmQec>

Group work:

Draw a T-chart on the board with the headings Needs and Wants. Have children copy the chart into their notebooks and make a list of their own needs and wants. Then have small groups compare their lists. As a group they must agree on the top three needs and the top three wants. Then make a new chart for the group.

Below Level:

Have children draw a picture of a need and a want. Have children write sentences about their pictures using the following sentence frame: \_\_\_\_\_ is a need and \_\_\_\_\_ is a want. I choose to buy \_\_\_\_\_ because \_\_\_\_\_.

On Level:

Have children pick 1 need and 1 want. Have children describe what makes each item a need and want. Then have students give reasons why they would pick one or the other.

Above Level:

Have children draw a picture of a need and a want. Then ask children to write a short paragraph about which item they would choose to buy, and why. Invite volunteers to share their pictures and sentences with the class.

ELL:

In pairs have children exchange information about their needs and wants. Have children use learned phrases, or use the following sentence frames for them to refer to in their questions and answers: is \_\_\_\_\_ a need or a want? Why do you need \_\_\_\_\_? I need \_\_\_\_\_ because \_\_\_\_\_.

Special Needs:

Display a picture of a need and a want. Which thing would you choose to buy? Why? Have children choose which activity they would like to do.

Understand the Quest Connection:

Use ads of food to find descriptive words for food.

Checking for Understanding:

Lesson 1 Check/ Interactive Lesson Review activity

Literacy Skills:

Analyze Costs and Benefits

<https://kids.britannica.com/kids/article/costs-and-benefits/628715>

Apply the skill:

Look at the chart in the worktext. Analyze the benefits and cost of each item. Explain your choice.

Lesson 2:

Food Producers

Discuss the Big Question: How do farmers use land to help people get what they need?

Introduce the vocabulary:

-producers, harvest, natural

Jumpstart the activity:

Name your favorite fruit or vegetable. Draw a picture showing where you think it comes from.

Read the lesson:

Discuss the provided questions in the teacher's edition:

What things do producers make?

Why are producers important?

How are farms today different from the past?

How do farmers help people get what they need?

What are natural resources?

Video:

<https://jr.brainpop.com/science/conservation/naturalresources/>

Farming Past and Present:

<https://www.youtube.com/watch?v=v7QrvJua2uE&t=46s>

Read Aloud:

Farming by Gail Gibbons

[https://www.youtube.com/watch?v=HD\\_jD\\_T6sVo](https://www.youtube.com/watch?v=HD_jD_T6sVo)

**Below Level:**

Explain that both farmers and bakers are producers. Ask: What products do farmers and bakers produce? In pairs, have children make a list. Then invite volunteers to write their items on the board.

**On Level:**

Children will work in groups of three to come up with a list of 2 producers. They will use a 2-column chart to write down the producers as the heading and list what they produce and why they are important.

**Above Level:**

In pairs, have children think of three producers and make a list. Under each producer, have them list all they can think of that the producer makes. Then invite the children to share their lists with the class.

**ELL:**

In pairs, have children think of three producers and make a list. Under each producer, have them draw some of the things they can think of that the producer makes. Then invite the children to share their lists with the class.

**Special Needs:**

Point out that farmers are producers. Say: Farmers grow crops to sell. What products do they produce? Bakers are also producers. What products do they produce? Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 2 Check/ Interactive Lesson Review activity

**Lesson 3:**

**Producing and Consuming Goods**

Discuss the Big Question: How do producers and consumers work together?

Introduce the vocabulary:

-goods, consumers, services, process, distributors, markets, sequence

**Jumpstart the activity:**

Work with a partner. Write or draw how you would deliver a farmer's fresh produce in the quickest way possible.

**Read the lesson:**

Discuss the provided questions in the teacher's edition:

What do consumers do?

How are producers and consumers connected?

How do farmers get their goods to market?

How do you think processing food and distributing farm goods has changed from

long ago?

Videos:

Producers and Consumers for Kids | Classroom Video:

[https://www.youtube.com/watch?v=OAP\\_JIWL4k](https://www.youtube.com/watch?v=OAP_JIWL4k)

Farm to Table:

<https://www.youtube.com/watch?v=-weF2nim42Q>

Authentic Assessment:

Have students pick a producer and research the process they go through to get their products to the consumers. Students will draw and then explain the process to the class.

Below Level:

Have children share the steps necessary to get apples from a farm to their home. Write one child's response on the board. As a small group, number the steps and record them into a blank flowchart. Encourage children to name the steps in order.

On Level:

Have children choose a producer and their good. Have students draw the steps in order in a blank flowchart.

Above Level:

Provide a blank flowchart to children, and ask them to record the steps in getting apples from a farm to their home. Have children illustrate each step in the boxes and add an explanatory sentence for each.

ELL:

Give children picture cards, which show: farmers harvesting apples, apples being packed in crates, crates being loaded on trucks, consumers buying apples. Ask children to put the steps in the proper sequence. Have them tell you their reasoning for the order they chose.

Special Needs:

Give children picture cards, which show: farmers harvesting apples, apples being packed in crates, crates being loaded on trucks, consumers buying apples. Ask children to put the steps in the proper sequence. Have them tell you their reasoning for the order they chose. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 3 Check/Interactive Lesson Review activity

Assessment:

Lesson 3 Quiz

#### Lesson 4:

##### Challenges Producers Face

Discuss the Big Question: How do producers meet challenges?

Introduce the vocabulary:

-weather, drought, climate, irrigation, source

Jumpstart the activity:

With a partner, act out one way weather can help or cause problems doing an activity outside.

Read the lesson:

Discuss the provided questions in the teacher's edition:

What weather can help crops?

How do farmers decide what to grow?

Why do farmers look at water sources?

How can farmers solve weather problems?

Video:

<https://climatekids.nasa.gov/weather-climate/>

Weather vs. Climate: Crash Course Kids #28.1:

<https://www.youtube.com/watch?v=YbAWny7FV3w>

Climate Change: Crash Course Kids #41.2:

<https://www.youtube.com/watch?v=SzcGTd8qWTg>

The challenges of farming:

<https://www.youtube.com/watch?v=J9C6-YA4LIE>

Below Level:

Remind children that climate is the weather in one place over a long time. In pairs, have children draw a picture of what the weather is like at different times of the year where they live.

On Level:

Have children draw the four seasons on a paper folded into four squares. Children can write the name of the season, what the season is like, and when it happens.

Above Level:

Have children draw the four seasons on a paper folded into four squares. Children can write the name of the season, what the season is like, and when it happens. Then have pairs ask and answer questions about what the weather is like where they live.

ELL:

Have children draw the four seasons on a paper folded into four squares. Children can write the name of the season and what the season is like.

Special Needs:

Ask children what the weather is like outside right now. Explain that climate is the weather in one place over a long time. Draw a sun, clouds, rain, and snow on the board. Ask: What is the weather like in spring? Summer? Fall? Winter? Have children point to the pictures to answer the questions. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 4 Check

Assessment:

Lesson 4 Quiz

Chapter Wrap Up:

Primary Source:

Using a primary source

Review the big question: How does government work?

-Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.

Assessment:

Chapter Assessment

Quest:

Design the ad for the farm.

Amistad Read Alouds:

McGovern, Ann Wanted Dead or Alive: The Story of Harriet Tubman 1991

McKissack, Patricia C. Mirandy and Brother Wind 1997

Medearis, Angela Shelf Singing for Dr. King 2004

Mendez, Phil Black Snowman 2005

Mitchell, Margaree King Uncle Jed's Barbershop 1998

Monjo, F. N. The Drinking Gourd: A Story of the Underground Railroad 1993

Nelson, Vaundra Micheaux Almost to Freedom 2003



Experiences (virtual and live field trips)	<p>-Abma's Farm  <a href="https://abmasfarm.com/education/">https://abmasfarm.com/education/</a></p> <p>-Alstede Farms  <a href="https://www.alstedefarms.com/educational-tours/">https://www.alstedefarms.com/educational-tours/</a></p>
Resources	
<ul style="list-style-type: none"> <li>• Savvas Interactive myWorld</li> <li>• Big Question Video: <a href="https://www.savvas.com/community/program/e4505b44-6abb-3e0b-834e-4f73c4b438d2/25/tier/647acce2-62ac-319f-86d1-d0e68a2051a2/25/lesson/9f0b2c37-8b6e-367d-be2d-fd070b7a6167/26/content/6d489755-88ef-3905-9978-cec908f31ab7/26">https://www.savvas.com/community/program/e4505b44-6abb-3e0b-834e-4f73c4b438d2/25/tier/647acce2-62ac-319f-86d1-d0e68a2051a2/25/lesson/9f0b2c37-8b6e-367d-be2d-fd070b7a6167/26/content/6d489755-88ef-3905-9978-cec908f31ab7/26</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/economics/needsandwants/">https://jr.brainpop.com/socialstudies/economics/needsandwants/</a></li> <li>• <a href="https://jr.brainpop.com/science/conservation/naturalresources/">https://jr.brainpop.com/science/conservation/naturalresources/</a></li> <li>• Farming by Gail Gibbons- <a href="https://www.youtube.com/watch?v=HD_jD_T6sVo">https://www.youtube.com/watch?v=HD_jD_T6sVo</a></li> <li>• <a href="https://climatekids.nasa.gov/weather-climate/">https://climatekids.nasa.gov/weather-climate/</a></li> <li>• Analyze Costs and Benefits  <a href="https://kids.britannica.com/kids/article/costs-and-benefits/628715">https://kids.britannica.com/kids/article/costs-and-benefits/628715</a></li> </ul>	
Pacing/ Time Frame:	7 weeks

Unit 5	Grade(s)		2
Unit Plan Title:	Chapter 5-Making a Difference		
Overview/Rationale:			
Students will learn what makes a hero and heroic leaders. Chapter will also cover heroes who have inspired change. Students will learn that anyone can be a hero and change the world to make it better. A hero can work in any field such as science, the arts, or government. Students will also explore how they can make a difference in their community or world.			
Career Readiness, Life Literacies, and Key Skills			
9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.			
9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.			
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b,8.2.2.ED.3).			
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)			
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.			
9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).			
9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2,6.1.2.HistorySE.3, W.2.6, 1-LSI-2).			
9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g.,8.2.2.ED.1).			
9.4.2.TL.2: Create a document using a word processing application.			
New Jersey Student Learning Standards: Social Studies			
6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.			
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.			
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.			
6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.			
6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.			
6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.			
6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).			
6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.			
6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.			
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.			
6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.			
6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change			

and/or reflect more than one culture.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).

#### Technology/Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
- 8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.
- 8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.
- 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

#### Interdisciplinary Standards)

- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Essential Question(s)

- How does someone become a hero?
- How can a person do something for the common good?
- How can you tell if someone is a hero?
- How does one act with justice?
- How can public protest effectively work for civil rights for people?
- How can a leader inspire people to work for a change?
- How can we help people in need?
- How is volunteering to help people a heroic thing to do?

#### Enduring Understandings

- A hero is a person who helps others in need.
- Anyone can be a hero and change the world to make it better.
- A hero may work in any field, such as science, the arts, or government.
- A hero may become a leader or may be an ordinary person who helps solve a local problem.

21 <sup>st</sup> Century Skills: Check all that apply			
x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration
x	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:

#### Student Learning Targets/Objectives

- I can recognize character traits of a hero.
- I can understand a hero's motivation.
- I can explain why heroes of the past are important.
- I can explain what leaders do to encourage their people to follow them.
- I can discuss how leaders become heroes to their people.
- I can identify civil rights activists who worked together against racial inequality.
- I can identify women's rights activists and their individual contributions.
- I can explain what an invention is and how they benefit the world.
- I can discuss how scientific inventions, discoveries, and experiments extend our understanding of the world.
- I can explain how and why some heroes help those in need.
- I can recognize that ordinary people who help others can be heroes.
- I can identify community members such as artists and service workers who help others in need.
- I can identify ways I can be a hero.
- I can create a book cover.

#### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative

- Chapter test
- Authentic
  - Presentation
  - Research

### Teaching and Learning Actions

#### Instructional Strategies

D:

- Reading aloud
- Graphic organizers
- Reading study guides
- one-on-one instruction
- class website (Google classroom)
- Handouts
- Definition list
- Small learning group
- Inclusion of more visuals and films
- Think-Pair-Share
- More rigorous rubrics
- Multimedia projects
- Student led classroom instruction

Students with a 504: Adhere to all modifications and health concerns stated in 504 plan.

- Reinforcing Effort/Providing Recognition
- Cooperative Learning- partner/group work
- Questions & Organizers
- Nonlinguistic Representations
- Direct instruction
- Scaffolding instruction
- Individualized instruction
- Turn-and-talk
- Student practice
- Setting goals and objectives
- KWL Chart
- Student notebooks

Activities: Including G/T, SE, and ELL Differentiation

D:  
Special Education Students:

#### Chapter Introduction

- The Big Question:
  - What makes someone a hero?
- Introduce the vocabulary:
  - Sing about it- “Making a Difference” to the tune of “This Old Man”
- Introduce the Literacy Skill:

Adhere to all modifications and health concerns stated in IEP first and foremost.

-Give students a MENU options allowing students to pick assignments from different levels based in difficulty. Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

- o Compare and contrast
- Watch Big Question video on Pearson Realize:
- Complete Quest with students: Discuss “How can we design a book cover that will make people want to learn more about a hero?”

Lesson 1:

What Makes a Hero?

Discuss the Big Question: How can you tell if someone is a hero?

Introduce the vocabulary:

-trait, courage, risk, sacrifice, common good, goal

Jumpstart the activity:

Work with a partner. Talk about something you did that was helpful but also hard to do.

Read the lesson:

Discuss the provided questions in the teacher’s edition:

What are some important things to know about heroes?

Why should a hero understand the difference between right and wrong?

What is the difference between a superhero and an ordinary person who is a hero?

Video:

Kid President Hero-

<https://www.youtube.com/watch?v=tgF1Enrgo2g>

Group work:

Draw a web on the board with the word hero in the center. Encourage children to suggest words and phrases they learned that described a hero.

Below Level:

Review the difference between a possible risk and purposely taking a risk to help others. Explore with children everyday risks they take: they risk falling when they climb on the playground; they risk losing when they play a game, and so on. Have them write a full sentence example of risk that involves helping others.

On Level:

Have children work in groups to discuss outcomes they should consider before deciding to take a risk. Guide them in creating a list of positive and negative consequences on the board: I might help someone in need, make a new friend, lose something, be late, be embarrassed. Have children draw a situation with one positive possible outcome and one negative possible outcome. Have children explain the situation.

Above Level:

Have children work in pairs to discuss outcomes they should consider before deciding to take a risk. Guide them in creating a list of positive and negative consequences on the board: I might help someone in need, make a new friend,

lose something, be late, be embarrassed. Have children write a sentence about a situation with one positive possible outcome and one negative possible outcome.

ELL:

Have children work in groups to discuss outcomes they should consider before deciding to take a risk. Guide them in creating a list of positive and negative consequences on the board: I might help someone in need, make a new friend, lose something, be late, be embarrassed. Have children draw a situation with one positive possible outcome and one negative possible outcome. Have children explain the situation to their partner.

Special Needs:

Make sure that children understand the concept of risk by using the word risk in the following sentence frames: I risk getting a cold when I \_\_\_\_\_. I risk being late when I help \_\_\_\_\_. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 1 Check/ Interactive Lesson Review activity

Lesson 2:

Heroic Leaders

Discuss the Big Question: How do leaders become heroes?

Introduce the vocabulary:

-inspire, justice, Civil War, reservation, behalf

Jumpstart the activity:

Explain the game “follow the leader.” Divide class into groups of six or seven. In each group, each child gets a turn to be the leader that others in the group follow.

Read the lesson:

Discuss the provided questions in the teacher’s edition:

How do you know that the people listening to Abraham Lincoln’s speech think of him as a great leader?

What other things besides speeches, might a leader do to make the world a better place?

What does it mean to act with justice?

What is a civil war?

Who was Sitting Bull and why was he a hero to his people?

Read Aloud:

“Who was Sitting Bull?” by Stephanie Spinner

“Who was Abraham Lincoln?” by Janet Pascal

Video:

Abraham Lincoln:

<https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/>

Sitting Bull:

<https://www.youtube.com/watch?v=zuFp86Y2QgM>

The American Civil War Overview:

<https://www.youtube.com/watch?v=EUXc-rall80>

Kid President Asks "What Makes an Awesome Leader?":

<https://www.youtube.com/watch?v=KdL4o7wU0CQ>

Celebrate Pride Month:

<https://www.brainpop.com/socialstudies/news/pride2020/>

Below Level:

Have students work in pairs to discuss how they feel when they are faced with great challenges. Who helps them overcome these challenges? Have children write 2 or 3 sentences describing the emotions their leaders inspire in them to overcome challenges.

On Level:

Have children write about a chosen hero. Tell how that hero helps them overcome challenges. Tell about the hero's traits.

Above Level:

Have children independently write a short paragraph about leaders who inspire their people to face great challenges. What traits do these leaders have? How do they inspire people to overcome challenges? How do challenges make people feel and what emotions do leaders inspire to help people overcome challenges?

ELL:

Have children work in pairs to write compound sentences using the following sentence frame: [Name] inspires me to \_\_\_\_\_ because he/she \_\_\_\_\_.

Special Needs:

Engage children in reflecting on emotions they might feel if they were forced from their homes to a new and unfamiliar place. List their ideas on the board. Have children write a couple of sentences describing how they might feel.

Checking for Understanding:

Lesson 2 Check/ Interactive Lesson Review activity

Lesson 3:

Heroes Who Inspire Change

Discuss the Big Question: How do heroes inspire change?

Introduce the vocabulary:

-civil rights, protest, race, boycott, considerable

Jumpstart the activity:

Work with a partner. Draw peaceful ways that you can get other people to listen to you.



Read the lesson:

Discuss the provided questions in the teacher's edition:

What are civil rights?

Why did Harriet Tubman work on the Underground Railroad? What was her goal?

What were some things that girls and women could not do in the past?

What did women do that got a law passed that gave them the right to vote?

Video:

Harriet Tubman:

<https://jr.brainpop.com/socialstudies/biographies/harriettubman/>

African American Heroes

<https://kids.nationalgeographic.com/explore/history/african-american-heroes/>

Martin Luther King Jr.

<https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/>

Suffrage Right to Vote School House Rock Video:

<https://www.youtube.com/watch?v=KjafumP1dbU>

Civil Rights Movement:

<https://www.brainpop.com/socialstudies/ushistory/civilrights/>

Women's Rights National Historical Park:

<https://www.youtube.com/user/WORINHP>

Racial Injustice: Teaching Resources:

<https://www.tolerance.org/classroom-resources>

Below Level:

Review the meaning of protest. Have children describe the various forms and reasons for protest they read about. Show some appropriate examples of protest posters. Have them work in partners to create a poster to protest some unfairness. When they are done, have them display and explain their posters to the class.

On Level:

Have children independently design a poster for protesting something they think is unfair. Have children explain their poster.

Above Level:

Have children write a letter to a leader to protest some unfairness. Remind them to use reasons to support their argument. When they are finished, volunteers read their letters to the class.

ELL:

Review the meaning of protest. Have children describe the various forms and reasons for protest they read about. Show some appropriate examples of protest posters. Have them work in partners to create a poster to protest some unfairness. When they are done, have them display and explain their posters to the class.

Special Needs:

Write the word protest on the board and define it for children. Remind them that some American heroes protested against unfair and unequal treatment of people. Have children use the word protest in the following sentence frames: Dr. King led a \_\_\_\_\_ against unfair and unequal treatment of African Americans. A speech and a march are ways to \_\_\_\_\_. Another way to \_\_\_\_\_ is to talk with lawmakers. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 3 Check/Interactive Lesson Review activity

Assessment:

Lesson 3 Quiz

Primary Source:

Read and discuss Rosa Parks and her act of protest.

<https://jr.brainpop.com/socialstudies/biographies/rosaparks/>

Lesson 4:

Heroes in Science

Discuss the Big Question: What are some of the traits that heroes of science have that help them invent and discover new things?

Introduce the vocabulary:

-invention, element, vaccine, experiment, discovery

Jumpstart the activity:

With a partner, brainstorm some activities that you do every day. Then discuss how you could make it so it would be easier, faster, or safer to do.

Read the lesson:

Discuss the provided questions in the teacher's edition:

How did Thomas Edison start learning about how things worked?

How do you think Thomas Edison's invention of the light bulb changed people's lives?

What are discoveries made by Marie Curie and Albert Einstein?

Who was Louis Pasteur, and how did his discoveries help people?

Video:

Thomas Edison-

[https://www.youtube.com/watch?v=KgSi\\_R1Wcyk](https://www.youtube.com/watch?v=KgSi_R1Wcyk)

Albert Einstein-

<http://www.sciencekids.co.nz/videos/famousScientists/alberteinstein.html>

Louis Pasteur-

<http://www.sciencekids.co.nz/videos/famousScientists/louispasteur.html>

Neil deGrasse Tyson:

<https://www.youtube.com/watch?v=D6FT3cMdlmE>

Katherine Johnson:

<https://www.youtube.com/watch?v=Bdr9QBRcPEk>

Ellen Ochoa:

<https://www.youtube.com/watch?v=2NO15woCK8Q>

Luis Alvarez:

<https://www.youtube.com/watch?v=ct7Kk0nhOWs>

Technology Then and Now:

<https://www.youtube.com/watch?v=DENG7Q7VRgo>

Below Level:

Tell children that some of the objects that work with electricity today once were used by hand or worked with other forms of energy. Explain that we use the word electric to describe some of these modern products. On the board, list some products or objects, such as a can opener, toothbrush, stove, oven, mixer, and so on. Invite children to suggest items as well.

On Level:

Have children draw and label two of the inventions created by Thomas Edison.

Above Level:

Review with children that, since Edison, most electricity has been generated in electric power plants. Name some new ways for generating electricity such as hydroelectricity, windmills, solar panels, atomic energy. Have children work in pairs to collect pictures of these methods from magazines or the internet. Partners may show their pictures and tell how each creates electricity.

ELL:

Have children work with a partner and discuss Thomas Edison's inventions. Have students draw and label two of the inventions created by Thomas Edison.

Special Needs:

Remind children that Thomas Edison invented many useful things that run on electricity. Have children name things that run on electricity. Write their list on the board. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 4 Check

Assessment:

Lesson 4 Quiz

Literacy Skills:

Compare and contrast

## Lesson 5:

### Heroic Helpers

Discuss the Big Question: How do heroes help people?

Introduce the vocabulary:

-poverty, volunteer, establish

Jumpstart the activity:

With a partner, act out ways you can help people in your community.

Read the lesson:

Discuss the provided questions in the teacher's edition:

What are some way helpers help people in need?

What does it mean to live in poverty?

What is the Red Cross' main goal? How does it work to achieve this goal?

Who was Clara Barton, and how did she help soldiers during the Civil War?

What led Florence Nightingale to help injured soldiers?

Why is volunteering to help people a heroic thing to do?

Video:

Florence Nightingale:

<https://www.youtube.com/watch?v=YKZlYuMwwMs>

Jane Addams:

<https://www.youtube.com/watch?v=Tw4GZeABINl>

Goldie Brangman:

<https://www.youtube.com/watch?v=bnliW7JLKNs>

How the American Red Cross Works - History & Facts:

<https://www.youtube.com/watch?v=zY8EnLjDp-g>

Clara Barton | Founder Of The American Red Cross:

<https://www.youtube.com/watch?v=6i3NdYcTWKk>

Below Level:

Lead children in a review of the ways that the Red Cross helps people. Divide children into small groups. Have them create collages of pictures that show the many things that the Red Cross does. They may find pictures in magazines or on the Red Cross website.

On Level:

Have children discuss the different ways the Red Cross helps people in need. Children may pick 3 ways the Red Cross helps and explain it through pictures and descriptive sentences.

Above Level:

Instruct children to work in pairs to research the many ways the Red Cross helps people. Information can be readily found on their website: [www.redcross.org](http://www.redcross.org). Have children create brochures about the different things that the Red Cross does. They should write informative text that tells at least four facts about the

Red Cross.

ELL:

Ask children to name ways they have helped a friend or family member when they were sick or hurt. Have them draw a picture of themselves helping somebody. Below their drawing, they should write a sentence describing the way they were helpful using provided vocabulary words.

Special Needs:

Ask children to name ways they have helped a friend or family member when they were sick or hurt. Have them draw a picture of themselves helping somebody. Below their drawing, they should write a sentence describing the way they were helpful. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 5 Check

Assessment:

Lesson 5 Quiz

Lesson 6:

How can we make a difference?

Discuss the Big Question: How can I make a difference?

Introduce the vocabulary:

-first responder, ongoing

Jumpstart the activity:

Draw a picture of someone you know who likes to help other people. Label your picture.

Read the lesson:

Discuss the provided questions in the teacher's edition:

How can artists and musicians help their community?

How might firefighters, police officers, and medical workers save lives?

What are some ongoing community problems you can help solve?

How would working with others such as classmates or neighbors, make it easier to solve problems in your community?

Video:

Kid President:

<https://www.youtube.com/watch?v=4z7gDsSKUmU>

Color Your World with Kindness:

<https://www.youtube.com/watch?v=rw1E8yyY0U>

Community Helpers:

<https://jr.brainpop.com/socialstudies/communities/communityhelpers/>

#### Small Group:

Have children brainstorm ways they can volunteer to help: in people's homes (painting, cleaning, gardening, errands, shopping) and in the community (community garden, clean up, recycling, food banks, visiting nursing homes, or animal shelters). Then have children brainstorm ways they could convince other children to volunteer their help. Each group will create an advertisement for volunteers to show what type of work they would do.

#### Below Level:

Have children work in small groups to create a list of both ongoing, or long-term, and short-term community problems. Ask children to collaborate on writing a task chart of each problem and the people best qualified to solve it: volunteers, professionals, or government.

#### On Level:

Have children work with a partner to create a list of ongoing, long-term, and short-term community problems. Ask children to collaborate on deciding the best way to solve these problems using volunteers, professionals, or government.

#### Above Level:

Encourage children to give examples of ongoing problems in their school or community. With the children working as a group, have them offer suggestions about how they might volunteer to solve one problem. Have them write a collaborative plan of action for volunteers to help solve the problem. The plan may state the problem at the top followed by one or two written solutions beneath.

#### ELL:

On the board write the phrase "share your talents," and review what it means. Have them work with a partner to come up with an ongoing problem and how they could use their talents to solve it.

#### Special Needs:

Write the word ongoing on the board and help the children define it. Ask children to name any ongoing problems in their school or community and list their ideas on the board. Be sure to point out any short-term problems children may suggest and explain why these are not ongoing problems. Have children choose which activity they would like to do.

#### Checking for Understanding:

Lesson 6 Check

#### Assessment:

Lesson 6 Quiz

#### Chapter Wrap Up:

Review the big question: What makes someone a hero?

-Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.

Assessment:

Chapter Assessment

Quest:

Design and draw a book cover that will inspire people to learn more about a hero covered in this chapter.

Amistad Read Alouds

Armstrong 2002

Pinkney, Andrea Davis Alvin Alley, Vol. 1 1995

Raschka, Chris Charlie Parker Played Be Bop 2004

Ringgold, Faith Cassie's Word Quilt 2004

Ringgold, Faith Tar Beach 1996

San Soucie, Robert D. Cendrillon: A Caribbean Cinderella 2002

Shore, Diane, et al This is the Dream 2005

Additional Read Alouds:

Juneteenth by Lynn Peppas

Juneteenth by Rachel Grack

Juneteenth for Mazie by Floyd Cooper

The History of Juneteenth by Maximilian Smith

The Story Behind Juneteenth by Jack Reader

Let's Celebrate Emancipation Day & Juneteenth by Barbara Derubertis

20 Picture Books for 2020: Readings to Embrace Race, Provide Solace & Do Good List:

<https://www.embracerace.org/resources/20-picture-books-for-2020>

Experiences (virtual and live field trips)	-Volunteering Opportunities <a href="http://www.kidsguidenj.com/enrichment/volunteer.html">http://www.kidsguidenj.com/enrichment/volunteer.html</a>  -Red Cross <a href="http://redcrossyouth.org/college/resources/">http://redcrossyouth.org/college/resources/</a>
Resources	
<ul style="list-style-type: none"> <li>• Savvas Interactive myWorld</li> <li>• Kid President Hero-<a href="https://www.youtube.com/watch?v=tgF1Enrgo2g">https://www.youtube.com/watch?v=tgF1Enrgo2g</a></li> <li>• <a href="https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/">https://jr.brainpop.com/socialstudies/biographies/abrahamlincoln/</a></li> <li>• Rosa Parks-<a href="https://jr.brainpop.com/socialstudies/biographies/rosaparks/">https://jr.brainpop.com/socialstudies/biographies/rosaparks/</a></li> <li>• Thomas Edison-<a href="https://www.youtube.com/watch?v=KgSi_R1Wcyk">https://www.youtube.com/watch?v=KgSi_R1Wcyk</a></li> <li>• Albert Einstein- <a href="http://www.sciencekids.co.nz/videos/famousscientists/alberteinstein.html">http://www.sciencekids.co.nz/videos/famousscientists/alberteinstein.html</a></li> <li>• Marie Curie- <a href="https://thekidshouldseethis.com/post/the-genius-of-marie-curie-ted-ed">https://thekidshouldseethis.com/post/the-genius-of-marie-curie-ted-ed</a></li> <li>• Louis Pasteur- <a href="http://www.sciencekids.co.nz/videos/famousscientists/louispasteur.html">http://www.sciencekids.co.nz/videos/famousscientists/louispasteur.html</a></li> <li>• Florence Nightingale- <a href="https://www.youtube.com/watch?v=YKZlYUmwMs">https://www.youtube.com/watch?v=YKZlYUmwMs</a></li> <li>• Jane Addams- <a href="https://www.youtube.com/watch?v=Tw4GZeABlNI">https://www.youtube.com/watch?v=Tw4GZeABlNI</a></li> <li>• <a href="http://www.Redcross.org">www.Redcross.org</a></li> </ul>	
Pacing/ Time Frame:	7 weeks



Unit 6		Grade(s)	2
Unit Plan Title:	Chapter 6: Our American Culture		
Overview/Rationale			
Students will learn that culture is our way of life. Culture is the way we live. It includes our food, our music, our language, and our religion. This chapter will also teach students to compare points of view. Many cultures can be found in the United States from all over the world. American stories will be covered in this chapter as well. The stories include folk tales and tall tales. Students will also explore the different American holidays celebrated.			
Career Readiness, Life Literacies, and Key Skills			
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).			
9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).			
9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).			
9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)			
9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.			
New Jersey Student Learning Standards: Social Studies			
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.			
6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.			
6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.			
6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time			
6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.			
6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.			
6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual’s beliefs, values, and traditions may change and/or reflect more than one culture.			
6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.			
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.			
6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).			
Technology/Computer Science and Design Thinking		Interdisciplinary Standards)	
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and		NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	

<p>quickly based on user needs and preferences.</p> <p>8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.</p> <p>8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.</p> <p>8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.</p> <p>8.1.2.DA.3: Identify and describe patterns in data visualizations.</p> <p>8.1.2.DA.4: Make predictions based on data using charts or graphs.</p>	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.\</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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#### Essential Question(s)

- How is culture shared?
- How can culture bring people together?
- How do people share their culture?
- How do many cultures in America create a “salad bowl”?
- How are American stories important to our culture?

#### Enduring Understandings

- Culture is passed down through generations.
- Many different cultures are shared in the United States.
- American stories are an important part of our culture.
- National holidays are an important way to honor people, religions, and heroes in our culture.

#### 21<sup>st</sup> Century Skills: Check all that apply

x	Civic Literacy	X	Communication
x	Global Awareness	X	Critical Thinking and Problem Solving
	Health Literacy	X	Collaboration

x	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
x	Environmental Literacy		Other:

### Student Learning Targets/Objectives

- I can understand what makes up a person's culture.
- I can explain how culture is passed down.
- I can identify how music and food are important to culture.
- I can identify and compare points of view.
- I can understand why there are many cultures in the United States.
- I can describe how people share cultures in our country.
- I can explain how adults pass culture down to their children.
- I can understand the importance of telling stories from the past.
- I can distinguish fact from fiction in stories about the past.
- I can compare and contrast folk tales and tall tales.
- I can recognize the different reasons for celebrations.
- I can identify holidays that honor American heroes.
- I can understand why we celebrate important people.
- I can understand how heroes have made a difference in people's lives.
- I can present an artifact and its importance.

### Assessments

- Formative
  - Exit tickets
  - Worktext
  - Lesson quizzes
  - Posters
- Summative
  - Chapter test
- Authentic
  - Presentation
  - Research

### Teaching and Learning Actions

Instructional Strategies	<ul style="list-style-type: none"> <li>• Reinforcing Effort/Providing Recognition</li> <li>• Cooperative Learning- partner/group work</li> <li>• Questions &amp; Organizers</li> <li>• Nonlinguistic Representations</li> <li>• Direct instruction</li> </ul>
D:	

-Reading aloud	• Scaffolding instruction
-Graphic organizer	• Individualized instruction
s	• Turn-and-talk
-Reading study guides	• Student practice
-one-on-one instruction	• Setting goals and objectives
-class website (Google classroom)	• KWL Chart
- Handouts	• Student notebooks
- Definition list	
-Small learning group	
- Inclusion of more visuals and films	
-Think-Pair-Share	
-More rigorous rubrics	
- Multimedia projects	

<p>-Student led classroom instruction</p> <p>Students with a 504: Adhere to all modifications and health concerns stated in 504 plan.</p>	
<p>Activities: Including G/T, SE, and ELL Differentiation</p> <p>D: Special Education Students: Adhere to all modifications and health concerns stated in IEP first and foremost.</p> <p>-Give students a MENU options allowing</p>	<p>Chapter Introduction</p> <ul style="list-style-type: none"> <li>• The Big Question: <ul style="list-style-type: none"> <li>o How is culture shared?</li> </ul> </li> <li>• Introduce the vocabulary: <ul style="list-style-type: none"> <li>o Sing about it- “Festival Time” to the tune of “Do Your Ears Hang Low?”</li> </ul> </li> <li>• Introduce the Literacy Skill: <ul style="list-style-type: none"> <li>o Distinguish Fact from Fiction</li> </ul> </li> <li>• Watch Big Question video on Pearson Realize.</li> <li>• Complete Quest with students: Discuss “What holidays do you celebrate? What special clothing do you wear?”</li> </ul> <p>Lesson 1: Culture Is Our Way Of Life</p> <p>Discuss the Big Question: How can culture bring people together?</p> <p>Introduce the vocabulary: -language, religion, heritage, continue, instrument</p> <p>Jumpstart the activity: Work with a partner. Talk about your family’s food and celebrations.</p> <p>Read the lesson: Discuss the provided questions in the teacher’s edition: What does communicate mean? How can culture bring people together? Why does quick, lively music make you feel excited? How might music make you feel? Do your parents listen to music from their culture? Do you like the same music? What types of food does your family cook? Do you help in the kitchen?</p>

students to pick assignments from different levels based in difficulty . Students have the option of learning the curriculum in their comfort level and challenge themselves for growth.

Quest Connection Video:

Musical Instruments: <https://jr.brainpop.com/artsandtechnology/music/musicalinstruments/>

Videos:

What is Culture?

<https://www.youtube.com/watch?v=8jxU4Giyb-Y>

All Kinds of Children:

<https://www.youtube.com/watch?v=0kyFyixSzn8>

Music Around the World:

<https://www.youtube.com/watch?v=wnJoDa3OG-Y>

National Dishes From Around The World:

<https://www.youtube.com/watch?v=knE7C6EtDVU>

Extra Activity: Have students represent their culture by creating a model of their culture's main dish.

Below Level:

Ask children to share a family or community cultural tradition that they enjoy. Have them make a series of drawings with captions to describe the tradition and what happens.

On Level:

Have children work independently to share a family tradition that they would like to share with the class. Have them draw a picture and write explanatory sentences about their chosen tradition.

Above Level:

Have children create a cultural tradition that could be representative of the classroom. Ask them to present the tradition to the class and explain how it represents all of them.

ELL:

In small groups, have children exchange information about what they eat on special holidays. Encourage children to contribute by asking relevant questions and adding relevant information.

Special Needs:

Ask children to draw a picture of something that represents their culture, or a culture they know about. Encourage them to say what it is. Have students choose what activity they would like to do.

Checking for Understanding:

Lesson 1 Check/ Interactive Lesson Review activity

Critical Thinking Skills

Comparing points of view

Apply the skill: Have students complete Your Turn!

Lesson 2:

## Cultures in Our Country

Discuss the Big Question: In what ways do people share their culture?

Introduce the vocabulary:

-unique, diverse, parade, settled, character

Jumpstart the activity:

Ask your classmates where their parents were born. Find the states or countries on a map.

Read the lesson:

Discuss the provided questions in the teacher's edition:

What do the words unique and diverse describe?

Why are there so many cultures in the United States?

In what ways do people share their culture?

Why do people celebrate Cinco de Mayo?

How is jazz music part of the culture in New Orleans?

What makes Mardi Gras parades special?

Video:

Chinese New Year: [https://www.youtube.com/watch?v=u-R-alq3\\_E](https://www.youtube.com/watch?v=u-R-alq3_E)

Cinco de Mayo: <https://www.youtube.com/watch?v=O20HgEL0t8I>

Mardi Gras: <https://www.youtube.com/watch?v=EkIZwXbSh-Y>

Below Level:

Have students choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Then encourage children to label their drawing.

On Level:

Have students choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Have children to label their drawing and add an explanatory sentence.

Above Level:

Have children choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Then, encourage children to write a short paragraph about what is happening.

ELL:

Have students choose a cultural event from the lesson. Ask them to look at the pictures and describe what they see in greater detail.

Special Needs:

Have students choose a cultural event from the lesson. Ask them to draw a picture about one aspect of the festival, for example food, music, or a parade. Have students choose what activity they would like to do.

Checking for Understanding:

## Lesson 2 Check/ Interactive Lesson Review activity

### Lesson 3:

#### American Stories

Discuss the Big Question: Why is it important to know American stories?

Introduce the vocabulary:

-fact, fiction, folk tale, tall tale, travel

Jumpstart the activity:

Play a game. Write two true things and one false thing about yourself. Read your sentences to the class. Who can guess which thing is false?

Read the lesson:

Discuss the provided questions in the teacher's edition:

How are American stories part of our heritage?

How are facts different from fiction?

How are folk tales similar to tall tales? How are they different?

Why is Johnny Appleseed a folk tale?

The story of John Henry is a tall tale, what do you think he might do?

Videos:

Cultural Symbols:

<https://www.youtube.com/watch?v=3KWpTPhBA-0>

Tall Tales--American Folklore:

<https://www.youtube.com/watch?v=JX4Tqn-ASFM>

Fables, Folktales, Tall Tales:

<https://www.youtube.com/watch?v=xixMU0jNz6Q>

Paul Bunyan Read ALOUD:

<https://www.youtube.com/watch?v=Ig6WZyvHrA>

John Henry: One of America's Warriors:

[https://www.youtube.com/watch?v=1O\\_3806t1JM](https://www.youtube.com/watch?v=1O_3806t1JM)

Johnny Appleseed:

<https://jr.brainpop.com/socialstudies/biographies/johnnyappleseed/>

Sally Ann Thunder Ann Whirlwind Crockett:

<https://www.youtube.com/watch?v=eG-0FwAsyAM>

Small Group:

In small groups, have children brainstorm American stories they know, such as those about Paul Bunyan or Sally Ann Thunder Ann Whirlwind. Ask for ideas and write the names of the stories on the board, giving a brief explanation of each. Then, invite a volunteer to the front of the class. Whisper a story to the child; have them explain the story without saying the name. Have children guess the story.

Below Level:



Have partners reread one of the stories then work together to tell about it in their own words. Tell children to identify those parts of the story that could be true and those that are fiction.

**On Level:**

Have children independently reread one of the stories then tell about it in their own words. Tell children to identify those parts of the story that could be true and those that are fiction.

**Above Level:**

Have children choose a story from the lesson and either write their own version of it or write a continuation. Invite children to add illustrations to their version.

**ELL:**

Review the meaning of protest. Have children describe the various forms and reasons for protest they read about. Show some appropriate examples of protest posters. Have them work in partners to create a poster to protest some unfairness. When they are done, have them display and explain their posters to the class.

**Special Needs:**

Read each story aloud, acting out or using gestures to convey information. Then, ask simple yes/no questions about the characters and what happened. Have children choose which activity they would like to do.

**Checking for Understanding:**

Lesson 3 Check/Interactive Lesson Review activity

**Assessment:**

Lesson 3 Quiz

**Literacy Skill:**

Distinguish Fact from Fiction

Teach the skill:

Explain to children that a fact is something that is true and fiction is not true.

Practice the skill:

Discuss Pecos Bill. Complete Your Turn! Activity

**Assessment:**

Choose a short story from your classroom library, which has facts and fiction. Read it once to the children. Then, explain you will read it again, and students should put their thumbs up when they hear facts and thumbs down when they hear fiction.

**Lesson 4:**

American Holidays

Discuss the Big Question: Why are national holidays important?

Introduce the vocabulary:

-honor, veteran, monument, treated

Jumpstart the activity:

Take a class poll. Which American holiday does your class like the best?

Read the lesson:

Discuss the provided questions in the teacher's edition:

What holidays celebrate events in people's lives?

What does bravery mean?

What is the purpose of Veteran's Day?

Why do we have a parade on Memorial Day?

Which president helped end slavery?

Why are each of the presidents on this page honored?

Why did Martin Luther King, Jr. give speeches?

Do you think Martin Luther King, Jr. helped change the laws?

What is Labor Day?

How do many people celebrate Labor Day?

Videos:

American Holidays:

<https://www.youtube.com/watch?v=7Km5ecRCedU>

How Labor Day Has Become Such An Important Holiday:

<https://www.youtube.com/watch?v=rTxB0gibxzQ>

The Story of Martin Luther King Jr. by Kid President:

<https://www.youtube.com/watch?v=4xXZhXTFWnE>

Martin Luther King Jr Day for Kids:

<https://www.youtube.com/watch?v=WthBBilBhOs>

What Is Memorial Day Video For Kids & Preschoolers:

<https://www.youtube.com/watch?v=YCJApBnLcAo>

Make a Speech:

Have children write a speech about why it is important to treat all people fairly. Then, have children present their speech to the class.

Below Level:

Draw a T-Chart on the board and write the headings "Personal Holidays" and "National Holidays."

Call out a holiday or celebration identified in the text and ask children in which category it belongs.

Have a volunteer write the name of the holiday in the correct column.

On Level:

Have children categorize personal and national holidays into two columns using a T-Chart.

Encourage children to write a sentence about the meaning of each holiday.

Above Level:

Ask children to name the two holidays that honor men and women who protect our country. Then ask children to identify a difference between the two holidays. Children should understand that Veterans Day honors all those who have served in the armed forces, while Memorial Day honors those who died fighting for our country.

ELL:

In pairs, have children ask and answer questions about why we have celebrations. Encourage children to listen attentively, follow turn-taking rules, and add relevant information to the conversation.

Special Needs:

Display a number of photographs-some should show everyday scenes and others should depict a variety of holiday celebrations: a personal celebration such as a wedding, a celebration specific to a religious holiday, and a gathering for a national holiday, such as a parade, ask students if it depicts a holiday or celebration. Have children choose which activity they would like to do.

Checking for Understanding:

Lesson 4 Check

Assessment:

Lesson 4 Quiz

Chapter Wrap Up:

Review the big question: How is culture shared?

-Have students work in pairs to skim the chapter, read lesson titles and heads, and look at the pictures and graphics. Ask them to take turns telling their partner what they have learned.

Assessment:

Chapter Assessment

Quest:

Choose and research an artifact to present to the class.

Amistad Read Alouds:

San Soucie, Robert D. Cendrillon: A Caribbean Cinderella 2002

Shore, Diane, et al This is the Dream 2005

Step toe, John Creativity 2003

Step toe, John Stevie

Stroud, Bettye The Patchwork Path: A Quilt Map to Freedom 2007

Udry, Janice May What Mary Jo Shared

Unobagha, Uzo Off to the Sweet Shores of Africa 2005

Williams, Vera B. A Chair for My Mother 1984

Winter, Jeanette Follow the Drinking Gourd 1992

Woodson, Jacqueline Coming On Home Soon 2004

Young, Richard Dockrey African-American Folktales for Young Readers

Experiences (virtual and live field trips)	-Museums <a href="https://www.funnewjersey.com/en/results/plainkey=+region=any+county=99+city=any+category=176+distance=25+geo lat=+geo lng=+sort by=">https://www.funnewjersey.com/en/results/plainkey=+region=any+county=99+city=any+category=176+distance=25+geo lat=+geo lng=+sort by=</a>
Resources	
	<ul style="list-style-type: none"> <li>• Savvas Interactive myWorld</li> <li>• Musical Instruments: <a href="https://jr.brainpop.com/artsandtechnology/music/musicalinstruments/">https://jr.brainpop.com/artsandtechnology/music/musicalinstruments/</a></li> <li>• Johnny Appleseed: <a href="https://jr.brainpop.com/socialstudies/biographies/johnnyappleseed/">https://jr.brainpop.com/socialstudies/biographies/johnnyappleseed/</a></li> <li>• Chinese New Year: <a href="https://www.youtube.com/watch?v=_u-R-aIq3_E">https://www.youtube.com/watch?v=_u-R-aIq3_E</a></li> <li>• Cinco de Mayo: <a href="https://www.youtube.com/watch?v=O20HgEL0t8I">https://www.youtube.com/watch?v=O20HgEL0t8I</a></li> <li>• Mardi Gras: <a href="https://www.youtube.com/watch?v=EkIZwXbSh-Y">https://www.youtube.com/watch?v=EkIZwXbSh-Y</a></li> </ul>
Pacing/ Time Frame:	7 weeks