

**Grade Two: Citizenship- Building A Community**

**Quarter 1**

**Unit 1: Citizens and Their Community**

**Theme: Civic Ideas and Practices**

**Essential/Compelling Question:**

1. Why are fairness and equality important?
2. What kinds of things do good citizens do?
3. Why do we have rules?
4. Why are symbols for the United States important to people who live here?

**Guiding/Supporting Questions:**

**1. Why are fairness and equality important?**

- \* What is democracy?
- \* What are the characteristics of democracy?
- \* How could we show equality, fairness, and respect in our community?

**2. What kinds of things do good citizens do?**

- \* What are rules and laws?
- \* Why and how do we respect authority?
- \* What is the purpose of voting?

**3. Why do we have rules?**

- \* What are the benefits of following rules, and the consequences for not?
- \* Who is in charge?
- \* How can we help our community?

**ELA Standards:**

- RI: 2.4, 2.6, 2.7, 2.8, 2.11,
- RL: 2.2, 2.3, 2.4, 2.6
- W: 2.1, 2.2, 2.5, 2.6
- SL: 2.2
- L: 2.1, 2.2, 2.4, 2.5

Standard	Practices	Skills	Resources	Performance Tasks
<p><b>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</b></p> <p><b>2.3a</b> The United States is founded on the democratic principles of equality, fairness, and respect for authority and</p>	<p><b>F. Civic Participation</b></p> <p><b>1.</b> Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.</p> <p><b>2.</b> Participate in activities that focus</p>	<p>Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.</p> <p>Students will examine</p>	<p><b>ELA Domains</b></p> <p>Fighting for a Cause</p> <p><b>Brain Pop JR.</b></p> <ul style="list-style-type: none"> <li>- Rights and Responsibilities</li> </ul> <p><a href="https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/">https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/</a></p> <p>Scholastic News</p> <p><b>Pebble Go: Social Studies</b></p>	<p><b>1.</b></p> <p>Define the word democracy and have students describe what it looks like to practice democracy in their life, the school and community.</p> <p>Students will demonstrate</p>

<p>rules.</p> <p><b>2.3b</b> Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.</p> <p><b>2.3c</b> The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.</p> <p><b>2.3d</b> Symbols of American democracy serve to unite community members.</p> <p><b>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</b></p> <p><b>2.4a</b> Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.</p> <p><b>2.4b</b> Communities have leaders who are responsible for making laws and enforcing laws.</p> <p><b>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic</b></p>	<p>on classroom, school, or community issue or problem.</p> <p><b>3.</b> Identify different political systems.</p> <p><b>4.</b> Identify the role of the individual in classroom, school, and community participation.</p> <p><b>5.</b> Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.</p> <p><b>6.</b> Identify situations in which social actions are required.</p>	<p>the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority. .</p> <p>Students will learn about the process of voting and what opportunities adults in the community have for participation.</p> <p>Students will participate in voting within the classroom and in school, as appropriate.</p> <p>Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.</p> <p>Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.</p> <p>Students will identify</p>	<p><a href="http://www.pebblego.com/">http://www.pebblego.com/</a></p> <p><b>Mentor Texts</b></p> <p><u>It's Not Fair!</u> by Amy Krouse</p> <p><u>The Recess Queen</u> by Alexis O'neill</p> <p><u>Know and Follow Rules</u> by Cheri J. Meiners</p> <p><u>What If Everybody Did That?</u> by Ellen Javernick</p> <p><u>My Mouth Is a Volcano!</u> by Julia Cook</p> <p><u>But Why Can't I?</u> by Sue Graves</p> <p><u>D is for Democracy: A Citizen's Alphabet</u> by Elissa D. Gordin</p> <p><u>Rules and Laws</u> by Ann-Marie Kishel</p> <p><u>Following Rules</u> by Cassie Mayer</p> <p><u>Why Do We Have Laws?</u> by Jacqueline Laks Gorman</p> <p><u>I Can't Believe You Said That!: My Story about Using My Social Filter...Or Not!</u> by Julia Cook</p> <p><u>Duck for President</u> by Doreen Cronin</p> <p><u>Grace for President</u> by Kelly DiPuccio</p> <p><u>Why We Need Laws</u> by Wilberforce, Bertram</p> <p><u>Following Rules</u> by Robin Nelson</p> <p><u>Our Leaders</u> by Ann-Marie Kishel</p> <p><u>How Our Laws Are Made</u> by Edward Willett</p> <p><u>Following Rules</u> by Cassie Mayer</p> <p><u>What is a Community from A to Z?</u> by Bobbie Kalman</p> <p><u>Helping in the Community</u> by Victoria Parker</p> <p><u>Community Plans: Making Choices</u></p> <p><u>About Money in Communities</u> by Angela Catalano</p>	<p>understanding of the characteristics of democracy by modeling examples of equality, fairness, and respect for rules and authority.</p> <p>Divide class into groups and each group will be responsible for a different characteristic to act out in front of the class. The other students have to guess which characteristic they are modeling. (Teachers can take photos of students to be used with the poster project in supporting question #3)</p> <p>Students will be put into groups to create a poster of what each principle (equality, fairness, respect for rules/authority) looks like. Groups will share their posters with their class. Include photos of the students demonstrating these principles.</p> <p><b>2</b></p> <p>Create a school rule book where pictures/or illustrations made</p>
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<p><b>needs and wants.</b>  <b>2.9a</b> Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.  <b>2.9b</b> Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.</p>		<p>who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.</p> <p>Students will explore the purpose of taxes and how they are collected in their communities.</p> <p>Students will identify different types of jobs performed in their community.</p> <p>Students will explain the services provided by community workers</p>		<p>showing the class following rules within the school. Class will discuss why the rules are there for the students.</p> <p>Students will work in teams on reasons to respect authority. They then will write acrostic poems for the word RESPECT that includes the reasons why it is important to respect authority. Students can share their poems with another class in the school or over the announcements.</p> <p>Hold an election for a new classroom/school rule. Students brainstorm ideas and create supporting arguments for their new rule. Supporting arguments can be made into campaign posters/flyers for Class Election Day.</p> <p><b>3.</b>  Discuss with students the question of benefits and consequences of following rules.</p>
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				<p>Complete a graphic organizer chart with 3 columns. Rules &amp; Laws/ Benefits/Consequences As a group students will provide various laws and rules of the class, school and community and the corresponding benefits/consequences. Students will complete a writing assignment to construct an additional rule and note benefits/consequences.</p> <p>Discuss with the students different people who are in charge. Make a T chart and fill it in with examples of who is in charge. Some examples: president, governor, mayor, principal, town supervisor, teacher, parent, babysitter, etc. Talk about why there are so many people in charge.</p> <p>Discuss HOW these people became "leaders". What types of qualities do people in charge typically have. Read some of the listed books to explain the</p>
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**Grade Two: Communities** **Quarter 2**

**Unit 2: Rural, Urban, and Suburban**

**Theme: Individual Development and Cultural Identity**

**Essential/Compelling Question:**

1. What makes communities unique and different?
2. How do we celebrate the similarities and differences of the people and their cultures in our community?

**Guiding/Supporting Questions:**

**1. What makes communities unique and different?**

- \* What are the characteristics of an urban, rural, and suburban community?
- \* Can you describe the features?

**2. How do we celebrate the similarities and differences of the people and their cultures in our community?**

- \* What is culture?
- \* What events are happening and celebrated in our community and why?
- \* How is our community a better place because of our similarities and differences?

**ELA Standards:**

- RI: 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9
- RL: 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9a
- W: 2.1, 2.2
- SL: 2.1, 2.2
- L: 2.4

Standard	Practices	Skills	Resources	Performance Assessment
<p><b>2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.</b></p> <p><b>2.1a</b> An urban community, or city, is characterized by dense population and land primarily occupied by</p>	<p><b>A. Gathering, Using, and Interpreting Evidence</b></p> <p>1. Develop questions about the community.</p> <p>2. Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p> <p>6. Create an understanding of the past by using primary and secondary sources.</p>	<p>Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.</p> <p>By discussing different types of housing (apartment, single-family house, etc.) and the proximity of</p>	<ul style="list-style-type: none"> <li>● <b>BrainPopJr.</b></li> <li>- Rural, Suburban, and Urban Communities <a href="https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/">https://jr.brainpop.com/socialstudies/geography/ruralsuburbanandurban/</a></li> <li>● <b>Discovery Education</b></li> <li>- Rural, Urban, Suburban</li> <li>● <b>United Streaming</b></li> <li>How Communities are Alike and Different</li> <li>● <b>Scholastic News</b></li> <li>● <b>Harcourt Stories</b></li> <li>● <b>ELA Domains</b></li> <li>- Immigration</li> <li>- Fighting for a Cause</li> <li>● <b>Mentor Texts</b></li> <li>Living in a Suburban Community by Kristin Sterling</li> </ul>	<p>1. Illustrate an urban landscape. Develop the scene using your knowledge of an urban community. Write a 3 sentence explanation describing what is in your picture.</p> <p>In a small group create an advertisement (commercial/video/brochure) highlighting the benefits of living in a suburban community. Be sure to include at least 5 features that would make someone want</p>

<p>buildings and structures used for residential and business purposes.</p> <p><b>2.1b</b> Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.</p> <p><b>2.1c</b> Rural communities are characterized by a large expanse of open land and significantly lower populations than urban or suburban areas.</p> <p><b>2.1d</b> Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect</p> <p><b>2.2 People share similarities and differences with others in their own community and with other communities.</b></p> <p><b>2.2a</b> People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a</p>	<p><b>C. Comparison and Contextualization</b></p> <ol style="list-style-type: none"> <li>1. Identify similarities and differences between communities.</li> <li>2. Identify similarities and differences between his/her community and other communities.</li> <li>3. Describe an event in his/her community.</li> <li>4. Recognize the relationships between geography, economics, and history in his/her community.</li> <li>5. Describe a historical development in his/her community with specific details including time and place.</li> </ol> <p><b>D. Geographic Reasoning</b></p> <ol style="list-style-type: none"> <li>1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.</li> <li>2. Distinguish human activities and human made features</li> </ol>	<p>houses to each other, students will understand the term "population density" and how it applies to different communities.</p> <p>Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community.</p> <p>Students will examine the ethnic and/or cultural groups represented in their classroom.</p> <p>Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.</p> <p>Students will</p>	<p>A Suburb (Walk Around) by Peter Roop  Suburb (Neighborhood Walk) by Peggy Pancella  Living in a Rural Area (Communities) by Lisa Trumbauer  Living in a Rural Community by Kristin Sterling.</p>	<p>to live in a suburban community.</p> <p>Write a story about a person living in a rural home. Describe why or why not, the person enjoys living in a rural community using the communities benefits and disadvantages to support your writing.</p> <ol style="list-style-type: none"> <li>2. Ask the students which holidays they celebrate and write them on a chart paper. After a lot are written down, explain that holidays are often representative of a type of culture. Teach them the acronym: My Little Friend Can Read. My stands for music, little stands for language, friend stands for food, can stands for custom (which is separated into holidays and traditions) and read stands for religion. If someone in the class says they celebrate Yom Kippur, explain that it is part of the Jewish culture. Then do the acronym for each culture the teacher can identify. <p>Some cultures may include: Hebrew, Chinese, Spanish, Indian and American. Have the students help identify the items that make up each culture.</p> </li></ol>
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**Grade Two: Geography****Quarter 3****Unit 3: Geography****Theme:** Geography, Humans, and the Environment**Essential/Compelling Question:**

1. Where do we live?
2. How does geography influence where people live and why?
3. How can people use the land and its resources to help them live?
4. Why are symbols for the United States important to people who live here?

**Guiding/Supporting Questions:****1. Where do we live?**

- \* Where are we on a map?
- \* What are geographic features of a place?

**2. How does geography influence where people live and why?**

- \* How does where you live affect how you live?

**3. How can people use the land and its resources to help them live?**

- \* How do people change their environment?

**4. Why are symbols for the United States important to people who live here?**

- \* Can you identify an American Symbol?
- \* What are some symbols that unite and remind us that we all members of one country?

**ELA Standards:**

- RI: 2.4, 2.5, 2.7, 2.8
- W: 2.1, 2.8
- SL: 2.1, 2.2, 2.3
- L: 2.4

Standard	Practices	Skills	Resources	Performance Tasks
<b>2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</b> <b>2.5a</b> Urban, suburban, and rural communities can be located on maps, and the	<ol style="list-style-type: none"> <li>1. Distinguish human activities and human made features from "environments" (natural events or physical features land, air, and water that are not directly made by humans).</li> <li>2. Describe how his/her actions affect</li> </ol>	<p>Students will locate their communities on maps and/or globes.</p> <p>Students will examine how land within a community is used and classify land use as "residential" (used for housing),</p>	<ul style="list-style-type: none"> <li>● Me on the Map by Annette Cable <a href="https://www.youtube.com/watch?v=1f7ebZMLn08">https://www.youtube.com/watch?v=1f7ebZMLn08</a></li> <li>● Map Skills <a href="http://classroom.jcschools.net/basic/smmaps.html">http://classroom.jcschools.net/basic/smmaps.html</a></li> <li>● Brain Pop JR. Landforms <a href="https://jr.brainpop.com/socialstudies/geography/landforms/preview.weml">https://jr.brainpop.com/socialstudies/geography/landforms/preview.weml</a></li> <li>● Brainpop Jr. Map Skills <a href="https://jr.brainpop.com/socialstudies/geography/readingmaps/preview.weml">https://jr.brainpop.com/socialstudies/geography/readingmaps/preview.weml</a></li> <li>● <b>Scholastic News</b></li> <li>● <b>Harcourt Series Literature</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Using either print or electronic resources students will locate New York State on a US map; their county, town/city and their school location. Students will then answer the questions "Where are do I live?" in a brief written statement.</li> </ol>

<p>geographic characteristics of these communities can be described using symbols, map legends, and geographic vocabulary. <b>2.5b</b> The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves. <b>2.5c</b> Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces and recreation areas.</p> <p><b>2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</b></p> <p><b>2.3d</b> Symbols of American democracy serve to unite community</p>	<p>the environment of the community; describe how the environment of the community affects human activities.</p> <p><b>4.</b> Describe how human activities alter places in a community .</p>	<p>“industrial” (used to make things), “commercial” (used to provide services), and “recreational” (where people play or do sports).</p> <p>Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories.</p> <p>Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there.</p> <p>Students will explore how humans have positively and</p>	<ul style="list-style-type: none"> <li>• <b>ELA Domains</b></li> <li>- Life Cycles</li> <li>* <b>Mentor Texts</b></li> <li><u>O Say Can You See?</u> America's Symbols, Landmarks and Important Words by Sheila Keenan</li> <li><u>L is for Liberty</u> by Wendy Lewison</li> <li><u>U.S. Symbols</u> by Anna-Marie Kishel</li> <li><u>America Is...</u>by Louise Borden</li> <li><u>Celebrate America: A Guide to America's Greatest Symbols</u> by Mary Firestone</li> <li><u>Wow! America!</u> by Robert Neubecker</li> <li><u>Me On The Map</u> by Joan Sweeney</li> <li><u>Follow That Map!: A First Book of Mapping Skills</u> by Scot Ritchie</li> <li><u>There's a Map on My Lap!: All About Maps</u> by Tish Rabe</li> <li><u>Where Do I Live?</u> by Neil Chesanow</li> <li><u>A Street Through Time</u> by Anne Millard</li> <li><u>A Farm Through Time</u> by Angela Wilkes</li> <li><u>Maps Skills Made Fun: Neighborhoods and Communities</u> by Catherine Tamblyn</li> <li><u>As the Crow Flies: A First Book of Maps</u> By Gail Hartman</li> <li><u>Where Do I Live?</u> By Sara Fanelli</li> <li><u>Follow That Map!</u> By Scot Ritchie</li> <li><u>My map book</u> by Sara Fanelli</li> </ul> <p><b>Other Resources</b></p> <p>National Geographic: Interactive mapmaker tool  <a href="http://mapmaker.education.nationalgeographic.com/?ls=000000000000">http://mapmaker.education.nationalgeographic.com/?ls=000000000000</a></p> <p>National Geographic Map Skills for Elementary Students  <a href="http://education.nationalgeographic.com/map-skills-elementary-students/">http://education.nationalgeographic.com/map-skills-elementary-students/</a></p>	<p>Using pictures and other resources discuss different landforms i.e., mountain/valley/plain; river/stream/lake, Students will then discuss if any of these are near their hometown and if they have ever been influenced by these or suggest how the geography of a place influences people.</p> <p>Class/small groups will use “where they live” and/or different urban, suburban and rural locations and complete a map. Map should include symbols for any landforms and other elements that someone would need to know about the place. The class will then discuss how the physical features/element make places different.</p> <p><b>2.</b> Teacher read aloud of the story <u>A Street Through Time</u> by Anne Millard and discuss how the environment in the</p>
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<p>members.</p>		<p>negatively affected the environment of their community though such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.</p> <p>Students will describe the means people create for moving people, goods, and ideas in their communities.</p> <p>Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation.</p>		<p>book changed over time and record changes on a class timeline.</p> <p>Using local resources i.e., town historian, postcards, local history book. Have students view/read "then and now" illustrating how their local area has had changes over time. Discuss why do people make changes to their environment over time?</p> <p>As a class/group/ individual students will create a presentation on "how my/our lives would be different if we lived in another place" A "different" place will be identified and student(s) will include 3 -5 ways how their life would be changed and explain what in the environment contributed to the difference.</p> <p><b>3.</b> Compass "orientteering" Scavenger</p>
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				<p>Hunt. Have students practice how to use a simple compass. Create small groups and give each group a compass. Students will find 3 objects around the room using your directions and the compass Example: Walk Northeast from the doorway to find the teddy bear/keys/a ball, etc.</p> <p>Students will locate geographic and man made locations using the symbols and keys. Students will construct "report" (written or oral) of a "day at the park". This will describe activities and where and how they went from place to place.</p> <p>Student will be given a local map that includes a compass rose and symbols for geographic features and man-made places. The assignment to write the directions from a</p>
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				<p>geographic place to another location. i.e., hill/stream/ to the post office; and then from a man-made place to another i.e., school to post office.</p> <p><b>4.</b> Students will be presented with a "Mystery Box" with items such as, American Flag, Money, Bald Eagle, Liberty Bell, Statue of Liberty etc. Students will work together to fill out on poster paper a KWL chart about what they already know about these items and how these items connect to each other. From there, teacher will conduct a read aloud of the book, Red, White, Blue and Uncle Who?: The Story Behind Some of America's Patriotic Symbols by Teresa Bateman Class will complete the "L" column of their chart.</p> <p>Students will work to create class travel</p>
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				<p>magazine highlighting American symbols/locations. Each group will be assigned a symbol and create a travel page to add to the class magazine. The page will consist of a picture, two interesting facts and location map.</p> <p>Teacher will begin lesson with a read aloud of <u>America Is...</u> by Louise Borden. Each page focuses on a defining aspect of the nation, from the flag's symbolism to the country's ethnic diversity. To culminate the past several days, students will be asked to create their Vision of America by creating a poster. The poster must include symbols and an understanding that our country is based on uniting people and celebrating our freedoms.</p>
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**Grade Two: Communities Over Time**

**Quarter 4**

**Unit 4:** Community Needs and Changes

**Theme:** Time, Continuity and Change

**Essential/Compelling Question:**

1. How do communities change over time? What causes it?
2. How do communities work together to meet their needs and wants?
3. How does the availability of resources meet the needs of the various types of communities: urban, suburban, and rural?

**Guiding/Supporting Questions:**

**1. How has our community changed over time?**

- \* How do we know about how people in the past lived?
- \* How has technology changed communities over time?
- \* Based on evidence what has changed in your community over time?

**2. How do communities work together to meet their needs and wants?**

- \* How do communities face challenges and work together to meet needs and wants?
- \* How do taxes help provide for a community? What are taxes and how are they used in my community?

**3. How does the availability of resources meet the needs of the various types of communities: urban, suburban, and rural?**

- \* How to resources different in communities? What are the resources available in urban, suburban and rural communities?
- \* What resources are available in my community and nearby communities?
- \* How does the availability of resources vary across urban, suburban and rural communities?

**ELA Standards:**

- RI 2.1, 2.9
- RL: 2.1
- W: 2.1
- SL: 2.1, 2.1d, 2.2, 2.3, 2.4
- L: 2.4, 2.5, 2.6

Standard	Practices	Skills	Resources	Performance Tasks
<p><b>2.6 Identifying continuities and changes over time can help understand historical developments.</b>  <b>2.6a</b> Continuities and changes over time in communities can be described using</p>	<p><b>B. Chronological Reasoning and Causation</b>  <b>1.</b> Retell a community event in sequential order  <b>2.</b> Understand the concept of time measurements including minutes, hours, days, weeks, months, years.  <b>3.</b> Identify causes and effects using examples from his/her family life or</p>	<p>Students will develop a time line for their community, including important events, such as when the school was built.</p> <p>Students will distinguish between cause and effect and will examine changes in</p>	<ul style="list-style-type: none"> <li>• BrainPopJr.</li> <li>• <b>Scholastic News</b></li> <li>• <b>ELA Domains</b></li> </ul> <p>Fighting for a Cause</p> <ul style="list-style-type: none"> <li>• Websites</li> <li>- <a href="https://kids.usa.gov/social-studies/index.shtml">https://kids.usa.gov/social-studies/index.shtml</a></li> <li>- <a href="http://interactivesites.weebly.com/social-studies.html">http://interactivesites.weebly.com/social-studies.html</a></li> <li>- <a 658="" 798="" 900"="" 960="" href="http://www.apples4thet&lt;/a&gt;&lt;/li&gt; &lt;/ul&gt; &lt;/td&gt; &lt;td data-bbox="> <p>1. Using books/resources about how children lived a hundred years ago - See Library of Congress lesson plan and materials- have students review artifacts and written evidence to help create a Venn Diagram to discuss children then</p> </a></li></ul>	

<p>historical thinking, vocabulary, and tools such as time lines. natural resources often affects where people settle and may affect how those people sustain themselves.</p> <p><b>2.6b</b> Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.</p> <p><b>2.7 Cause and effect relationships help us recount events and understand historical development.</b></p> <p><b>2.7a</b> Cause-and-effect relationships help us to understand the changes in communities.</p> <p><b>2.8 Communities</b></p>	<p>from the community.</p> <p><b>4.</b> Identify change over time in his/her community.</p> <p><b>5.</b> Identify events of the past, present, and future in his/her community.</p> <p><b>6.</b> Recognize and identify patterns of continuity and change in his/her community.</p> <p><b>E. Economics and Economic Systems</b></p> <p><b>2.</b> Describe the resources used to produce goods and provide services in the local community</p> <p><b>4.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.</p>	<p>their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).</p> <p>Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).</p> <p>Students will distinguish between goods and services and identify goods produced in their community.</p> <p>Students will identify different types of jobs performed in their community.</p> <p>Students will explain the services provided by community workers.</p> <p>Students will explore how communities share resources and services with other communities.</p>	<p><a href="http://teacher.com/socialstudy.html">teacher.com/socialstudy.html</a></p> <ul style="list-style-type: none"> <li>- <a href="http://www.softschools.com/social_studies/">http://www.softschools.com/social_studies/</a></li> <li>- <a href="http://teacher.scholastic.com/whiteboards/socialstudies.htm">http://teacher.scholastic.com/whiteboards/socialstudies.htm</a></li> <li>- <a href="http://www.internet4classrooms.com/skills_2nd_social.htm">http://www.internet4classrooms.com/skills_2nd_social.htm</a></li> </ul> <p>• <b>Mentor Texts</b></p> <p><u>Going to School: Comparing Past to Present</u> by Rebecca Rissman</p> <p><u>School Then and Now</u> by Robin Nelson</p> <p><u>The City Kid &amp; the Suburb Kid</u> by Deb Pilutti</p> <p><u>What is a Community from A to Z?</u> (AlphaBasics) by Bobbie Kalman</p> <p><u>Food From Farms</u> (World of Farming) by Nancy Dickmann</p> <p><u>My Neighborhood: Places and Faces</u> (All about Me) by Lisa Bullard</p> <p><u>Community Resources: The Land and the People in Communities</u> (Communities at Work) by Angela Catalano</p> <p><u>Community Needs: Meeting Needs and Wants in Communities</u> by Jake Miller.</p> <p><u>Country Kid, City Kid</u> by Julie Cummins</p> <p><u>The Best Town in the World</u> by Byrd Baylor</p> <p><u>Alexander, Who Used to be Rich Last Sunday</u> by Judith</p>	<p>and now - comparing and contrasting their lives to children today.</p> <p>Students will examine how technology in the home has changed over time.</p> <p><b>2.</b> Students will work with data, artifacts, information related to changes in their community</p> <p>Groups will look at information on how people earned their living in their community/region. e.g. number of farms; major businesses/stores; size of villages/town/county then and now</p> <p><b>3.</b> Ask students to fill in a graphic organizer which identifies services in their own community that taxes pay for.</p> <p>As an introduction the teacher will set up a tax system for the classroom with a container for taxes.</p> <p>Students will be charged tokens for certain tasks (pencil sharpening,</p>
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<p><b>face different challenges in meeting their needs and wants.</b></p> <p><b>2.8a</b> The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</p> <p><b>2.8b</b> People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources.</p> <p><b>2.8c</b> Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities</p> <p><b>2.8d</b> Taxes are collected to provide communities with goods and services.</p> <p><b>2.9 A community requires the interdependence of many people performing a variety of jobs and services to</b></p>			<p>Viorst</p> <p><u>Do I Need It? or Do I Want It?: Making Budget Choices</u> (Lightning Bolt Books) by Jennifer S. Larson</p> <p><u>Goods and Services</u> (Learning about Money) by Janeen R. Adil</p> <p><u>What Do We Buy? A Look at Goods and Services</u> by Robin Nelson</p>	<p>fountain drinks, etc.)..At the end ofthe week they count howmuch money was placed in each container.</p> <p><b>4.</b> The students will gather information from sources to create a class graphic organizer that illustrates the variety of resources - natural, human and capital- that exist in each of the communities - urban, suburban and rural.</p> <p>As a class, students brainstorm a list of characteristics of their community and the resources that are attributed to that type of community. Short, descriptive informational piece about their community resources.</p> <p>Using photographs and illustrations students can list resources of these three types of communities. After gathering information, the students will compare their own community to another type of</p>
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**provide basic needs and wants.**

**2.9a** Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.

**2.9b** Members of a community specialize in different types of jobs that provide goods and/or services to the community.

Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.

**2.9c** At times, neighboring communities share resources and workers to support multiple communities.

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community using a Venn diagram.

**5.** Create a chart defining their individual needs and wants. Have students discuss what is different between a need and a want.

**6.** Students will look at the work of shared resources and services in their community. Students will research the role of a shared regional library service and/or the interaction of local fire/ emergency services in the town and within the county and/ or the local school district and the county BOCES.

Students will discuss the benefits of sharing services.

Students will research the job of a community worker and create a chart/fact sheet that lists what the good or service the worker provides, who it affects and why the job is important for the community.

Each student will present their findings to the class.

