

Second Grade Social Studies Curriculum Bundle #8

Title	 	Suggested Dates
Black History / Presidents		Jan. 31 – Feb. 18 (14.5 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> In the history of the U.S., not all groups of people have been treated fairly and equally, but brave people have worked hard to bring equal rights to everyone. 	<ul style="list-style-type: none"> Why do we have a Black History month? How have different Americans used their creativity and responsibility for the common good to make the U.S. a better place? How do Presidents shape our nation? How do symbols honor Presidents and reflect Americans' love of inventiveness and freedom?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Black History		
<p>2.3 History. The student understands how various sources provide information about the past. The student is expected to:</p> <p>2.3B compare various interpretations of the same time period using evidence such as photographs and interviews.</p>	<ul style="list-style-type: none"> Photographs of time period Reading, conducting, or dramatizing interviews 	
<p>2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:</p> <p>2.4A identify contributions of historical figures such as Henrietta King and <u>Thurgood Marshall</u> who have influenced the community, state, and nation.</p>	<ul style="list-style-type: none"> Thurgood Marshall: first African-American appointed to the Supreme Court Justice; he made it possible for African-American children and white children to attend the same schools. Ruby Bridges (Born in 1954) First African- American child to attend an all-white school in the South. <p>Teacher Note: Activity to tie in with <u>Sweet Clara and the Freedom Quilt</u>. Make their own freedom quilt.</p>	<p><u>Sweet Clara and the Freedom Quilt</u> by Deborah Hopkinson (available in most Elementary libraries)</p> <p>Sweet Clara Freedom Quilt creations</p> <p>“Thurgood Marshall: Separate but Unequal” lesson plan on p. 43 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 2.18B and ELA TEKS 2.4B)</p> <p>Ruby Bridges Lesson Plan http://teacherlink.ed.usu.edu/TLRESOURCES/units/Byrnes-</p>

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		<p>famous/rubybrid.html</p> <p>“Honoring Outstanding Americans” (Feb. 2005) from Texas Law-Related Education (Helps teach TEKS 2.4A, 2.13B, 2.17B, 2.18B)</p>
<p>2.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p> <p>2.13A identify characteristics of good citizenship such as a belief in justice, truth, <u>equality</u>, and responsibility for the common good.</p>	<ul style="list-style-type: none"> • Equality – equal treatment of all citizens <p>Teacher Note: This would be a good time to touch on Rosa Parks (covered in 1st grade) – see “The Mother of the Civil Rights Movement” in Resources column.</p>	<p>“Constitution Day: Concentrating on the Preamble” (Sept. 2006) from Texas Law-Related Education (Helps teach TEKS 2.13A, 2.17BD, 2.18A)</p> <p>“The Mother of the Civil Rights Movement” (Feb. 2007) from Texas Law-Related Education (Helps teach TEKS 2.4A, 2.13AB, 2.17BE, 2.18)</p> <p>“How I Can Make America Great” (April 2007) from Texas Law-Related Education (Helps teach TEKS 2.1B, 2.13A, 2.17BE, 2.18)</p>
<p>2.13 Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p> <p>2.13B identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship; and</p>	<ul style="list-style-type: none"> • Lady “Bird” Johnson (Lady Bird Johnson campaigned for national beautification with things such as The Beautification Act of 1965 and The Lady Bird Johnson Wildflower Center.) • Abraham Lincoln <p>Teacher Note: Clara Barton, Paul Revere, Florence Nightingale, Sojourner Truth, and Mary McLeod Bethune, are also good to cover as well for exemplifying good citizenship.</p>	<p>Lady Bird Johnson Wildflower Center (website with real-life pictures of Lady Bird Johnson and wildflowers)</p> <p>“Good Citizens from the Past” lesson plan on p. 81 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 2.18B and ELA TEKS 2.1 A-E, 2.11H, 2.12 F)</p> <p>“Honoring Outstanding Americans” (Feb. 2005) from Texas Law-Related Education (Helps teach TEKS 2.4A, 2.13B, 2.17B, 2.18B)</p> <p>Clara Barton (founder of the Red Cross)</p>
<p>2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>2.17B obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts;</p>	<p>Teacher note: This SE (student expectation) can be accomplished through a class project or research on a historical figure, time period, geographic regions such as MLK, Mayans, and desert vs. mountains.</p>	<p>A Quilt to Freedom "A Quilt to Freedom" (Civil Rights) asks students to research important African American leaders and events. After answering a variety of questions, students will create quilt pieces detailing their leader or event in history. "A Quilt to Freedom" webquest is designed to help students deepen their knowledge of the importance of African American's journey to freedom and equality. It is hoped that this Web Quest will also develop their computer skills and increase literacy.</p> <p>http://questgarden.com/38/35/5/070213175451/</p> <p>Use Webpath Express (part of PISD’s internet library services) to search for certain people or topics. This site can</p>

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		find appropriate websites and books in your school’s library that correlate with your lesson.
Presidents		
<p>2.18 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>2.18B create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.</p>		<p>Timeline of George Washington Lesson Plan from PISD Technology Integrated Curriculum</p>
<p>2.4 History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:</p> <p>2.4A identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state, and nation.</p>	<ul style="list-style-type: none"> • George Washington – led American colonies to victory in the Revolutionary War and served as first president. • Abraham Lincoln – issued the Emancipation Proclamation to free slaves and served his term during the Civil War as the 16th president of the US • Thomas Jefferson – the 3rd President, given the honor of writing the Declaration of Independence, and interested in Westward Expansion 	<p>Abraham Lincoln on Brain Pop Jr.</p> <p>“Thurgood Marshall: Separate but Unequal” lesson plan on p. 43 in <i>Ordinary People, Extraordinary Citizens</i> by Aldridge and Wray. This resource is located in your campus library. (Also helps teach TEKS SS 2.18B and ELA TEKS 2.4B)</p> <p>“Honoring Outstanding Americans” (Feb. 2005) from Texas Law-Related Education (Helps teach TEKS 2.4A, 2.13B, 2.17B, 2.18B)</p> <p>“The Mother of the Civil Rights Movement” (Feb. 2007) from Texas Law-Related Education (Helps teach TEKS 2.4A, 2.13AB, 2.17BE, 2.18)</p>
<p>2.14 Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p> <p>2.14C explain how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p>	<ul style="list-style-type: none"> • Statue of Liberty welcomes immigrants to the U.S and represents freedom. <p>Such as: Lincoln Memorial (on the back of the penny and \$5 bill) represents freedom for all of our citizens.</p>	<p>Reading A-Z Mount Rushmore (Level N) <i>Mount Rushmore</i> teaches readers about the making of a memorial to honor four of America’s most popular presidents. The faces of Presidents Washington, Jefferson, Lincoln, and Roosevelt were carved into a mountain of granite over the course of twelve years. Completed in 1941, the memorial receives 2.5 million visitors each year and is preserved yearly. Photos, captions, a map, and a time line support the text.</p> <p>U.S Symbols from Brain Pop Jr.</p> <p>“A Symbol of Freedom: The Statue of Liberty” (Oct. 2005) from Texas Law-Related Education (Helps teach TEKS 2.14BC, 2.18)</p>

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<p>2.17 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>2.17E interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p>	<p>Teacher notes: This SE (student expectation) can be accomplished through a class project or research on a historical figure (such as any African American, president, etc).</p>	
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