SOCIAL STUDIES
Second Grade

Office of Quality Assurance and Curriculum Support
Guyla Hendricks, Chief Officer
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Mission Statement

Okaloosa County teachers are committed to the teaching of social studies in accordance with the highest state and national standards. We endorse the position of the Florida Council for the Social Studies which states “Florida’s public schools have the responsibility for creating an informed and active citizenry. This goal requires our students to receive a firm foundation in each of the four major areas represented in the Sunshine State Standards for social studies - history, government/civics, economics, and geography.” We further recognize that our students must learn about our nation’s heritage and that they possess the essential economic, civic, geographic, and historical knowledge to equip them for their future responsibilities as citizens of Florida and the United States of America.

Suggestions for Implementing Curriculum Guides

The role of the teacher is to:
✓ Teach students the Next Generation Standards as dictated by state law for their grade level.
✓ Provide learning-rich classroom activities that teach the benchmarks in depth.
✓ Enhance the curriculum by using resources and instructional technology.
✓ Differentiate instruction by varying methods of instruction and assessment.
✓ Regularly administer assessment to include higher-level questions, and performance task assessment.

In addition, teachers should:
✓ Collaborate with other grade-level teachers to maximize school resources and teacher expertise.
✓ Consult with other grade-levels to define absolute skill goals for each grade level.
✓ Document questions and suggestions for improvement of the curriculum guide.
✓ Integrate Social Studies with the Reading curriculum.
✓ Consider applying for a grant to support project-based learning for their school.

Teachers may substitute a reading selection of their choice in lieu of one listed in the quarterly description if the selection aligns to the same set of benchmarks.

Florida Department of Education ★ Essential Website

OCSD Curriculum and Pacing Guide Overview

This document provides a Social Studies curriculum and pacing guide. It is designed to help teachers efficiently pace the delivery of quality instruction for each nine-week period.

**Purpose:** This guide was created by a team of grade-level teachers to correlate to the Next Generation Standards with the goal of providing teachers ready access to resources for teaching those new standards and a pace for accomplishing benchmark mastery.

**Description:**
The OCSD Social Studies Curriculum Guide specifies the social studies content to be covered within each nine-week instructional period. Their guide identifies Next Generation Standards (NGS) Benchmarks. Furthermore, it allows teachers to input information specific to their students or school needs.

- **Top Block** – Strand, Standard, Essential Questions, Vocabulary, Primary Literature, Activities Related to Primary Literature
- **Column One** – Benchmark
  Lists the specific Benchmark by number and states the Benchmark.
- **Column Two** – Text Alignment, Additional Resources/Activities
  Cites the School Education Group (McGraw-Hill) textbook chapters or pages that correlate to the Benchmark. Suggests instructional activities and materials to supplement the text and primary literature.
- **Column Three** – Supplemental Literature
  Lists additional literature to extend learning.
- **Column Four** – Open: Specific to teacher, grade, subject, school
  Serves as a placeholder for teachers to add information that is specific to their school’s or students’ needs.

**Of note:**
- Benchmarks drive instructional decisions; the text is a resource.
- Results of assessment are used to adjust and revise instruction.
## Quarterly Benchmarks

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.2.A.1.1</td>
<td>Examine primary and secondary sources.</td>
</tr>
<tr>
<td>SS.2.A.1.2</td>
<td>Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.</td>
</tr>
<tr>
<td>SS.2.A.3.1</td>
<td>Identify terms and designation of time sequence.</td>
</tr>
</tbody>
</table>

### Suggested Materials

Suggested supplemental materials are included in the final section of the curriculum guide. Other materials that thoroughly address the same standards can be used in place of or in addition to the suggested materials.

## Quarter 1

### Geography

- **SS 2.G.1.1:** Use different types of maps (political, physical, and thematic) to identify map elements.
- **SS 2.G.1.2:** Using maps and globes locate the student’s hometown, Florida, North America and locate the state capital and the national capital.
- **SS 2.G.1.3:** Label on a map or globe the continents, oceans, Equator, Prime Meridian and North and South Pole.
- **SS 2.G.1.4:** Use a map to locate the countries in North America (Canada, United States, Mexico and the Caribbean Islands).

**Holiday Correlation:**
- SS.2.C.2.3, SS.2.C.3.1, SS.2.C.3.2: Constitution Day/Freedom Week

### Common Core Standards

See page 7

### Suggested Reading Selections

- Maps and Globes

## Quarter 2

### American History

#### Native Americans:
- **SS 2.A.2.1:** Recognize that Native Americans were the first inhabitants in North America.
- **SS 2.A.2.2:** Compare the cultures of Native American tribes from various geographical regions in the United States.
- **SS 2.A.2.3:** Describe the impact of immigrants on the Native Americans.

#### Immigration:
- **SS 2.A.2.5:** Identify reasons people came to the United States throughout history.
- **SS 2.A.2.6:** Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954.
- **SS 2.A.2.7:** Discuss why immigration continues today.
- **SS 2.A.2.8:** Explain the cultural influences and contributions of immigrants today.
- **SS 2.C.2.1:** Identify what it is means to be a United States citizen either by birth or by naturalization.
- **SS 2.C.2.3:** Explain why United States citizens have guaranteed rights and identify rights.
- **SS 2.A.2.4:** Explore ways the daily life of people living in Colonial America changed over time.

**Holiday Correlation:**
- SS.2.A.2.8, SS.2.A.2.4, SS.2.A.2.1, SS.2.A.2.3: Thanksgiving
- SS.2.A.2.8: Christmas, New Years

### Common Core Standards

See page 7
## Suggested Reading Selections
- Grandfather’s Journey
- We the Many: A Picture Book of Native Americans

## Civics and Government
- SS.2.C.1.1: Explain why people form governments.
- SS.2.C.1.2: Explain the consequences of an absence of rules and laws.
- SS.2.C.2.2: Define and apply the characteristics of responsible citizenship.
- SS.2.C.2.4: Identify ways citizens can make a positive contribution in their community (Kid’s Vote).*
- SS.2.C.3.1: Identify the constitution as the document which establishes the structure, function, powers and limits of American government.
- SS.2.C.3.2: Recognize symbols, individuals, events, and documents that represent the United States.*

### African-American History:
- SS.2.C.2.5: Evaluate the contributions of various African-Americans, Hispanics, Native Americans, and women.*
- SS.2.C.2.4: Identify ways citizens can make a positive contribution in their community.*

### President’s Day:
- SS.2.C.2.2: Define and apply the characteristics of responsible citizenship.
- SS.2.C.2.4: Identify ways citizens make a positive contribution.*
- SS.2.C.3.2: Recognize symbols, individuals, events, and documents that represent the United States.*
- SS.2.C.2.5: Evaluate the contributions of various Americans to our countries history.*

### Holiday Correlation:
- SS.2.C.2.1 & SS.2.C.2.3 Groundhog Day, Valentine’s Day, President’s Day, St. Patrick’s Day

## Common Core Standards
See page 7

## Suggested Reading Selections
- We the Kids, The Preamble to the Constitution of the United States
- Have You Filled a Bucket Today?

* Indicates a civics benchmark
## Reading Standards for Informational Text K–5

<table>
<thead>
<tr>
<th>Key Ideas and Details</th>
<th>Grade 2 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</td>
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<tr>
<td>2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
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<tr>
<td>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</td>
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<table>
<thead>
<tr>
<th>Craft and Structure</th>
<th>Grade 2 Students</th>
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</thead>
<tbody>
<tr>
<td>4. Determine the meaning of words in a text relevant to a grade 2 topic or subject area.</td>
<td></td>
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<tr>
<td>5. Know and use various text features (e.g., captions, bold print, sub headings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</td>
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<tr>
<td>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
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</table>

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<thead>
<tr>
<th>Integration of Knowledge and Ideas</th>
<th>Grade 2 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Explain how specific images (e.g., a diagram showing how a machine works) contributes to and clarify a text.</td>
<td></td>
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<tr>
<td>8. Describe how reasons supports specific points the author makes in a text.</td>
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<tr>
<td>9. Compare and contrast the most important points presented by two texts on the same topic.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Range of Reading and Level of Text Complexity</th>
<th>Grade 2 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. By the end of year, read and comprehend informational text, including history/social studies, science, and technical texts, in the grades 2-3 text complexity and proficiently, with scaffolding as needed at the high end of the range.</td>
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</tr>
</tbody>
</table>
Suggested Writing Prompts

Quarter 1

**Geography**
1. Think about maps.
   a. Explain why maps are important.
   b. Tell about a time when you had to use a map.
2. Write directions to a place. Use directional words.

Quarter 2

**American History**

**Native Americans:**
1. Native Americans were the first people in America. Tell what you know about Native Americans.
2. Compare and contrast two Native American tribes.
3. Think about a tool the Native Americans used. How was it helpful? What tool do we use today that resembles an early Native American tool?

**Immigration:**
4. Make a list of reasons why people would want to come to America.
5. Think about other countries, if you had to immigrate to another country, which one would you choose? Why did you choose that country?
6. Explain why Ellis Island and the Statue to Liberty are/were important to immigrants.
7. If you had to choose a symbol of America that would be as important to immigrants as Ellis Island and the Statue of Liberty, what would it be? Explain your answer.
8. All Americans have rights. Think about the right that is most important to you. Explain why that right is so important to you.
9. We live in a wonderful community. What could you do to be a productive member of your community?
10. Describe how immigrants have made America a better place.

**Famous American Women:**
1. Describe a contribution made by a woman in America’s history.
2. Compare slaves and women during the life of Susan B. Anthony.

**People Who Changed America:**
1. Compare and contrast a colonial child to your life.
2. Creative Writing: You went back in time. You are now living in Colonial Times. Tell about a day in the life of a Colonial Times child.

**Holiday Correlation:**
1. All of us have many things to be thankful for. Tell what you are thankful for.
2. Describe the perfect gift. If you could only receive one gift, what would it be and why
Civics and Government

1. Write a list of rules that have to be followed when a friend comes over to visit at your house; *A Weekend with Wendell*, Kevin Henkes.
2. Tell how you can be a good friend; *Chrysanthemum* by Kevin Henkes.
3. Explain what good manners are and why they are important; *Do Unto Otters*, Laurie Keller.
4. Think about the American Symbols you have learned about. Write a report about one symbol; Welcome Books on American Symbols.
5. A student-, or class-, made symbol book can be used to show knowledge.
6. Think about being a good citizen. Describe what a good citizen is.
7. Think about being a good citizen. Tell about a time when you were a good citizen; *Have You Filled a Bucket Today*.
8. Write a class constitution listing the rights of the students and teacher(s); *We the People*.
9. Think about how you can locate information about a subject. Write a guide to locating information. Can be done individually or whole group.
10. *Holiday Correlation*:
   a. Workers provide our community with valuable services. Tell about the work of a policeman, teacher, etc.
   b. Think about a job you would like to have when you are older.
      Explain why you want that job.
11. Write reports on Washington and/or Lincoln.
12. Tell about Martin Luther King, Jr. and what he accomplished.
13. Write/Create information booklets on African-Americans who have made positive contributions to our society.

Economics

1. Explain the difference between a need and a want.
2. Explain the difference between a good and a service.
3. All of us like having money.
   a. Explain the benefits of saving your money instead of spending money.
   b. Tell about a time when you spent all of your money and you wished you had saved your money.

*Holiday Correlation*

How can we protect and conserve Earth’s natural resources?
## Grade-level Curriculum Guide

### Yearlong Benchmarks

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<thead>
<tr>
<th>Benchmark</th>
<th>Text Alignment</th>
<th>Additional Resources/Activities</th>
<th>Supplemental Literature</th>
<th>Open: Specific to teacher, grade, subject, school</th>
</tr>
</thead>
</table>
| **SS.2.A.1.1**  
Examine primary and secondary sources. | **Suggested Activity:**  
KWL Chart about Media Center resource  
- Scavenger Hunt of the Media Center  
- Students will research various teacher directed topics on the internet.  
**Technology:**  
- United Streaming  
- Brainpop  
Brainpop Jr. | Our Librarian Won't Tell us Anything by Tony Buzzeo (Students must perform research to learn about the library & research process)  
Goldie Socks and the Three Libearians by Jackie Mims Hopkins (Assists students in selecting appropriate books)  
Library Mouse by Daniel Kirk (Mouse lives in the reference section)  
L is for Library for Sonya Terry (Alphabetized components of the library)  
My First Computer Book by Chris Oxlade (Basic parts of the computer) | | |
| **SS.2.A.1.2**  
Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic. | | | | |
| **SS.2.A.3.1**  
Identify terms and designations of time sequence. | **Suggested Activities:**  
- Create a timeline of your life.  
- Create a sequence of events of the typical school day (relate to math chapter) | The Little House by Virginia Lee Burton (Community changes over time)  
Heron Street by Ann Turner (How land changes over centuries)  
Forest, Village, City, Town by Dan Beekman (Native American villages to cities over time) | | |
Quarter 1

**STRAND:** Geography

**STANDARD:** The World in Spatial Terms

**BIG IDEA:** Maps help us understand the world.

**Essential Questions:**
- Why do we have different types of maps?
- If you were creating a map, what should it include?
- How are maps helpful?
- Given an unknown destination, what could you use in place of a map?

**Vocabulary:** map, compass rose, map key, legend, grid, north, south, east, west (cardinal directions), capital, continents, oceans, country, equator, scale, boundary lines

**Primary Literature:** *Maps and Globes* by Jack Knowlton (*Reading Rainbow Book*)

**Activities related to Maps and Globes:**
- Create map of your classroom. (Include a compass rose & map key.)
- Now that you’ve made a classroom map, how would you rearrange the classroom?
- Create a compass.
- Find north by using shadows.
- Culminating activity: Have a class treasure hunt using a map with directional clues.
- Create a vocabulary wheel with key terms.

**Writing prompt:** Using the terms north, south, east, west, write a paragraph describing how to get to the library from your classroom.

**Relate this to your family:** In written or map form, give directions to your house. Create a map of your house/bedroom/neighborhood.

**Relate this to your classroom:** See activities above
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Text Alignment</th>
<th>Additional Resources/Activities</th>
<th>Supplemental Literature</th>
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</thead>
</table>
| SS.2.G.1.1 | Use different types of maps (political, physical, and thematic) to identify map elements. | **Social Study Text:**  
**Unit 1:** *Our World*  
**Suggested Activities:**  
- KWL Chart about Media Center resources  
- Scavenger Hunt of the Media Center  
  - Create a map literacy station. Identify the locations specified in the benchmark  
  - Assign small groups to use mixed mediums to create different types of maps...allow groups to share amongst each other and 2nd grade class. Display in media center.  
- Using a grid, students will create an individual map key and map. The students will write questions about the location of specifics from the map key in addition to teacher suggestions. Give to two students individually and assess if the student successfully met the criteria by comparing their responses to yours (teacher) and if the two students in question can accurately locate places on a map.  
- Make it an in class community activity by placing the gridded maps in a Social Study station. | Children’s Picture Atlas  
Neighborhood Map Machine 2.0 (software)  
United Streaming  
S is for Sunshine: A Florida Alphabet by Carol Crane |
| SS.2.G.1.2 | Using maps and globes, locate the student’s hometown, Florida, and North America, and locate the state capital and the national capital. |  |
| SS.2.G.1.3 | Label on a map or globe the continents, oceans, Equator, Prime Meridian, North or South Pole. |  |
| SS.2.G.1.4 | Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands). |  |
| SS.2.C.3.1 | Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government. | **Holiday Correlation**  
**Suggested Activities:**  
**Allow the class as a whole to create a School Constitution and print on school letterhead. Give each student a copy.** | Constitution Day (has to be 3rd week in September according to state statute)  
**We the Kids** by David Catrow (Explains Preamble)  
**Freedom Week** (state statutes), flag identification  
**N is for Nation’s Capital** by Marie & Roland Smith  
**Capital! Washington D.C. from A to Z** by Laura Krauss |
| SS.2.C.3.2 | Recognize symbols, individuals, events, and documents that represent the United States. |  |
**Quarter 2**

**STRAND:** American History  
**STANDARD:** Historical Knowledge

**Essential Questions:**
- Who are Native Americans?  
- What might have happened if the Native Americans did not help the pilgrims or other settlers?  
- Do you think the pilgrims and other settlers had a positive (good) or negative (bad) influence on Native Americans? Explain your answer.  
- How is the Native American culture different than your culture? How is it the same?

**Vocabulary related to strand:** native, accomplishment, culture, contribution(s), biography

**Primary Literature:** *We Are the Many: A Picture Book of Native Americans*  
Written by Doreen Rappaport and illustrated by Cornelius Van Wright and Ying-Hwa Hu  
- Although title says picture book, text (length and word choice) is appropriate for 2nd graders.  
- This book is a collection of short biographies of Native Americans. It begins with Tisquantum teaching the Pilgrims how to survive, and describes other Native American accomplishments throughout the centuries.

**Activities correlating to *We Are the Many: A Picture Book of Native Americans***:
- Create a large time line that corresponds to the book.  
- Map where the Native Americans live or lived.  
- Recreate totem poles, masks, lodgings, etc. used by Native Americans.

**Writing prompt:**
- Choose one Native American described in the book and write what you have learned about him/her.  
- Use Native America symbols to write (draw) sentences and stories.  
- Create your own Native American symbol/writing and describe why you chose the symbol/drawing you chose.

**Relate this to your family:** Create a symbol that represents your family. Rename family members based on their personality or characteristics.

**Relate this to your classroom:**  
Research food, customs, games, and other artifacts pertaining to Native Americans. Extend by cooking the same food, playing the same games, and using replicas of artifacts from Native Americans. This can be done by whole classes on grade level, or in small class groups in order to compare and contrast different cultures of Native American Tribes.
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<tr>
<th>Benchmark</th>
<th>Text Alignment Additional Resources/Activities</th>
<th>Supplemental Literature</th>
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</thead>
<tbody>
<tr>
<td>SS.2.A.2.1</td>
<td><strong>Social Study Text:</strong> Unit 2: <a href="#">Native Americans</a></td>
<td>Many Nations, an Alphabet of Native Americans by Robert F. Goetzl (Compares different Native Americans cultures)</td>
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<td></td>
<td><strong>Suggested Activity:</strong> Create a table comparing Native American culture with current American living. Venn Diagram to compare Native cultures</td>
<td>Forest, Village, City, Town by Dan Beekman (Native American villages to cities over time)</td>
</tr>
<tr>
<td>SS.2.A.2.2</td>
<td>Compare the cultures of Native American tribes from various geographic regions of the United States.</td>
<td>Squanto and the First Thanksgiving by Joyce K. Kessel (How Indians/immigrants worked together; survival skills; food, clothing of cultures)</td>
</tr>
</tbody>
</table>
STRAND: Immigration

STANDARD: Historical Knowledge

Essential Questions:
- What are reasons that immigrants still come to America?
- What American symbol (Statue of Liberty, American flag) is of most personal significance to you?
- What would make these symbols significant to immigrants?
- What is the most significant contribution that immigrants have made to the America? Justify your answer.

Vocabulary: immigrant, journey, steamship, homeland

Primary Literature: **Grandfather's Journey** by Allen Say

Activities related to **Grandfather's Journey**:
- Compare *Grandfather's Journey* with another book about immigration. Use a Venn Diagram to compare the reasons that people came to America.
- Have an international food or holiday event. Compare/contrast the food/holidays and their contribution to American society.
- Interview someone who came to America from another country. What were their challenges or joys? What do you like best about your home country?

Writing prompt:
- Pretend you are in a strange country. Think about how you would speak or communicate with others. Now write a story about the difficulty you had communicating and living in this strange place. (Narrative)
- Pick any country. Give three facts about that country and explain why you would like to live in that country. (Expository)

Relate this to your family: With your parent’s assistance, research your family tree. What is your ancestry?

Relate this to your classroom: Spend part of your day in silence, only communicating with sign language or lip-reading. Journal your challenges/frustrations. (If possible, have a volunteer who speaks a foreign language visit the class and conduct a lesson.)
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>SS.2.A.2.3</td>
<td>Social Study Text:</td>
<td>Describe the impact of immigrants on the Native Americans.</td>
<td>Squanto and the First Thanksgiving by Joyce K. Kessel (How Indians/immigrants worked together; survival skills; food, clothing of cultures)</td>
</tr>
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<td></td>
<td>Technology:</td>
<td></td>
<td>Picnic in October by Eve Bunting (Immigration; (Importance of family; meaning of the Statue of Liberty)</td>
</tr>
<tr>
<td>SS.2.A.2.5</td>
<td>Suggested Activity:</td>
<td>Identify reasons people came to the United States throughout history.</td>
<td>Grandfather’s Journey by Allen Say (Immigration; excitement and beauty of America; cross cultural comparison)</td>
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<tr>
<td></td>
<td></td>
<td>Journal about impact of immigrants on Native American culture</td>
<td>Dreaming of America: An Ellis Island Story by Eve Bunting (Immigration hardships; Ellis Island as a symbol of America)</td>
</tr>
<tr>
<td>SS.2.A.2.6</td>
<td>Students will take an imaginary trip as an immigrant to America and write a brief description of their journey.</td>
<td>Watch the Stars Come Out by Riki Levinson (Reading Rainbow Video)</td>
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<td></td>
<td>“Interview” with an ESL student, immigrant, or family member who came to America</td>
<td>Treasures Reading Series Selection, Unit 1: My Name is Yoon by Helen Recorvits (new student adjusts to American culture; what changes does Yoon experience?)</td>
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<tr>
<td>SS.2.A.2.7</td>
<td>Categorize contributions of immigrants. Example: clothing, food, trades, cultural specific customs.</td>
<td>The Name Jar by Yangsook Choi (Immigration in modern times; cultural adjustments; text to text connection with Yoon)</td>
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Quarter 3

STRAND: Civics and Government

STANDARD: Foundations of Government, Law and the American Political Systems

Essential Questions:
• Why do we have, or need, a type of government?
• Do you think our form of government is a good one? Justify your answer.
• How would America change if we had a different government?
• Why do you think The Constitution is so important to America?
• What might happen if The Constitution was not honored?

Primary Literature: *We the Kids, The Preamble to the Constitution of the United States*, illustrations and forward by David Catrow

This book provides an accessible introduction to America’s founding ideals for citizens of all ages. The illustrations allow students to “see” what the words of the preamble mean.

Vocabulary: preamble, union, establish, justice, domestic tranquility, common defense, general welfare, secure, liberty, posterity, ordain, constitution

Activities correlating to *We the Kids, The Preamble to the Constitution of the United States*:
• Discuss/review why the pilgrims and others chose to come to a new land. Reiterate that in their countries they did not have the same freedoms as we have today.
• Show a poster/copy of the Declaration of Independence and The Constitution - discuss (see essential questions).

Writing prompts:
• Use the Frayer Box Model to assist in vocabulary. The student writes the vocabulary in the middle of a big box, in smaller boxes (4) the student defines the word, uses it in a sentence, draws a picture of the word, and gives examples.
• Other writing examples can be factual reports on the government and personal responses to The Constitution/American Government.

Relate this to your family: Families can create their own Constitution.

Relate this to your classroom:
• Create a Class Constitution. Allow each class member to nominate, veto, and decide on the Class Constitution. The final Class Constitution needs to be a document that all class members agree on.
• Elect a class President, Vice-President and other officers relevant to your class. Due to the sensitivity of young learners, elections need to be held every month.
**STRAND:** Civics and Government  
**STANDARD:** Foundations of Government, Law and the American Political Systems

**Essential Questions:**  
- How would America change if we had a different government?  
- Do you think a president is better than a king or queen? Compare/Contrast  
- If citizens did not follow the rules/laws, what do you think would happen? Cause/Effect  
- Who do you think is the most important contributor in American History? Justify your answer.

**Vocabulary:** citizen, citizenship, responsibility, courtesy, government (executive, Legislative, judicial), accountability, democracy, consequences

**Primary Literature:** *Have you Filled a Bucket Today?* by Carol McCloud  
   This book lays the foundation for citizenship, universal compassion and caring. Children learn to express kindness, love, and appreciation on a daily basis.

**Activities correlating to *Have you Filled a Bucket Today?***:  
- Start this book the first week of school. Watch the bucket filling carry on throughout the year.  
- Go to [www.bucketfillers101.com](http://www.bucketfillers101.com) and sign up for the weekly newsletter that e-mails you ideas and activities.  
- Create a class bucket/ or individual bucket to put “bucket fillers” in. (Students positive comments about others.)  
- Research an important historical figure who would be (has been) a bucket filler (example: Martin Luther King Jr.).

**Writing prompt:**  
- Explain how you could be a good citizen. (Expository)  
- Tell about a time when you treated someone kindly (or someone treated you kindly). (Narrative)  
- Research an important historical figure who would be (has been) a bucket filler (example: Martin Luther King Jr.).

**Relate this to your family:** Create a family bucket at home and practice filling it.

**Relate this to your classroom:** See activities above
<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Text Alignment</th>
<th>Additional Resources/Activities</th>
<th>Supplemental Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.2.C.2.1</td>
<td></td>
<td></td>
<td>The Giant Jam Sandwich by John Lord (People work together to solve problem)</td>
</tr>
<tr>
<td>Identify what it means to be a United States citizen either by birth or by naturalization.</td>
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<td>A More Perfect Union by Betsy Maestro</td>
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<tr>
<td>SS.2.C.2.2</td>
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<td></td>
<td>Miss Nelson Is Missing by Harry Allard (Demonstrates lack of order/rules)</td>
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<tr>
<td>Define and apply the characteristics of responsible citizenship.</td>
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<td></td>
<td>It’s Not My Fault by Franz Brandinberg (Rules/laws in a hectic family)</td>
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<tr>
<td>SS.2.C.2.3</td>
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<td></td>
<td>I Pledge Allegiance by Bill Martin and Michael Sampson (Explains each part of the pledge as it pertains to citizenship)</td>
</tr>
<tr>
<td>Explain why United States citizens have guaranteed rights and identify rights.</td>
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<td>The Very Important Day by Maggie Rugg Herold (Personalizes the experiences of immigrants who become American citizens)</td>
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<tr>
<td>SS.2.C.2.4</td>
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<td></td>
<td>We the Kids by David Catrow (Explains Preamble)</td>
</tr>
<tr>
<td>Identify ways citizens can make a positive contribution in their community.</td>
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<tr>
<td>SS.2.C.3.1</td>
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<td>Treasures Reading Series Selection, Unit 4, A Way to Help Planet Earth</td>
</tr>
<tr>
<td>Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.</td>
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<tr>
<td>SS.2.C.3.2</td>
<td></td>
<td></td>
<td>Michael Recycle/ Michael Recycle Meets Litterbug Doug by Ellie Bethel &amp; Alexandra Colombo</td>
</tr>
<tr>
<td>Recognize symbols, individuals, events, and documents that represent the United States.</td>
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</tbody>
</table>
## Americans in History

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Text Alignment/Activities</th>
<th>Supplemental Literature</th>
<th>Open: Specific to teacher, grade, subject, school</th>
</tr>
</thead>
</table>
| **SS.2.C.2.5** Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. | **Suggested Activities:**  
- Participate in a Historical figure/holiday event.  
- Write a letter to a soldier/ thank you note to a veteran. (Or a care package to a soldier.) |  
Treasures Reading Series Selection, Unit 6, *African American Inventors*  
Treasures Leveled Reader, Unit 1: *Three American Heroes* by Guadalupe V. Lopez  
Martin’s *Big Words* by Doreen Rappaport  
*Martin’s Big Words* by Doreen Rappaport (Vocabulary; elaborates on Martin’s dreams, aspirations)  
*Abe’s Honest Words* by Doreen Rappaport (Vocabulary; states his beliefs of ending slavery)  
*Rosa* by Nikki Giovanni (Vocabulary; timeline of events; self-preservation; historical significance)  
*The Wall* by Eve Bunting (Reading Rainbow Video) (Veteran contributions/loss) | |
| **SS.2.C.2.4** Identify ways citizens can make a positive contribution in their community. | **Holiday Correlation**  
**Suggested Activities:**  
- Create your own Earth Day Superhero.  
- Create a recycle program in your class.  
- Create a cause/effect chart for class community contributions. | |

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**REV 062012 Second Grade Social Studies**
Quarter 4

STRAND: American History

STANDARD: Historical Knowledge

Essential Questions:
- List ways Ben Franklin contributed to America.
- Why was Sacajawea asked to join Lewis and Clark expedition?
- How did Jackie Robinson break the “color barrier” in American baseball?

Vocabulary: inventor, expedition, patriot, abolish, aviator, suffrage, honor, conserve, reduce, reuse, recycle, preserve

Suggested Literature: If You Grew Up with George Washington by Ruth Belov Gross
   This book provides a unique understanding of American history. Entertaining questions and answers about what it was like to live in the New England colonies during the years 1650 – 1730.

Treasures Reading Series Selection, Unit 6, African-American Inventors

Treasures Leveled Reader, Unit 1: Three American Heroes by Guadalupe V. Lopez

Activities correlating to If You Grew Up with George Washington:
- Make a Then/Now fact book comparing: home, food, clothing, and other relevant information.
- Create a paper doll (or toy) from Colonial/Native American times. (Research the “toys” children had).
- Make a Pioneer Quilt (using a square quilt pattern-draw an object in each square that relates to the Colonial time).
- Food activity prepared in Colonial style (example: butter, popcorn)

Writing prompt:
- If you could take one item from the present back in time, what would it be? (Expository)
- You have been sent back to Colonial times. Tell about your trip. (Narrative)

Relate this to your family: Spend an hour/evening without the TV (or electricity). Journal about it as a family.

Relate to your classroom: Use nothing “modern” for an hour. Discuss how this impacts your class routine.

*Additional Colonial related Literature: See Economics Strand-for Ox-Cart Man
## Americans in History…Concluded

| SS.2.C.2.3 | Explain why United States citizens have guaranteed rights and identify rights. |
| SS.2.C.2.5 | Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women. |

### Social Study Text:

**Social Study Text:**
Unit 4: *Citizens and Government*

### Suggested Activities:

- Participate in a Historical figure/holiday event.
- Write a letter to a soldier/ thank you note to a veteran. (Or a care package to a soldier.)

### Suggested Resources:

- Treasures Reading Series Selection, Unit 6, *African- American Inventors*
- Treasures Leveled Reader, Unit 1: *Three American Heroes* by Guadalupe V. Lopez
- *Martin’s Big Words* by Doreen Rappaport (Vocabulary; elaborates on Martin’s dreams, aspirations)
- *Abe’s Honest Words* by Doreen Rappaport (Vocabulary; states his beliefs of ending slavery)
- *Rosa* by Nikki Giovanni (Vocabulary; timeline of events; self-preservation; historical significance)
- *The Wall* by Eve Bunting (Reading Rainbow Video) (Veteran contributions/loss)
<table>
<thead>
<tr>
<th>STRAND:</th>
<th>Economics</th>
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<tbody>
<tr>
<td>STANDARD:</td>
<td>Beginning Economics</td>
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</table>

**Essential Questions:**
- What is the difference between a want and a need?
- What is the difference between goods and services?
- How are consumers and producers alike; different?
- If you were given $100, what would you do with it?

**Vocabulary words related to strand:** wants, needs, trade, barter, goods, services, consumers, producers

**Primary Literature:** *Ox-Cart Man* by Donald Hall  
The story focuses on one man selling his family’s goods over the course of the year, as the seasons and wants/needs change. The book takes place on a farm during what appears to be Colonial times. Tough choices are made based on the needs for the family’s survival.

**Activities related to *Ox-Cart Man***:
- Discuss wants/needs & goods/services. Students cut pictures from magazines and categorize them into wants/needs and/or goods/services. Have students justify reasons for their selections.
- Prepare a budget. Counting/Manipulating money and prioritizing wants/needs.
- Barter/Trade Day- Students will bring small items to barter and trade with classmates. Discuss: Is the value of the trade equal? What constitutes an equal trade? (Example: a computer for a pencil sharpener-Is it equal? Is it a need?)

**Writing prompt:**
- How would you obtain a desired item? (Expository)
- Tell about a time you earned money to buy something or pay for a service. (Narrative)

**Relate this to family:** How do you prioritize wants/needs as a family? How are your family members’ needs/wants different? Why?

**Relate to classroom:** Barter/Trade day between classrooms (as a whole group). What are your classroom priorities? What could you trade as a class with another class? Analyze your choices.

*Ox-Cart Man can also be used with the American History strand.*
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SS.2.E.1.1 Recognize that people make choices because of limited resources.</td>
<td>Social Study Text:</td>
<td>Social Study Text: All About Economics</td>
<td>Treasures Reading Series, Unit 6/Week 5 Babu’s Song (A grandfather and grandson prioritize their needs/wants; grandfather makes goods to trade/sell at a market in a village in Tanzania.)</td>
</tr>
<tr>
<td>SS.2.E.1.2 Recognize that people supply goods and services based on consumer demands.</td>
<td>Suggested Activity:</td>
<td>Barter/Trade Day</td>
<td>A New Coat for Anna by Harriet Ziefert (Using scraps to make a coat)</td>
</tr>
<tr>
<td>SS.2.E.1.3 Recognize that the United States trades with other nations to exchange goods and services.</td>
<td>Class Activities:</td>
<td>Make an advertisement for a service or a good. Fill out an application for classroom jobs.</td>
<td>Music, Music for Everyone by Vera B. Williams (Earning money to supplement income during a family crisis)</td>
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<tr>
<td>SS.2.E.1.4 Explain the personal benefits and costs involved in saving and spending.</td>
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<td>Harcourt Brace SS Series: How to Make an Apple Pie and See the World by Marjorie Priceman, pages 70-81</td>
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<td>The World of Trade by Andrew Einspruch (Math Readers)</td>
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<td></td>
<td>Alexander Who Used to Rich Last Sunday by Judith Viorst (Advantages and disadvantages of saving/spending)</td>
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<tr>
<td>Reading Rainbow Selections</td>
<td>Elementary Social Studies</td>
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<tr>
<td>Always My Dad</td>
<td>Mufaro's Beautiful Daughters</td>
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<td>Animal Café</td>
<td>My America: A Poetry Atlas of the United States</td>
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<td>Bread is for Eating</td>
<td>My Little Island</td>
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<td>Fly Away Home</td>
<td>Ox-Cart Man</td>
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<td>Follow the Drinking Gourd</td>
<td>The Paper Crane</td>
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<td>Fox on the Job</td>
<td>The Patchwork Quilt</td>
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<td>Giving Thanks: A Native American Good Morning Message</td>
<td>Ruth Law Thrills a Nation</td>
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<td>Hail to Mail</td>
<td>Silent Lotus</td>
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<tr>
<td>How to Make an Apple Pie and See the World</td>
<td>Someplace Else</td>
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<td>June 29, 1999</td>
<td>Sunken Treasure</td>
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<td>Kate Shelley and the Midnight Express</td>
<td>Tar Beach</td>
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<td>Keep the Lights Burning, Abbie</td>
<td>Uncle Jed’s Barbershop</td>
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<td>Knots on a Counting Rope</td>
<td>The Wall</td>
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<td>The Lotus Seed</td>
<td>Watch the Stars Come Out</td>
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<td>Meanwhile Back at the Ranch</td>
<td>The Wonderful Towers of Watts</td>
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<tr>
<td>Mrs. Katz and Tush</td>
<td>Worksong</td>
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</table>
**Topic Requirements by Statute**

1. Declaration of Independence, Grades 2, 5
2. Federalist Papers, Grade 5
3. U.S. Constitution, Grades 2, 3, 5
4. Flag education, Grades K-2
5. Elements of federalism/fed/state/local, Grades 2, 3, 5
6. Holocaust, Grade 5
7. African American contributions, Grades K-5
8. Agriculture, Grades K, 2, 4
9. Alcohol/narcotics and effects on the body, Grades 1, 2, 4, 5
10. Kindness to animals, Grades K, 1, 2
11. Florida state history, Grade 4
12. Conservation of natural resources, Grades K-5
13. Health education, Grades K-5
15. Contributions of Hispanics, Grades K-5
Social Studies K-5 Websites and Resources

Teaching Social studies: A Literacy-Based Approach by Emily Schell and Douglas Fisher

- [www.pitt.edu/~poole/eledsocialstudies.html](http://www.pitt.edu/~poole/eledsocialstudies.html)
- [www.internet4classrooms.com/social.htm](http://www.internet4classrooms.com/social.htm)
- [www.homeworkspot.com/elementary/socialstudies](http://www.homeworkspot.com/elementary/socialstudies)
- [www.ncpublicschools.org/curriculum/socialstudies/elementary](http://www.ncpublicschools.org/curriculum/socialstudies/elementary)
- [http://childparenting.about.com/od/elementarysocialstudies/Elementary_Social_Studies.htm](http://childparenting.about.com/od/elementarysocialstudies/Elementary_Social_Studies.htm)
- [www.apples4theteacher.com/socialstud.html](http://www.apples4theteacher.com/socialstud.html)
- [www.pbs.org/teachers](http://www.pbs.org/teachers)
- [www.csun.edu/~hcedu013/plans.html](http://www.csun.edu/~hcedu013/plans.html)
- [www.socialstudies.org/resources](http://www.socialstudies.org/resources)
- [www.ket.org/education/links.htm](http://www.ket.org/education/links.htm)
- [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)
- [www.theteacherscorner.net/lesson-plans/socialstudies/index.htm](http://www.theteacherscorner.net/lesson-plans/socialstudies/index.htm)
- [www.studiesweekly.com](http://www.studiesweekly.com)
Additional Resources That Encompass All Units

- Social Studies Weekly
- Character Education Studies Weekly
- www.schoolwideonline.com
- http://teacherlink.ed.usu.edu
- www.edel.edu/dssep/econlit/econreadk.html
- www.brainpopjr.com
- Social Studies, Grades 1-2, Best Buy Bargain Books, published by Frank Schaffer 1994
Supplemental Reading by Themes

Books about Maps:
- Are We There Yet, Daddy?
- As the Crow Flies
- Me on the Map by Joan Sweeney
- Roughing It on the Oregon Trail
- Secret Birthday Message
- Three Days on a River in a Red Canoe
- Boxcar Children: The Mystery of the Pirate's Map
- Latitude and Longitude
- Maps and Globes
- There's a Map on My Lap!
- Which Way, Wendy?
- Who Was Ferdinand Magellan?
- The Armadillo from Amarillo by Lynne Cherry
- North America (Rookie Readers Series) available from Scholastic
- South America (Rookie Readers Series) available from Scholastic
- Scrambled States of America by Laurie Keller
- F is for Florida by E.J. Sullivan
- Florida (From Sea to Shining Sea) by Barbara Somervill
- Florida (Rookie Readers) by Carmen Bredeson
- Four Oceans (Rookie Readers)
- Map Scales (Rookie Readers)
- North, South, East, West (Rookie Readers)
- We Need Directions (Rookie Readers)
- Using a Compass (Rookie Readers)
- Types of Maps (Rookie Read About Geography)
- Continents (Rookie Read About Geography)—a book for each continent
Cultural Themes:
- Abuela by Arthur Dorros
- Chinatown Adventure by William Low
- Dim Sum for Everyone by Grace Lin
- Shoes Shoes Shoes by Ann Morris
- We All Sing with the Same Voice by J. Phillip Miller
- Jalapeno Bagels by Natasha Wing
- How My Family Lives in America by Susan Kuklin
- School in Colonial America (Welcome Readers) Guided Reading Books from Scholastic
- One Green Apple by Eve Bunting

Citizenship:
- Arthur and the True Francine
- A Bargain for Frances
- Bein’ with You This Way
- Miss Rumphius by Barbara Cooney
- My Buddy
- The Stray Dog
- Recycle That! (Rookie Read-About Science)
- Do unto Otters (A Book about Manners) by Laurie Keller
- Charlie and Lola: We Are Extremely Very Good Recyclers by Lauren Child

Rights/Voting:
- Amelia Bedelia 4 Mayor by Peggy Parish
- Election Day
- A Long Way to Go: The Story of Women’s Right to Vote
- Pete for President
- Running for Public Office
- Vote! By Eileen Christelow
- My Teacher for President
- If I Ran for President by Catherine Stier
- Duck for President by Doreen Cronin
- Election Day (Rookie Readers)
Symbols of America:
- America the Beautiful
- Arthur Meets the President
- F is for Flag
- Soaring Bald Eagles
- The Star-Spangled Banner
- Washington, D.C.
- How the Second Grade got $8205.50 to visit the Statue of Liberty by: Nathan Zimelman

Holidays:
- Veterans Day (Rookie Readers)
- Columbus Day (Rookie Read-About)

Economics:
- Henry and Beezus
- King Midas and the Golden Touch
- The Monster Money Book
- Sam and the Lucky Money
- Willimena Rules: How to Lose Your Cookie Money!
- Your Allowance, Earning, Saving, Spending
- Doctor DeSoto
- Farming
- Firefighters A to Z
- Ms. Davidson, Our Librarian
- The Paperboy
- Worksong
- Winter Days in the Big Woods by Laura Ingalls Wilder (Early Economics) Harcourt Brace SS Text p. 228-239
- Click, Clack Moo, Cows that Type by Doreen Cronin

Community:
- Curious George in the Big City
- Gold Fever
- Living in the City
- Living Near a River
- Round Trip
- Uptown
- Around Town by Chris Soentpiet
Teacher Resources:
- 15 Easy Biography Mini-Books: *Reproducible Mini-Books About Famous Americans That Build Content Knowledge, Vocabulary, and Early Reading Skills* by Susan Washburn Buckley
- *Maps for the Overhead: Neighborhoods & Communities: 10 Color Transparencies, Mini-Lessons, and Activities That Teach Essential Map Skills* by Catherine M. Tamblyn
- Instant Map Skills: Neighborhoods & Communities: *Bright, Beautiful Map Poster With Learning-Rich, Ready-to-Go Games and Activities That Build Essential Map Skills* by Scholastic Teaching Resources
- *Studies Weekly* by American Legacy Publishing (a 24 week supplement to purchase)
- Neighborhood Map Machine 2.0 (software)
- Map Skills for Today - Grade 2 Take a Trip with Us by Weekly Reader Publishers
- Mega-Fun Map Skills (Scholastic) by Christine Tamblyn
### Additional Literature by Theme

#### Primary Civics (K-2)
**Theme Addressed: Government**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Subject</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feathers and Fools</td>
<td>Mem Fox</td>
<td>Government/Arms Race</td>
<td>Peacocks and swans do not communicate with each other; they are fearful and distrustful and as a result each side builds up an “arsenal” and destroys each other. A baby peacock and swan decide to become friends and focus on their similarities rather than differences.</td>
</tr>
<tr>
<td>If I Were Queen of the World</td>
<td>Fred Hiatt</td>
<td>Authority/Limits To Power</td>
<td>Queen is very powerful and self-indulgent; only the love of her little brother can reign in some of her unchecked and abusive power.</td>
</tr>
<tr>
<td>Kindergarten Show-Off</td>
<td>Ann Martin</td>
<td>Conflict</td>
<td>Two friends are always competing with each other; teacher devises a way for girls to sort through their conflict by utilizing strategies and rules.                                                                czyłships</td>
</tr>
<tr>
<td>Too Many Tamales</td>
<td>Gary Soto</td>
<td>Family “Government”</td>
<td>Child fears she has lost her mother’s diamond ring; children eat tamales to find ring but mother has it all along.</td>
</tr>
<tr>
<td>We the People: The Constitution of the United States of America</td>
<td>Peter Spier</td>
<td>Preamble of Constitution</td>
<td>Author provides overview of Constitutional Convention and ratification, then uses illustrations to make each phrase in the preamble come alive for children.</td>
</tr>
</tbody>
</table>

#### Theme Addressed: Values and Principles

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Subject</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Children’s Chorus</td>
<td>Dutton (Publisher)</td>
<td>Values</td>
<td>Illustrates the principles on which the United Nations Declaration of the Rights of the Child were based.</td>
</tr>
<tr>
<td>For Every Child</td>
<td>text adapted by Caroline Castle</td>
<td>The UN Convention on the Rights of the Child</td>
<td>This book explains fourteen of the more prominent rights of the child under the UN Convention on the Rights of the Child. Each article is accompanied by a two page illustrated spread. There is a compassionate forward by the Archbishop Desmond Tutu, and the full text of the Convention featured at the back of the book. The book is illustrated by fourteen acclaimed artists.</td>
</tr>
<tr>
<td>Hanna’s Cold Winter</td>
<td>Trish Marx</td>
<td>Selflessness in the face of personal adversity</td>
<td>Hanna is a hippo at the zoo in Hungary. During WWII, the town became occupied by Germans and the people and zoo creatures began to starve. However, the entire town began taking their straw mats and shoes to the starving hippos in order to keep them alive during the cold winter and German occupation.</td>
</tr>
<tr>
<td>Happy Birthday, Martin Luther King</td>
<td>Jean Marzollo</td>
<td>Values and principles MLK fought for</td>
<td>Offers accessible biography of Dr. King’s life and accomplishments. Outlines the values he stood for and concludes with his assassination.</td>
</tr>
<tr>
<td>I Have A Dream</td>
<td>Martin Luther King, Jr. and Coretta Scott King</td>
<td>Values and principles enunciated in the “I Have a Dream” speech</td>
<td>15 award-winning artists illustrate MLK’s speech. Artists also give their impressions about MLK’s speech.</td>
</tr>
<tr>
<td>Juneteenth Jamboree</td>
<td>Carole Boston Weatherford</td>
<td>Holidays that celebrate values and history</td>
<td>Chronicles the Juneteenth celebration, which recognizes the day on which slaves in Texas learned they were free—more than two years after the Emancipation Proclamation.</td>
</tr>
<tr>
<td>People*</td>
<td>Peter Spier</td>
<td>Diversity</td>
<td>Celebrates diversity as an American value and transmits message that life would be very dull if everyone were the same.</td>
</tr>
<tr>
<td>Title</td>
<td>Author</td>
<td>Subject</td>
<td>Summary</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>An Ellis Island Christmas</td>
<td>Maxinne Rhea Leighton</td>
<td>Immigration</td>
<td>Krysia and her family leave Poland to meet her father in America. She experiences a variety of emotions on their voyage across the ocean, and makes friends with other passengers on the ship.</td>
</tr>
<tr>
<td>Cornstalks and Cannonballs</td>
<td>Barbara Mitchell</td>
<td>War with England, 1812</td>
<td>The legendary story of when the citizens of Lewes, Delaware are pulled together and scared away by a British ship that was blocking their harbor.</td>
</tr>
<tr>
<td>Escaping to America: A True Story</td>
<td>Rosalyn Schanzer</td>
<td>Immigration</td>
<td>This book is based on the true story of the author's relatives who fled Poland after WWII due to anti-Semitic violence. The family's relatives had already established themselves in America and would vouch for them. However, they still had to escape from the war zone in Poland and survive the voyage to the U.S.</td>
</tr>
<tr>
<td>Faithful Elephants</td>
<td>Translated by Tomoko Tsuchiya Dykes</td>
<td>World War II</td>
<td>This is a true story about zoo animals in Tokyo that had to be killed during the bombing of the city during WWII for fear they would run through the town if the zoo was bombed directly. The main focus of the story is on three trained elephants.</td>
</tr>
<tr>
<td>Freedom School, Yes!</td>
<td>Amy Little Sugar</td>
<td>Civil Rights during the Summer of 1964</td>
<td>This book is based on the 1964 Mississippi Freedom School Summer Project. Despite the church where the Freedom school was to be taught being burnt down and other hardships, the Freedom school is established, and Jolie, the main character learns about her Black-American heritage. Illustrated by Floyd Cooper.</td>
</tr>
<tr>
<td>Freedom Summer</td>
<td>Deborah Wiles</td>
<td>Civil Rights during the Summer of 1964</td>
<td>This book takes place during the Summer when the Civil Rights act of 1964 was passed. Segregation, southern white retaliation to the law, and the willingness to stand up for what you believe are exposed through the friendship of two young boys, one white and one black.</td>
</tr>
<tr>
<td>Grandfather's Journey</td>
<td>Allen Say</td>
<td>Immigration</td>
<td>After traveling around the U.S., the author's grandfather returns to Japan and his family. He tells his grandson Allen tales of California, and eventually the young man moves there. He finds he loves both places, and he misses them whenever he is away.</td>
</tr>
<tr>
<td>In America</td>
<td>Marissa Moss</td>
<td>Immigration</td>
<td>Walter's grandpa explains why he chose to come to America when other members of his family stayed in Lithuania. Walter wonders if he would have done the same if he had been in his grandpa's shoes.</td>
</tr>
<tr>
<td>Katie's Trunk</td>
<td>Ann Turner</td>
<td>The American Revolution</td>
<td>Katie's parents are known as loyalists on the eve of the American Revolution. When the Patriots come to their house in search of supplies, Katie hides in a trunk. Although one man finds her, he keeps her secret and leaves her in peace. His actions teach Katie that good people can have different beliefs.</td>
</tr>
<tr>
<td>Sweet Clara and the Freedom Quilt</td>
<td>Deborah Hopkinson</td>
<td>The Underground Railroad</td>
<td>Clara is a young slave girl living on a plantation. She devises a secret code for the underground railroad that is quilted onto blankets.</td>
</tr>
<tr>
<td>The Bracelet</td>
<td>Yoshiko Uchida</td>
<td>Japanese internment camps.</td>
<td>Emi's friend gives her a bracelet the day before she is sent to an internment camp. She loses the bracelet, but with her mother's help she realizes she can remember her loved ones without tangible objects.</td>
</tr>
<tr>
<td>The Lily Cupboard</td>
<td>Shulamith Levey Oppenheim</td>
<td>World War II in Europe</td>
<td>During WWII, a young Jewish girl named Miriam is sent to stay with a farm family. When soldiers come to search the farm, she is forced to hide in a secret cupboard to remain safe.</td>
</tr>
<tr>
<td>Thunder at Gettysburg</td>
<td>Patricia Gauch</td>
<td>Battle of Gettysburg</td>
<td>Tilly watches the Battle of Gettysburg from her attic window as though it were a circus. However, soon she finds herself drawn into the terrible and seemingly unending fray.</td>
</tr>
<tr>
<td>When Jessie Came Across the Sea</td>
<td>Amy Hest</td>
<td>Immigration</td>
<td>Thirteen year old Jessie travels from a tiny village in Eastern Europe to NYC and, with patience and determination, finds success and happiness in her new country. Earns sufficient money to bring her beloved grandmother to America. Exquisite illustrations by P.J. Lynch.</td>
</tr>
</tbody>
</table>
## Theme Addressed: Geography

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Theme</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Kinds of Children</td>
<td>Norma Simon</td>
<td>Place, Relationships</td>
<td>Beautifully illustrated watercolors accompany the narrative which describes things children all over the world have in common; food, clothing, love, play, physical attributes, and the likes.</td>
</tr>
<tr>
<td>Is Anybody Up?</td>
<td>Ellen Kandoian</td>
<td>Location</td>
<td>Early one Saturday morning a little girl named Mollie woke up to a quiet house. While her family still slept, other people and animals who lived in the same time zone awoke and greeted those around them.</td>
</tr>
<tr>
<td>Mapping Penny’s World</td>
<td>Loreen Leedy</td>
<td>Location: Map-making and map reading</td>
<td>In simplistic and colorful ways, this book shows children how to create maps of their familiar surroundings.</td>
</tr>
<tr>
<td>Mojave</td>
<td>Diane Siebert</td>
<td>Place, Relationships, Region</td>
<td>This epic poem is great for reading out loud. The author uses the text and illustrations to describe the beauty of the Mojave desert and the story of its people's history.</td>
</tr>
<tr>
<td>My America: A Poetry Atlas of the United States</td>
<td>Selected by Lee Bennett Hopkins</td>
<td>Place, Region, Relationships</td>
<td>This is a compilation of poems, organized by region, about the geography of all the states in the Union. Poets featured in the atlas include; Langston Hughes, Carl Sandburg, Nikki Giovanni, and Lilian Moore. Illustrations by Stephen Alcorn.</td>
</tr>
<tr>
<td>My Cousin Katie</td>
<td>Michael Garland</td>
<td>Place, Relationships</td>
<td>A young child, excited at the prospect of visiting Cousin Katie, describes her farm in rich detail.</td>
</tr>
<tr>
<td>People</td>
<td>Peter Spier</td>
<td>Place, Relationships</td>
<td>This book explains and illustrates the differences and similarities of people all over the world.</td>
</tr>
<tr>
<td>Tar Beach</td>
<td>Faith Ringgold</td>
<td>Place, Movement</td>
<td>As Cassie lies on the roof of her apartment building, which is known as Tar Beach, she imagines herself flying over famous New York City landmarks. In her daydream the beautiful sites belong to her, a reward for the injustices her family has suffered.</td>
</tr>
<tr>
<td>The Empty Lot</td>
<td>Dale H. Fife</td>
<td>Place, Relationships</td>
<td>The book’s main character, Harry Hale wants to sell a small piece of land that had once been a part of his grandfather’s farm. However, when he visits the lot he discovers that the overgrown land is home to many animals, and he has a change of heart.</td>
</tr>
<tr>
<td>The Life and Times of the Apple</td>
<td>Charles Mcucci</td>
<td>Place, Relationships, Region, Location</td>
<td>This book provides information about apples, while teaching students to think geographically.</td>
</tr>
<tr>
<td>Time To Go</td>
<td>David and Beverly Fiday</td>
<td>Place, Relationships, Movement, Region</td>
<td>Although this book does not contain a lot of text, there are many good vocabulary words. The story illustrates a young boy’s final trek around his family’s farm on the day they move to a new home.</td>
</tr>
<tr>
<td>Window</td>
<td>Jeannie Baker</td>
<td>Location, Relationships</td>
<td>This book tells a story through beautiful collage constructions of how rural areas become urbanized.</td>
</tr>
</tbody>
</table>

## Theme Addressed: Economics

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Theme(s)</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Birthday for Frances</td>
<td>Russell Hoban</td>
<td>Barter</td>
<td>This story discusses why people trade or barter for things.</td>
</tr>
<tr>
<td>A Country Far Away</td>
<td>Nigel Gray &amp; Philippe Dupasquier</td>
<td>Consumers</td>
<td>Two boys consume different things; one boy lives in a village in Africa, while the other boy lives in a Western nation.</td>
</tr>
<tr>
<td>A Kid's Guide to Managing Money</td>
<td>Joy Will</td>
<td>Managing money</td>
<td>This book teaches children how to manage money once they have earned it.</td>
</tr>
<tr>
<td>A New Coat for Anna</td>
<td>Harriet Ziesert</td>
<td>Barter</td>
<td>During WWII, a woman trades her valuables for materials she needs to make a coat for her daughter.</td>
</tr>
<tr>
<td>Alexander Who Used to be Rich Last Sunday</td>
<td>Judith Viorst</td>
<td>Opportunity cost</td>
<td>Alexander is forced to deal with the consequences of his actions.</td>
</tr>
<tr>
<td>Bananas from Manolo to Margie</td>
<td>George Ancona</td>
<td>Workers/producers, consumers, specialization</td>
<td>The production of bananas in Honduras requires many specialized workers. This book looks at the producers and consumers of bananas.</td>
</tr>
</tbody>
</table>
## Oklahoma County School District
### Curriculum Guide for Social Studies

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bunny Money</td>
<td>MaryAnn Wells</td>
<td>Saving, spending, decision-making</td>
</tr>
<tr>
<td>Fire Fighters</td>
<td>Ray Broekel</td>
<td>Workers/producers, services, specialization</td>
</tr>
<tr>
<td>From Seed to Salad</td>
<td>Hannah Lyons Johnson</td>
<td>Interdependence</td>
</tr>
<tr>
<td>&quot;Helping&quot; and &quot;Bang-Klang&quot; in Where the Sidewalk Ends</td>
<td>Shel Silverstein</td>
<td>Interdependence, workers/producers</td>
</tr>
<tr>
<td>How to Make an Apple Pie and See the World</td>
<td>Marjorie Priceman</td>
<td>Interdependence</td>
</tr>
<tr>
<td>Hunches in Bunches</td>
<td>Dr. Seuss</td>
<td>Choices</td>
</tr>
<tr>
<td>If You Give a Mouse a Cookie</td>
<td>Laura Joffe Numeroff</td>
<td>Wants</td>
</tr>
<tr>
<td>In a People House</td>
<td>Theo LeSieg</td>
<td>Goods</td>
</tr>
<tr>
<td>In My Town</td>
<td>Richard Scarry</td>
<td>Interdependence</td>
</tr>
<tr>
<td>Little Pig's Tale</td>
<td>Nijel Gray</td>
<td>Choices</td>
</tr>
<tr>
<td>&quot;Magic Carpet&quot; in A Light in the Attic</td>
<td>Shel Silverstein</td>
<td>Choices</td>
</tr>
<tr>
<td>Making Up Your Own Mind</td>
<td>Joy Wilt</td>
<td>Decisions and tradeoffs</td>
</tr>
<tr>
<td>&quot;Ochestra,&quot; &quot;Pancakes?&quot;, &quot;Hector the Collector,&quot; &quot;Point of View,&quot; &quot;Poor Angus,&quot; &amp; &quot;Afraid of the Dark&quot; in Where the Sidewalk Ends</td>
<td>Shel Silverstein</td>
<td>Productive re-use, realistic vs. unrealistic needs, different people have different wants and opinions</td>
</tr>
<tr>
<td>People Who Help People</td>
<td>Jane Belk Moncure</td>
<td>Interdependence</td>
</tr>
<tr>
<td>People Working</td>
<td>Douglas Florian</td>
<td>Workers/producers</td>
</tr>
<tr>
<td>Pigs Will Be Pigs</td>
<td>Amy Axelrod</td>
<td>Money</td>
</tr>
<tr>
<td>&quot;Play Ball&quot; in A Light in the Attic</td>
<td>Shel Silverstein</td>
<td>Interdependence</td>
</tr>
<tr>
<td>Richard Scarry's Busiest People Ever and Richard Scarry's What Do People Do All Day</td>
<td>Richard Scarry</td>
<td>Workers/producers</td>
</tr>
<tr>
<td>Richard Scarry's What Do People Do All Day</td>
<td>Richard Scarry</td>
<td>Specialization and interdependence</td>
</tr>
<tr>
<td>Round and Round the</td>
<td>Melvin and Gilda</td>
<td>Money</td>
</tr>
</tbody>
</table>

- Men and women must go through specialized training programs to become fire fighters because people depend on them in emergencies.
- Children work together to plant, cultivate, and harvest a garden.
- These two poems explore different situations in which people must help/rely on others.
- The little mouse in this story has many wants that soon lead him to desire other things.
- Uninvited guests, a bird and a mouse, take a tour of a family’s house and discover an array of goods.
- The author explains why goods, services, and specialization of workers are all needed to make a town run smoothly.
- The main character must decide on what to buy his mother for her birthday.
- This poem examines the many possible uses of a flying carpet.
- This book teaches children how to make decisions involving money and borrowing.
- The author uses different poems to teach children lessons about wants and needs.
- Family members and community work together to help one another on a daily basis.
- This book contains numerous illustrations of people working on land, sea, and air, at all times of the day.
- A family of pigs needs to eat, but they do not have enough money. The pigs look for money, figure out what it will buy, and go to a restaurant.
- This poem explains that children must work together to play baseball.
- Both of these books examine a wide variety of people and the work they do.
- This book looks at a wide variety of occupations.
- This book explains the development of money from its origins to modern usage as cash, checks, and credit cards.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Workers/producers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money Goes</td>
<td>Berger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday Sancocho</td>
<td>Leyla Torres</td>
<td>Barter</td>
<td>A group of illustrators discuss how and why they became artists for children's books and include examples of their work from both their childhood and adult experiences.</td>
</tr>
<tr>
<td>Talking w ith Artists</td>
<td>Pat Cummings, ed.</td>
<td>Workers/producers</td>
<td></td>
</tr>
<tr>
<td>The Berenstain Bears Get the Gimmes</td>
<td>Stan &amp; Jan Berenstain</td>
<td>Wants</td>
<td>Brother and Sister Bear learn they cannot have everything they want.</td>
</tr>
<tr>
<td>The Goat in the Rug</td>
<td>Charles L. Blood &amp; Martin Link</td>
<td>Workers/producers, natural, human, and capital resources</td>
<td>This book about a Navajo weaver and her goat provides a step-by-step description of rug making and allows students an opportunity to distinguish between the different types of resources.</td>
</tr>
<tr>
<td>The Hundred Penny Box</td>
<td>Sharon Bell Mathis</td>
<td>Value of money</td>
<td>Michael's relative uses her collection of pennies to teach him about life during the Depression.</td>
</tr>
<tr>
<td>The Mitten</td>
<td>Jan Britt</td>
<td>Scarcity</td>
<td>In this story several woodland creatures try to make a mitten into their new home. However, as more and more animals discover the cozy hideaway space becomes very limited.</td>
</tr>
<tr>
<td>The Money Tree</td>
<td>Jan Britt</td>
<td>Value of money</td>
<td></td>
</tr>
<tr>
<td>The “Painter” in A Light in the Attic</td>
<td>Shel Silverstein</td>
<td>Workers/producers</td>
<td>This poem describes the work of a painter.</td>
</tr>
<tr>
<td>The Popcorn Book</td>
<td>Tomie dePaola</td>
<td>Workers/producers, resources</td>
<td>This book discusses the history of producing and preparing popcorn; the author also includes several recipes.</td>
</tr>
<tr>
<td>The Story of Money</td>
<td>Ed Steinberg</td>
<td>Value of money</td>
<td>This comic book discusses and illustrates forms of money, its origins and value, and explains why money plays an important role in societies throughout the world.</td>
</tr>
<tr>
<td>Tony’s Bread</td>
<td>Tomie dePaola</td>
<td>Workers/producers</td>
<td>An Italian baker named Tony makes a loaf of bread.</td>
</tr>
<tr>
<td>Tops and Bottoms</td>
<td>Janet Stevens</td>
<td>Entrepreneurship, venture capitalism, investment, competition</td>
<td>This book is a sequel to Aesop's &quot;Hare and the Tortoise&quot;. The economic lessons in the story are based upon Hare being down on his luck and finding a way to support his family.</td>
</tr>
<tr>
<td>Understanding Money</td>
<td>Carol and James Barkin</td>
<td>Spending, saving, value of money</td>
<td>The author compares the purchasing power of money throughout the world and looks at how savings accounts work.</td>
</tr>
<tr>
<td>&quot;Us&quot; in Where the Sidewalk Ends</td>
<td>Shel Silverstein</td>
<td>Choices</td>
<td>In this poem a person has a difficult time making a choice.</td>
</tr>
<tr>
<td>What Will I be? A Wish Book</td>
<td>Kathleen Krull Cowles</td>
<td>Workers/producers</td>
<td>The children in this story imagine what their future jobs will be like.</td>
</tr>
<tr>
<td>Where Does This Come From? Bubble Gum</td>
<td>H.I. Peeples</td>
<td>Workers/producers, resources</td>
<td>This book looks at the origin of bubble gum and discusses the means of production.</td>
</tr>
</tbody>
</table>