

GRADE 2

My Community and Other United States Communities

The grade 2 social studies core curriculum:

- explores rural, urban, and suburban communities in the United States by using the local community as an example to further understand the concept of community.
 - examines community from a multicultural perspective that includes geographic, socioeconomic, and ethnic influences.
 - emphasizes geography skills such as reading maps and globes, and analyzing the impact of the environment on the community.
 - stresses the rights and responsibilities of citizenship in the community.
 - investigates communities from the perspectives of the New York State social studies learning standards (History of the United States and New York State History; World History; Geography; Economics; and Civics, Citizenship, and Government).
 - includes interdisciplinary learning to emphasize the content, concepts, and skills of the New York State prekindergarten through grade 12 social studies program.
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FOCUS QUESTIONS

- What is a community?
- How are communities alike and different?
- How do people and communities help each other?
- What are the resources in a community?
- How are needs and wants used to shape community life?
- What is citizenship?
- Why do we need laws?

Content Understandings

My community and region today

My rural, urban, or suburban community can be located on a map.
Rural, urban, and suburban communities differ from place to place.
Events, people, traditions, practices, and ideas make up my rural, urban, or suburban community.
Communities in the future may be different in many ways.
My rural, urban, or suburban community has changed over time.
Roles and responsibilities of families in rural, urban, and suburban communities change over time.

People depending on and modifying the physical environment

Rural, urban, and suburban communities are influenced by geographic and environmental factors.
Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors.

Challenge of meeting needs and wants

Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.
People in rural, urban, and suburban communities are producers and consumers of goods and services.
People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources.

People using human, capital, and natural resources

Scarcity of resources requires people to make choices in rural, urban, and suburban communities.

Economic decision making

Rural, urban, and suburban communities collect taxes to provide services for the public benefit.
Rural, urban, and suburban communities make decisions about how to spend the taxes they collect.

Symbols of citizenship

Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use.
People living in rural, urban, and suburban communities celebrate various holidays.

Rights, responsibilities, and roles of citizenship

People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.
Citizens can participate in decision making, problem solving, and conflict resolution.

Making and changing rules and laws

People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.
Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

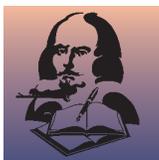
My Community and Region Today

- My rural, urban, or suburban community can be located on a map.
- Rural, urban, and suburban communities differ from place to place.
- Events, people, traditions, practices, and ideas make up my rural, urban, or suburban community.
- Communities in the future may be different in many ways.
- My rural, urban, or suburban community has changed over time.
- Roles and responsibilities of families in rural, urban, and suburban communities change over time.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State Geography	Places and Regions Change Diversity Physical Systems Human Systems Environment	<p>Classroom Activities</p> <p>Make the following visuals for the classroom:</p> <ul style="list-style-type: none"> • a chart showing the advantages and disadvantages of living in different geographic communities (rural, urban, suburban). Link aspects of the topography to the community. Allow space to add to the chart as children learn more about the types of communities in the United States. <ul style="list-style-type: none"> - How are communities alike and different? • a Venn diagram on which students will identify and compare physical, human, and cultural characteristics of rural, urban, and suburban areas. • graphic organizers illustrating the key economic, political, and social factors relevant to a community. Students can write in the items or use pictures showing important community facts. <div style="text-align: center;"> </div> <p style="text-align: center;">- How do communities grow?</p>

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> • a timeline showing changes in the community over a given period. The timeline can include symbols, pictures, or other illustrated materials. • a map showing rural, urban, or suburban areas of the school’s community. <p>Have students work in small groups using local maps. They should have the opportunity to develop their map-reading skills by using legends, compass roses, and the key to the map.</p> <p>Establish a classroom library that includes stories about different communities. Encourage the students to read these stories and determine whether the community is rural, urban, or suburban.</p> <p>Read or tell a story about how the local community was first settled, what problems the first settlers faced, and how the community grew and prospered.</p> <ul style="list-style-type: none"> • Why do communities develop? <p>Provide students with pictures from magazines or newspapers. Have the class construct a flyer that advertises their community to people who might consider moving there. The flyer should incorporate labeled pictures.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The study of communities in grade 2 should provide a more in-depth approach to the topic. Emphasis should be placed on the fact that local communities can differ from each other, but all interact with other levels of government. • Be sure to check local community Internet sites before allowing students to access them. • The application of map skills is very important in grade 2. Even though the focus is My Community and Other United States Communities, second graders should have opportunities to explore landforms and waterforms, and states and capitals. • Define <i>economic</i>, <i>political</i>, and <i>social</i> in concrete terms.

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Students can write a letter to their parents, asking them to describe a change they have seen in the community.

Suggested Documents and Other Resources Selected by New York State Teachers

Photographs
 Local, state, national, and world maps, both physical and political
 Local artifacts
 Local newspapers and their archives

Trade Books:

The Big Orange Splot by D. Manus Pinkwater
Community Helpers from A to Z by B. Kaman and N. Walker
The Ox-Cart Man by Donald Hall
Three Cool Kids by R. Emberley
What Is a Community from A to Z by B. Kaman and N. Walker

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

Early Literacy Profile: Facilitator's Guide by the New York State Education Department

Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.nationalgeographic.com>

National Geographic; Mapmachine; Xpeditions/Atlas

<http://www.si.edu>

The Smithsonian

People Depending on and Modifying the Physical Environment

- Rural, urban, and suburban communities are influenced by geographic and environmental factors.
- Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions Change Movement of People and Goods Environment and Society	<p>Classroom Activities</p> <p>Help students learn directions by giving them oral or written instructions regarding left, right, up, down, over, under, north, south, east, or west.</p> <p>Have student read out loud Me on the Map by J. Sweeney and/or Armadillo from Amarillo by Lynne Cherry. Discuss with class the relationships between communities and larger geographic areas. Have students label a local community map, using key symbols.</p> <p>Brainstorm with students a list of environmental issues facing the community. Ask students to suggest ways in which they can actively promote a safer environment. Help them organize a class project. Suggestions include collecting paper for recycling or organizing a cleanup day at a local park.</p> <p>Read The Big Green Pocketbook by C. Ransom to the class and ask them to identify the goods and services consumed by the characters in the story. Also ask students to name the workers mentioned and list them on a chart. Discuss the job of each worker and encourage students to explain whether the work provides a good or a service.</p> <ul style="list-style-type: none"> • How do communities meet people’s needs? • How do people contribute to their communities? <p>Have students complete a chart listing the major characteristics of rural, urban, and suburban communities.</p> <p>Have students use pictures from magazines to match occupations with types of community (e.g., farmer/rural, office worker/urban).</p> <p>Teacher Notes</p> <p>If there is a local community map available, you might consider posting it in the classroom.</p> <ul style="list-style-type: none"> • Allow students to locate different places on the map. Why is the community considered rural, urban, or suburban? If copies are available, send a map home with each student. Ask parents to review and discuss it with their child.

Interdisciplinary Connections



SCIENCE

Identify a local environmental need, such as a bird sanctuary, and have students do a science project related to the issue.

ARTS

Have students draw a chart illustrating natural resources (e.g., air, water, land) that could be affected by people's actions. Discuss with students the importance of protecting our environment and resources. Have students create posters encouraging others to care for Earth.

- How do resources influence needs?



Suggested Documents and Other Resources Selected by New York State Teachers

Local, state, national, and world maps, both physical and political

Local artifacts

Local newspapers and their archives

Magazines

Photographs

Trade Books:

Armadillo from Amarillo by L. Cherry

The Big Orange Splot by D. Manus Pinkwater

Me on the Map by J. Sweeney

The Ox-Cart Man by D. Hall

Three Cool Kids by R. Emberley

Teacher Resources:

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Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Possible Field Trips:

Students could go on a walking trip of their community to identify relevant environmental issues. They can place environmental sites on a large map of the community. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

Using the Internet

<http://www.nationalgeographic.com>

National Geographic; Mapmachine; Xpeditions/Atlas

<http://www.si.edu>

The Smithsonian

Challenge of Meeting Needs and Wants

- Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.
- People in rural, urban, and suburban communities are producers and consumers of goods and services.
- People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources.

Standard	Concepts/ Themes	CONNECTIONS																		
Economics	Factors of Production Needs and Wants Scarcity Economic Decision Making	<p>Classroom Activities</p> <p>Brainstorm with the students their wants and needs. List their responses on the board and discuss with students how to meet those wants and needs with resources. Students will identify limited resources and teacher will then introduce the concept of <i>scarcity</i>. Using this information, the class can predict outcomes and limitations by compiling an IF...THEN chart.</p> <ul style="list-style-type: none"> • What are resources? <p>Have students read the book When I Was Little by Toyomi Igus. Display a class chart entitled HOW WANTS AND NEEDS ARE MET. Horizontal headings will include COMMUNICATION, GETTING AND PRESERVING FOOD, ENTERTAINMENT, SHELTER, and GOOD HEALTH; vertical headings will include THEN (in Noel's grandfather's childhood) and NOW (in Noel's childhood).</p> <p style="text-align: center;">HOW WANTS AND NEEDS ARE MET</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">THEN</th> <th style="text-align: center;">NOW</th> </tr> </thead> <tbody> <tr> <td>Communication</td> <td></td> <td></td> </tr> <tr> <td>Getting and Preserving Food</td> <td></td> <td></td> </tr> <tr> <td>Entertainment</td> <td></td> <td></td> </tr> <tr> <td>Shelter</td> <td></td> <td></td> </tr> <tr> <td>Good Health</td> <td></td> <td></td> </tr> </tbody> </table> <p>Divide the children into groups and have each group complete a portion of the chart. Next, have the students work in groups to discuss the book and make predictions about how things may be different in the future.</p> <p>Make a picture map to show what goods and resources are provided by rural, urban, and suburban areas. Students should gather pictures from magazines and categorize the resources as rural, urban, or suburban in order to complete the map.</p>		THEN	NOW	Communication			Getting and Preserving Food			Entertainment			Shelter			Good Health		
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Standard	Concepts/ Themes	CONNECTIONS
		<p>Use the book The Big Green Pocketbook by C. Ransom and have students identify the goods and services consumed by the characters in the story. Ask the students to name the workers mentioned and list them on a chart. Discuss the job of each worker with students and encourage them to explain whether the worker provides a good or a service.</p> <p>Using the same book, The Big Green Pocketbook, introduce the concept of <i>taxation</i>.</p> <ul style="list-style-type: none"> • What is taxation? <p>Ask students to identify the workers in the story who are providing services for the whole community and are paid by the government. Explain that the government gets the money to pay for these public service workers by collecting taxes from people who live in the community. Write a <i>T</i> (for <i>taxes</i>) next to the workers who are public service workers.</p> <p>Have students make two index cards—one with the word GOODS and the other with the word SERVICES. Then, name a worker and ask students to decide whether that worker’s job is associated with producing a GOOD or providing a SERVICE. Have students hold up the card that answers that question.</p> <p>Students should write about a personal need or want and how the community helps meet it. Begin by sharing a few of your own personal needs that have been met.</p> <p>Teacher Notes</p> <p>This is a good unit in which to introduce the idea of <i>taxation</i> and discuss how families decide which of their wants will be satisfied.</p> <ul style="list-style-type: none"> • How do families decide which of their wants will be satisfied? <p>Teachers will need to help students identify those workers who are public service workers.</p>

Interdisciplinary Connections



MATHEMATICS

Poll the members of the classroom about their wants and needs, and graph the results.

Suggested Documents and Other Resources Selected by New York State Teachers

Local, state, national, and world maps, both physical and political
 Supermarket flyers
 Photographs and/or pictures of workers

Local government brochures
 Magazines and newspapers

Trade Books:

The Big Green Pocketbook by Candice F. Ransom (see previous unit for suggested activities)

Goat in the Rug, The by C.L. Blood and M. Link

If You Give a Mouse a Cookie by L.J. Numeroff

When I Was Little by T. Igus

NOTE: As of October 2001, this selection is available as an ebook (Adobe Reader).

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

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Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

People Using Human, Capital, and Natural Resources

- Scarcity of resources requires people to make choices in rural, urban, and suburban communities.

Standard	Concepts/ Themes	CONNECTIONS				
Geography Economics	Choice Scarcity Needs and Wants Decision Making Science and Technology Resources Factors of Production	<p>Classroom Activities</p> <p>Have students read The House on Maple Street by B. Pryor, a book that begins over 300 years ago and ends today. It explains the relationship between the physical setting of a community and its ability to satisfy the needs and wants of community members. Reading this book can provide opportunities for students to analyze how people use the physical environment to meet their needs and wants, how tools and technology have changed, and how the need for natural resources encouraged exploration and settlement across the country. Ask students to organize information from the story into chart form.</p> <p>Have students read and analyze the book Uncle Jed’s Barbershop by M.K. Mitchell, a story about a family and the economic hardships they face after the Great Depression. Have students explain how Uncle Jed provided a service to earn an income that would satisfy his family’s needs and wants. Throughout the book, students can compare and contrast the physical setting of communities long ago and today. Oh, What a Thanksgiving by Steven Kroll contrasts cultures of the past and present.</p> <p>It is important for students to know how their needs and wants are being met. Have students list their needs and wants on a chart. Ask students to decide if someone or something at their home is meeting the need or want or if it is being met by something they purchased in their community or received as a service from their community.</p> <p>Students can brainstorm a list of needs and wants for the classroom. Next to each item, they should identify how that need or want can be satisfied.</p> <table border="1" data-bbox="496 1583 1497 1873"> <thead> <tr> <th data-bbox="496 1583 902 1612">NEED</th> <th data-bbox="902 1583 1497 1612">HOW TO MEET NEED</th> </tr> </thead> <tbody> <tr> <td data-bbox="496 1612 902 1873">magazines to cut out pictures</td> <td data-bbox="902 1612 1497 1873">children can bring in used magazines from home</td> </tr> </tbody> </table>	NEED	HOW TO MEET NEED	magazines to cut out pictures	children can bring in used magazines from home
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magazines to cut out pictures	children can bring in used magazines from home					

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teacher Notes</p> <ul style="list-style-type: none"> • This unit provides an excellent opportunity for a class project. • Some interdisciplinary suggestions are applicable to various content understandings and therefore may be repeated. • Provide opportunities for families to participate in projects.

Interdisciplinary Connections



MATHEMATICS

Develop classroom currency to reward students for positive behavior. Have a supply of items they can buy with the currency: pencils, notepaper, candy, stickers.

Suggested Documents and Other Resources Selected by New York State Teachers

Coins, paper currency, receipts, pictures showing goods and services

Trade Books:

The Big Green Pocketbook by Candice F. Ransom (see previous unit for suggested activities)

The House on Maple Street by B. Pryor

Stone Fox by J.R. Gardiner

Uncle Jed's Barbershop by M.K. Mitchell

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department

Early Literacy Profile: An Assessment Instrument by the New York State Education Department

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Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.nps.gov>

National Park Service

<http://www.pbskids.org>

Public Service News

<http://www.edsitement.neh.gov>

FOR TEACHERS: Lists social studies websites by grade level and may include lesson plans.

Economic Decision Making

- Rural, urban, and suburban communities collect taxes to provide services for the public benefit.
- Rural, urban, and suburban communities make decisions about how to spend the taxes they collect.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Scarcity Decision Making Economic Systems	<p>Classroom Activities</p> <p>Introduce students to the concept of <i>taxation</i> by using candy such as m&m’s or chocolate candies packaged as coins. To begin the lesson, give each student a specified number of coins. Then collect taxes on various items (e.g., a student wearing the color blue must pay two coins; a student carrying a backpack must pay three coins; a student wearing sneakers must pay four coins). After five items have been taxed, discuss with the class their feelings about taxation. Ask them what would make it easier to pay taxes. Would having a say in what is taxed be helpful? Ask for other ideas.</p> <p>Have students read The Big Green Pocketbook by C. Ransom to identify the workers who are paid by the government. See detailed explanation of activity in Challenge of Meeting Needs and Wants content understandings.</p> <p>Ask students to collect pictures of people working for the government. Discuss with students how the government must raise money in order to pay salaries and support people’s needs.</p> <p>Have students plan a class project and make up a budget to carry it out. They must decide how much money is needed and how they can raise that money. Involve students in as many aspects of the project as possible. If they do not raise enough money to meet their goal, have them come up with new fund-raising ideas, or eliminate items from the budget.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The class project provides an opportunity for students to put into practice what they have been discussing. First they must identify a want or need and then develop a budget to meet that want or need. They must determine how to raise and spend funds. These steps involve decision making. Use a variety of graphic organizers to structure the planning and reasoning processes. • The concept of <i>taxation</i> can be very abstract for a second grader. Students need to explore why families are taxed and how tax money is spent.

Interdisciplinary Connections



MATHEMATICS

Develop classroom currency to reward students for positive behavior. Have a supply of items (e.g., pencils, notepaper, candy, stickers) on hand for them to purchase with the currency.

Suggested Documents and Other Resources Selected by New York State Teachers

Coins, paper currency, receipts, local tax bills, pictures showing goods and services

Trade Books:

The Big Green Pocketbook by Candice F. Ransom (see previous unit for suggested activities)

The House on Maple Street by B. Pryor

Stone Fox by J.R. Gardiner

Uncle Jed's Barbershop by M.K. Mitchell

Teacher Resources:

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Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.nps.gov>

National Park Service

<http://www.pbskids.org>

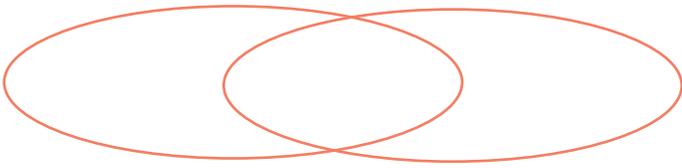
Public Service News

<http://www.edsitement.neh.gov>

FOR TEACHERS: This website lists social studies websites by grade level and may include lesson plans.

Symbols of Citizenship

- Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use.
- People living in rural, urban, and suburban communities celebrate various holidays.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Culture Decision Making Citizenship Government Nationalism	<p>Classroom Activities</p> <p>Ask students to name the places where they have seen an American flag displayed. Record their ideas on a class chart. Explain that the flag is a national symbol, and describe the role national symbols play in our society. Have students create a United States flag collage. Ask students what the stars and stripes represent. Then have students create a collage of United States flags. Suggest that they look at magazines, newspapers, or Internet sites to find pictures for the collage.</p> <ul style="list-style-type: none"> • What is patriotism? <p>Help students to plan an AMERICAN HERITAGE fair. Have groups of two or three students work together to prepare an exhibit on a national holiday, American symbol, or famous American. Display all exhibits and invite parents to attend the fair. Have students explain their exhibits.</p> <p>PRESIDENT WASHINGTON PRESIDENT LINCOLN</p>  <p>For Presidents Day, have the students draw Venn diagrams comparing the lives of President Washington and President Lincoln.</p> <p>Ask students to collect pictures of local historic sites and write a caption for each picture explaining how the site symbolizes our country. Students may also use pictures of local, regional, or national celebrations. Display students' pictures in the classroom.</p> <ul style="list-style-type: none"> • What is a symbol? <p>Ask students to keep track of the amount of money they spend in one day and/or one week. Discuss with them the importance of making responsible decisions about spending.</p> <p>Teacher Note</p> <ul style="list-style-type: none"> • New York State law requires instruction about the correct use of the flag of the United States (see Appendix A: Patriotic Customs).

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teacher Notes</p> <ul style="list-style-type: none"> • Contact the American Legion (see Using the Internet) for information on proper display of the American flag. In addition, you may wish to have someone visit the classroom and show how to fold the flag correctly. • There are many Internet sites that can be utilized in this section. • New York State law requires instruction about the correct use and display of the flag of the United States (see Appendix A: Patriotic Customs and the Pledge of Allegiance). • The recitation of the Pledge of Allegiance should not be mandatory. Families may have religious or other preferences.

Interdisciplinary Connections

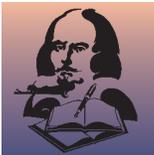


MATHEMATICS

Have students survey their families to see which patriotic symbols are especially meaningful to them. Then students should make a class pictograph to show which symbols were selected most often.

ARTS

Students can draw and color American flags or other patriotic symbols for display in the classroom. This activity can be coordinated with other holiday celebrations throughout the year.



ENGLISH LANGUAGE ARTS

Have students write an acrostic poem using the word

A
M
E
R
I
C
A

to display with their flags.

Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of American symbols (e.g., flag, monuments, parades)

Songs (e.g., “**This Land Is Your Land**” by Woody Guthrie)

Trade Books:

By the Dawn’s Early Light: The Story of the Star-Spangled Banner by Steven Kroll

Did You Carry the Flag Today, Charlie? by R. Caudill

A Flag for Our Country by Eve Spencer

House Mouse, Senate Mouse by Peter Barnes

Marshall, the Courthouse Mouse: The Tail of the U.S. Supreme Court by Peter Barnes

The Pledge of Allegiance by Francis Bellamy

The Story of the Statue of Liberty by Betsy and Giulio Maestro

The Story of the White House by Kate Waters

Woodrow, the White House Mouse by Peter Barnes

These are a few books in a series dealing with the role of the federal government.

Teacher Resources:

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Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department

Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.state.gov>

United States Department of State

<http://www.nps.gov>

National Park Service

<http://www.edsiteement.neh.gov>

FOR TEACHERS: This website lists social studies websites by grade level and may include lesson plans.

<http://www.usflag.org>

http://www.legion.org/our_flag/of_flag_code.htm

The American Legion

Right, Responsibilities, and Roles of Citizenship

- People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.
- Citizens can participate in decision making, problem solving, and conflict resolution.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Citizenship Civic Values Decision Making Government	<p>Classroom Activities</p> <p>Help students learn about the election process. Allow them to observe real voting machines on election days. Post newspaper headlines relating to current elections, and make sure students know when elections are happening. Discuss election results.</p> <p>Help students set up a classroom government and have students elect leaders by using a secret ballot. Allow students to hold elections frequently so that many students have the chance to hold office and make decisions.</p> <p>Brainstorm with students ways to be good school citizens. Have students interview school officials, or invite officials to talk to the class. Help the class organize and carry out a school service project.</p> <ul style="list-style-type: none"> • What can be improved in the school and how can students help? <p>Help your students understand that communities have many residents and these residents have different ideas about how to do things and how to solve problems. Guide the class discussions so that students understand rules and regulations that facilitate the decision-making process.</p> <p>Brainstorm with the class a list of ideas for improving the school. Ask the students to rate each idea as extremely important, somewhat important, or important. Then identify the students' top choices for the class. Since all students will not agree on what is most important, there may be conflict when plans are implemented. Have students think of ways to lessen this conflict.</p> <p>Involve your students in decision-making and problem-solving situations. Encourage them to become involved in classroom and schoolwide issues. Let students brainstorm ways to solve issues together. Model how to solve problems.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • Use classroom situations to teach students that sometimes people have conflicts over rules and laws. Be aware that valuable teaching moments, such as those provided by such classroom situations, happen every day. Open the floor to discussion and create a feeling that the students have rights and responsibilities in their own classroom.

Suggested Documents and Other Resources Selected by New York State Teachers

Sample ballots
Flyers for candidates
Newspaper articles

Trade Books:

By the Dawn's Early Light: The Story of the Star-Spangled Banner by Steven Kroll
Did You Carry the Flag Today, Charlie? by R. Caudill
Flag for Our Country, A by Eve Spencer
***House Mouse, Senate Mouse** by Peter Barnes
***Marshall, the Courthouse Mouse: The Tail of the U.S. Supreme Court** by Peter Barnes
Pledge of Allegiance, The by Francis Bellamy
Story of the Statue of Liberty, The by Betsy and Giulio Maestro
Story of the White House, The by Kate Waters
***Woodrow, the White House Mouse** by Peter Barnes

*These are a few in a series of books dealing with the role of the federal government.

Teacher Resources:

Early Elementary Resource Guide to Integrated Learning by the New York State Education Department
Early Literacy Profile: An Assessment Instrument by the New York State Education Department
Early Literacy Profile: Facilitator's Guide by the New York State Education Department
Early Literacy Guidance: Prekindergarten-Grade 3 by the New York State Education Department
Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years by the New York State Education Department

Using the Internet

<http://www.state.gov>

United States Department of State

<http://www.nps.gov>

National Park Service

<http://www.edsitement.neh.gov>

FOR TEACHERS: This website lists social studies websites by grade level and may include lesson plans.

<http://www.usflag.org>

Making and Changing Rules and Laws

- People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.
- Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Citizenship Civic Values Decision Making Government	<p>Classroom Activities</p> <p>Invite community police officers, judges, town board or city council members, principal to your classroom to discuss rules and laws with your students.</p> <p>Ask families to help students research rules and laws in the community. Ask students to share with the class the information they found.</p> <p>Have students collect brochures and flyers on the local community. Post them in the classroom and discuss them with students. Have students identify local leaders and some of their jobs.</p> <p>Read House Mouse, Senate Mouse by Peter Barnes and engage the class in a discussion about the importance of making laws. Ask the students to decide on a law that would help everyone in the classroom. Write and post the law. After a week let the class decide whether to keep the law or replace it.</p> <p>Have students read any other book by Peter Barnes and at this time introduce the concept of <i>three branches of government</i>.</p> <p>Show the students a series of pictures depicting a variety of situations in which problems have to be solved. Ask them if a rule is being broken, and if so, what rule? If no rule is being broken, ask the class to propose a solution to the problem.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • This unit provides an opportunity to introduce the different branches of government—legislative, executive, and judicial. Student understanding of these concepts and content has a direct impact on teaching and learning in grades 4 and 7. • Introduce students to terms that describe leaders: at the national level (<i>president</i>), at the state level (<i>governor</i>), and at the local level (<i>mayor/town supervisor</i>).

Suggested Documents and Other Resources Selected by New York State Teachers

Pamphlets or district newsletters featuring school rules
County, town, and village flyers
Local newspapers
School calendars

Trade Books:

By the Dawn's Early Light: The Story of the Star-Spangled Banner by Steven Kroll
Did You Carry the Flag Today, Charlie? by R. Caudill
A Flag for Our Country by Eve Spencer
***House Mouse, Senate Mouse** by Peter Barnes
***Marshall, the Courthouse Mouse: The Tail of the U.S. Supreme Court** by Peter Barnes
The Pledge of Allegiance by Francis Bellamy
The Story of the Statue of Liberty by Betsy and Giulio Maestro
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Key Terms

GRADE 2

alike/different	Earth	money	scarcity
anthem	economic decision making	monument	school
artifact	environment		services
		national	shelter
bodies of water	family	natural resources	state
budget	flag	needs	Statue of Liberty
	food	neighborhood	suburban
cardinal directions	freedom		symbols
celebration	future	parade	
change		past	taxes
choice	goods	physical environment	timeline
citizenship	government	pledge	
clothing		present	United States of America
coins	history	producers	unlimited
community	human capital	products	urban
compare			
consumers	income	receipts	vote
continent		region	
contrast	laws	responsibilities	wants
currency	leader	rights	
	liberty	roles	
decision	limited	rules	
diagram	local	rural	
	loyalty		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

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