

## 2<sup>nd</sup> Grade - Life in the United States: Quarter 3 Curriculum Map Scope and Sequence

| Topic                              | Week                               | Weekly Focus  | Standards                               |
|------------------------------------|------------------------------------|---|---|
| Geography and Culture              | Celebrate America                  | Students will discuss the importance of the Statue of Liberty. They will recognize important American symbols like the Liberty Bell and the World War II Memorial. They will learn about the contributions of an American Indian named Chief Joseph, as well as a Hispanic leader named Cesar Chavez. | 2.1, 2.32                               |
| Geography and Culture              | Landmarks Tell a Story             | Students will learn about landmarks across the U.S. including the White House, the Gateway Arch, the Statue of Liberty, the Washington Monument, the Natchez Trace Parkway Bridge, and the Ryman Auditorium.  | 2.22                                    |
| American Cultures                  | American Cultures                  | Students will compare and contrast the American cultures of the past to cultures found in America today, including African American, Hispanic, and Asian American cultures.   | 2.1, 2.2, 2.3, 2.4, 2.5                 |
| Tennessee Folktales and Legends    | Tennessee Folktales and Legends    | Students will learn that stories are part of culture. They will read and retell the Chickasaw "Legend of Reelfoot Lake" and the folktale "Davy Crockett and the Frozen Dawn".   | 2.1, 2.2, 2.3, 2.6                      |
| Government and Citizenship         | Government and Citizenship         | The students will learn why people form governments. They will also learn various ways to become an American citizen.   | 2.1, 2.17, 2.24, 2.26, 2.27, 2.31, 2.40 |
| Rights and Responsibilities        | Rights and Responsibilities        | Students will learn about major elected officials in their community (e.g., mayor, city commissioner). They will understand that rights and responsibilities reinforce each other and promote the common good.  | 2.29, 2.40                              |
| Scientists, Artists, and Inventors | Scientists, Artists, and Inventors | Students will learn about people from various backgrounds and cultures who made important contributions to our country.   | 2.1, 2.32, 2.33, 2.37, 2.40             |
| Tennessee Voices                   | Tennessee Voices                   | Students will study famous people from Tennessee who have worked to make life better for others. People discussed include Matthew Fontaine Maury, Sam Davis, Ida B. Wells, W. C. Handy, Morris Frank, and Cornelia Fort   | 2.5, 2.17, 2.32, 2.35                   |
| Families and Trade                 | Families and Trade                 | Students will learn how trade helps families around the world meet their basic needs. They will discuss how scarcity affects the choices families make.   | 2.1, 2.9, 2.10, 2.11, 2.12              |

## 2<sup>nd</sup> Grade-Life in the United States: Quarter 3 Curriculum Map Introduction

### What Will Second Grade Students Learn This Year?

Second grade students will learn about government and civics, economics, geography, and history by studying more about who they are as Americans. They will examine the geography of the United States, its national symbols and landmarks, and how our nation operates. Students will explore the structure and purpose of government at the local, state, and national levels, and the responsibilities, rights, and privileges of the citizens of the United States. Second grade students will acquire a common understanding of American history, its political principles, and its system of government in order to prepare them for responsible participation in our schools and civic life.

### Planning with the Curriculum Map

The purpose of curriculum maps is to help teachers pace the year to ensure all the standards within a course will be addressed and taught. Curriculum maps offer a sequence for delivering content and provide a clear scope for what must be taught to all students based on the Tennessee Social Studies Standards. Please keep in mind that the curriculum map is meant to be a component of effective planning and instruction; it is not meant to replace teacher planning or instructional practice.

### Weekly Guidance for Studies Weekly

The K-5 Social Studies curriculum maps provide weekly guidance to support teachers in their teaching. In an effort to support teachers, curriculum maps highlight the Studies Weekly anchor text, supplemental texts, primary and secondary sources, suggested instructional strategies and tasks, and suggested assessments. Although the curriculum maps allow flexibility and encourage teachers to make thoughtful adjustments, there is an expectation that all children have access to rigorous content and effective teaching practices. *It is recommended that K-2 students receive 30 minutes of instruction every other day of the week (60-90 minutes per week). It is recommended that 3-5 students receive 30 minutes per day of social studies instruction (150 minutes per week).*

### Orientation to Studies Weekly Video Training

Teachers who are unfamiliar with Studies Weekly may learn how to use and implement these resources by viewing the videos [Part 1](#), [Part 2](#), and [Part 3](#).

### Online Access to Studies Weekly

Teachers may access Studies Weekly online using one of two methods:

1. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and log-on via Clever using their SCS (email) username and password. (*Preferred for easy student uploading*)
2. Go to [www.studiesweekly.com](http://www.studiesweekly.com) and login with username: **shelby\_county** and password: **county**

Once there, teachers may navigate to their respective grade level text:

| Grade Level  | Studies Weekly Subscription Title                |
|--------------|--|
| Kindergarten | Tennessee Studies Weekly Kindergarten            |
| First Grade  | Tennessee First Grade Studies Weekly             |
| Second Grade | Tennessee Second Grade Studies Weekly            |
| Third Grade  | World Community Studies Weekly (v15)             |
| Fourth Grade | Tennessee Studies Weekly Ancient America to 1850 |
| Fifth Grade  | USA Studies Weekly 1850 to Present (v15)         |

**Support Strategies**

To support students in understanding various texts and primary and secondary sources, the curriculum maps suggest an array of protocols and resources to use during instruction. Some of the support strategies and connected classroom materials may be found below:

| <a href="#">Studies Weekly Resources (Found Under the General Resources Tab)</a> | <a href="#">Expeditionary Learning: Protocols and Resources</a> |
|--|---|
| Most Important Book  | Back-to-Back and Face-to-Face                                   |
| Display Tray   | Carousel Brainstorm   |
| Penny for Your Thoughts Debate Carousel  | Give One, Get One, Move On                                      |
| Cornell Note-Taking Method   | Final Word  |
| Flip Book for Taking Notes   | Fishbowl  |
| KWL Chart  | Gallery Walk  |
| Primary Source Analysis  | Jigsaw  |

| <b><u>Week 1: Celebrate America</u></b>                            |  |   |   |
|--|--|---|---|
| <b>Essential Question(s)</b>                                       | How people remember and celebrate this history of America?   |   |   |
| <b>Texts</b>   | <b>Texts:</b> Life in the United States-Studies Weekly   |   |   |
| <b>Vocabulary</b>  | Minutemen, memorial, immigrants, replica, symbol, liberty, migrant workers   |   |   |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <p><b>Celebrate America, Statue of Liberty</b></p> <ul style="list-style-type: none"> <li>• Why is the Statue of Liberty important to the United States of America?</li> </ul> <p><b>Liberty Bell, Minutemen</b></p> <ul style="list-style-type: none"> <li>• Give 3 important characteristics about the Liberty Bell.</li> <li>• How did the Minutemen get their name?</li> </ul>   | <p><b>American Symbols, American Courage</b></p> <ul style="list-style-type: none"> <li>• What are the Grand Divisions of Tennessee?</li> <li>• What U. S. Interstate goes all the way across the state?</li> <li>• Explain how people can be symbols of American courage.</li> </ul> <p><b>Memorials, Philadelphia</b></p> <ul style="list-style-type: none"> <li>• What is the meaning behind the World War II Memorial?</li> <li>• Where is the Liberty Bell located?</li> </ul> | <p><b>Chief Joseph, Cesar Chavez</b></p> <ul style="list-style-type: none"> <li>• Why was Chief Joseph important to the Nez Perce nation.</li> <li>• Why was Cesar Chavez important to migrant workers?</li> </ul> <p><b>Cesar Chavez</b></p> <ul style="list-style-type: none"> <li>• Cesar Chavez created a union for farm workers. What did this union want to do?</li> <li>• What caused the 26 grape growers to give their farm workers better pay and working conditions?</li> <li>• What evidence from the text supports that Cesar Chavez used peaceful methods to fight for the rights of farm workers?</li> <li>• Why may people consider Cesar Chavez to be a champion of working people?</li> </ul> |
| <b>Suggested Protocols and Resources</b>                           | Talk and Turn: Pg. 38  | Back to Back, Face to Face: Pg. 5   | Write, Pair, Share: Pg. 35  |
| <b>Extension Activities</b>  | 1) Students will discuss how both Chief Joseph and Cesar Chavez showed courage by standing up for their belief that all people should have the same rights and opportunities.<br>2) Students will use a Venn diagram to compare and contrast Chief Joseph and Cesar Chavez.  |   |   |
| <b>Assessment</b>  | Students will write about why some people are American symbols. Students will discuss how Chief Joseph and Cesar Chavez showed courage by standing up for their belief that all people should have the same rights and opportunities.  |   |   |
| <b>Standards</b>   | 2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.<br>2.22 Identify the location and summarize the significance of well-known sites and landmarks in the United States including: (Statue of Liberty)<br>2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. (Cesar Chavez) |   |   |

| <b>Week 2: Landmarks Tell a Story</b>                              |  |   |  |
|--|--|---|--|
| <b>Essential Question(s)</b>                                       | How do landmarks tell stories?   |   |  |
| <b>Texts</b>   | <b>Texts:</b> Life in the United States-Studies Weekly   |   |  |
| <b>Vocabulary</b>  | landmark, president, monument  |   |  |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <p><b>Landmarks Tell a Story</b></p> <ul style="list-style-type: none"> <li>• What are landmarks?</li> </ul> <p><b>The Washington Monument</b></p> <ul style="list-style-type: none"> <li>• Why did it take 36 years to complete the Washington Monument?</li> </ul>   | <p><b>The White House, The Statue of Liberty</b></p> <ul style="list-style-type: none"> <li>• What is the significance of the White House?</li> <li>• What does the Statue of Liberty represent to America?</li> <li>• Where is the Statue of Liberty located?</li> </ul> <p><b>The Gateway Arch, The Golden Gate Bridge</b></p> <ul style="list-style-type: none"> <li>• What does the Gateway Arch represent?</li> <li>• Where is it located?</li> <li>• Why is the Golden Gate Bridge important to San Francisco?</li> </ul> | <p><b>The Natchez Trace Parkway Bridge, The Ryman Auditorium</b></p> <ul style="list-style-type: none"> <li>• Name the two Nashville landmarks.</li> <li>• What is different about the Natchez Trace Bridge?</li> <li>• Why is the Ryman Auditorium important to Nashville's history?</li> </ul> |
| <b>Suggested Protocols and Resources</b>                           | Turn and Talk: Pg. 38  | Infer the Topic: Pg. 17   | Write, Pair, Share: Pg. 35   |
| <b>Extension Activities</b>  | <ol style="list-style-type: none"> <li>1) Students will pinpoint the location of Memphis in Tennessee. The teacher will guide the discussion of where each landmark is located and which direction students would travel to visit one of the landmarks. Students will answer the prompt: Which landmark would you like to visit and why?</li> <li>2) Students will observe pictures of different landmarks found in Tennessee and share which they would want to visit.</li> <li>3) Students will make a word web with the word landmarks in the middle circle and add names of landmarks around the web.</li> <li>4) Students will work in small groups to research the landmark of their choice including illustrations and captions.</li> </ol> |   |  |
| <b>Assessment</b>  | Students will use the week's texts to complete the prompt: This week you used a map to locate landmarks. Do you think it is important to know where landmarks are located? Why or why not?   |   |  |
| <b>Standards</b>   | 2.22 Identify the location and summarize the significance of well-known sites and landmarks in the United States including Mt. Rushmore, The White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Natchez Trace, and Grand Canyon.  |   |  |

| Week 3: American Cultures  |  |   |   |   |
|--|--|---|---|---|
| <b>Essential Question(s)</b>                                       | How can people be different, but alike?  |   |   |   |
| <b>Texts</b>   | <b>Required Texts:</b> Life in the United States-Studies Weekly  |   |   |   |
| <b>Vocabulary</b>  | culture, arroz con pollo, Kwanza, Las Posadas, celebrate, settlers   |   |   |   |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <p><b>American Cultures</b></p> <ul style="list-style-type: none"> <li>• Who lived in America long ago?</li> <li>• Where did the settlers travel from?</li> <li>• Where were slaves brought from?</li> <li>• Who lives in America now?</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• What are some components of culture?</li> </ul>   | <p><b>Food, Part I</b></p> <ul style="list-style-type: none"> <li>• How did American Indians get their food long ago?</li> <li>• What animals did they eat for food?</li> <li>• What foods did they grow to eat?</li> </ul> <p><b>Food, Part II</b></p> <ul style="list-style-type: none"> <li>• Where did slave ships come from?</li> <li>• What foods were brought to America on slave ships?</li> <li>• What foods did Asians bring to America from Asia?</li> <li>• What foods did Hispanic families bring to America?</li> </ul> | <p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>• What is the holiday that most Americans celebrate?</li> <li>• What do Americans do to celebrate Christmas?</li> <li>• How do Jewish families celebrate Hanukkah?</li> <li>• How do Hindu families celebrate Diwali?</li> </ul> <p><b>Las Posadas</b></p> <ul style="list-style-type: none"> <li>• What do many Hispanic Americans remember when celebrating Las Posadas?</li> <li>• When is Los Posadas celebrated?</li> </ul> <p><b>Kwanzaa</b></p> <ul style="list-style-type: none"> <li>• When do many African Americans celebrate Kwanzaa?</li> <li>• What do people remember during Kwanzaa?</li> <li>• What do people do for the seven days of Kwanzaa?</li> </ul> | <p><b>Dong Zhi</b></p> <ul style="list-style-type: none"> <li>• What do many Asian Americans celebrate on the first day of winter?</li> <li>• What foods do Asian Americans eat when celebrating Dong Zhi?</li> </ul> <p><b>Languages</b></p> <ul style="list-style-type: none"> <li>• What language do most people speak in America?</li> <li>• What languages can be heard in different parts of America?</li> <li>• What makes America a great place to live?</li> </ul> |
| <b>Suggested Protocols and Resources</b>                           | Turn and Talk: Pg. 38  | Write, Pair, Share: Pg. 35  | Gallery Walk: Pg. 14  | Gallery Walk: Pg. 14  |
| <b>Extension Activities</b>  | <p>1) The teacher will give out chart paper headed with a component of culture. Students will work in groups to list examples of the specific component of culture. Students will then post their chat paper around the room. Students will do a gallery walk of the posted components of culture and use Post-It's to add to the lists of their peers or to ask questions. Students will go back to their groups, review additions and questions from their peers, make corrections and revisions if needed and then present their work to the class.</p> <p>2) Using the Venn Diagram section of this week's selection, students will compare and contrast the foods they eat now and the foods American Indians ate long ago. Students will then write to explain the common foods between them and the American Indians.</p> |   |   |   |
| <b>Assessment</b>  | Students will use the week's texts to complete the prompt: How can people be different, but alike?   |   |   |   |
| <b>Standards</b>   | 2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.   |   |   |   |

|  |   |
|--|---|
|  | <p>2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.</p> <p>2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.</p> <p>2.4 Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts and definitions to develop points, and providing a concluding statement.</p> <p>2.5 Create audio recordings, adding drawings or other visual displays, to explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry.</p> |
|--|---|

| Week 4: Tennessee Folktales and Legends                            |  |  |  |
|--|--|--|--|
| <b>Essential Question(s)</b>                                       | How do folktales and legends exaggerate real life situations?  |  |  |
| <b>Texts</b>   | <b>Required Texts:</b> Life in the United States-Studies Weekly  |  |  |
| <b>Vocabulary</b>  | culture, exaggerate, legends, folktales  |  |  |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <p><b>Tennessee Folktales and Legends</b></p> <ul style="list-style-type: none"> <li>• What is culture?</li> <li>• What can be an important part of people’s culture?</li> <li>• What helps us understand different cultures?</li> </ul> <p><b>Exaggerated Stories</b></p> <ul style="list-style-type: none"> <li>• What does the word “fiction” mean?</li> <li>• What does the word “nonfiction” mean?</li> <li>• What do people do when they exaggerate a story?</li> </ul>  | <p><b>Legends</b></p> <ul style="list-style-type: none"> <li>• What are legends?</li> <li>• What are many American Indian legends about?</li> </ul> <p><b>The Legend of Reelfoot Lake (Chickasaw)</b></p> <ul style="list-style-type: none"> <li>• Who was the Chickasaw chief in the story?</li> <li>• Who was his wife?</li> <li>• What did the Great Spirit tell the chief?</li> <li>• What did the chief do against the advice of the Great Spirit?</li> <li>• Why did the Great Spirit stamp his foot?</li> <li>• What happened as a result of the Great Spirit stamping his foot?</li> </ul> | <p><b>Folktales</b></p> <ul style="list-style-type: none"> <li>• What is a folktale?</li> <li>• How are folktales communicated and remembered?</li> </ul> <p><b>Davy Crockett and the Frozen Dawn</b></p> <ul style="list-style-type: none"> <li>• In the story, what happened to the dawn because of Tennessee being so cold?</li> <li>• Why could the sun not rise?</li> <li>• What did Davy Crockett do when he saw the sun rays?</li> <li>• What did Crocket do when he reached the top of the sun rays?</li> <li>• Where did he get the bearskin from?</li> <li>• Why did Crocket kick the sun?</li> <li>• Why did Crocket put a little sunrise in his pocket?</li> </ul> |
| <b>Suggested Protocols and Resources</b>                           | Talk and Turn: Pg. 38  | Back to Back, Face to Face: Pg. 5  | Write, Pair, Share: Pg. 35   |
| <b>Extension Activities</b>  | <p>1) After reading the Legend of Reelfoot Lake and Davy Crockett and the Frozen Dawn, the teacher will assign or give groups a choice of which to determine the main idea and details using a graphic on chart paper. Students will then do a gallery walk to view the main idea and details determined by their peers on both stories. Students will then work as a class to give a common main idea and details chart for each story. The teacher will scribe as students dictate their answers.</p> <p>2) Students will rewrite the ending of Legend of Reelfoot Lake or Davy Crockett and the Frozen Dawn.</p>  |  |  |
| <b>Assessment</b>  | Students will use the week’s texts to complete the prompt: How do folktales and legends exaggerate real life situations?   |  |  |
| <b>Standards</b>   | <p>2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.</p> <p>2.2 Summarize stories from American Indian legends that reflect the cultural history of various regions in Tennessee and the United States to determine their central message, lesson, or culture.</p> <p>2.3 Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.</p> <p>2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe in grade level texts that explore the early cultures of Tennessee.</p> |  |  |



| Week 5: Government and Citizenship                                 |  |   |   |   |  |
|--|--|---|---|---|--|
| <b>Essential Question(s)</b>                                       | Why is it important for a country to have a government?  |   |   |   |  |
| <b>Texts</b>   | <b>Required Texts:</b> Life in the United States-Studies Weekly  |   |   |   |  |
| <b>Vocabulary</b>  | government, U.S. Constitution, limit, president, governor, naturalization  |   |   |   |  |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <p><b>What is a Government?</b></p> <ul style="list-style-type: none"> <li>• What is a government?</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>• What explains how the government works?</li> <li>• The government has what types of powers?</li> <li>• What is an example of a limit of the government?</li> </ul>   | <p><b>The President</b></p> <ul style="list-style-type: none"> <li>• What is the role of the president?</li> <li>• Who is the leader of a state?</li> <li>• What is the role of a mayor?</li> <li>• What political positions make laws?</li> </ul> <p><b>Government Services</b></p> <ul style="list-style-type: none"> <li>• Why do people form governments?</li> <li>• What are some examples of facilities and services the government funds?</li> </ul> | <p><b>Laws</b></p> <ul style="list-style-type: none"> <li>• What do governments do with laws?</li> <li>• How do laws benefit citizens?</li> <li>• What would happen if there were no laws?</li> <li>• What are some examples of things that may happen without laws in place?</li> </ul> <p><b>Immigrants</b></p> <ul style="list-style-type: none"> <li>• Most people who live in America are what type of citizen?</li> <li>• What are immigrants?</li> </ul> | <p><b>U.S. Citizen</b></p> <ul style="list-style-type: none"> <li>• How do people become a citizen of the United States?</li> </ul> <p><b>Naturalization</b></p> <ul style="list-style-type: none"> <li>• How can immigrants become U. S. citizens?</li> <li>• What are things immigrants have to do for naturalization?</li> </ul> | <p><b>Washington D.C.</b></p> <ul style="list-style-type: none"> <li>• What is the capital of the United States?</li> <li>• Is Washington D.C. a state?</li> <li>• Locate Washington D.C. on the map.</li> </ul> <p><b>Salem Poor</b></p> <ul style="list-style-type: none"> <li>• Who was Salem Poor?</li> <li>• Why did he have to buy his own freedom?</li> <li>• Why did Salem Poor receive an award?</li> </ul> |
| <b>Suggest Protocols and Resources</b>                             | Turn and Talk: Pg. 38  | Write, Pair, Share: Pg. 35  | Back to Back, Face to Face: Pg. 5   | Write, Pair, Share: Pg. 35  | Turn and Talk: Pg. 38  |
| <b>Extension Activities</b>  | <ol style="list-style-type: none"> <li>1) Students will make a flow chart of government leadership in a country starting with the president.</li> <li>2) The teacher will cut the <a href="#">Private Goods and Services</a> and <a href="#">Public Goods and Services</a> forms to mix them in a bag or basket. Students will work in groups to answer the questions on the back of each cut-out. Students will then categorize their cut-outs and answers as a private or public service.</li> <li>3) Using a t-chart or the form <a href="#">Detectives for Goods and Services</a>, students will record five goods or services provided by private businesses and five goods and services provided by government.</li> </ol>   |   |   |   |  |
| <b>Assessment</b>  | Students will use the week's texts to complete the prompt: Why is it important for a country to have a government?   |   |   |   |  |
| <b>Standards</b>   | <p>2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.</p> <p>2.17 Locate major cities, bodies of water, mountain ranges and rivers in the United States: Washington D.C.</p> <p>2.24 With guidance and support, read how government systems were laid out in the Constitution of the United States and the Tennessee Constitution to form three balanced branches with checks and balances.</p> <p>2.26 Summarize how the United States makes laws, determines whether laws have been violated, and the consequences for breaking different types of laws.</p> <p>2.27 Explain the development and consequences of rules in the United States, including traffic laws, laws on drugs and alcohol, laws against harm, and basic tax laws.</p> <p>2.31 Compare the ways one becomes a citizen (by birth or naturalization).</p> <p>2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.</p> |   |   |   |  |

| Week 6: Rights and Responsibilities                                |   |  |  |   |
|--|---|--|--|---|
| <b>Essential Question(s)</b>                                       | Why is it important for citizens to remember their rights and responsibilities as American citizens and members of their communities?   |  |  |   |
| <b>Texts</b>   | <b>Required Texts:</b> Life in the United States-Studies Weekly<br><b>Supplemental Texts:</b> <a href="#">Cotton Mill Girl: Lewis Hine</a> , <a href="#">Child Labor Photo 1</a> , <a href="#">Child Labor Photo 2</a>  |  |  |   |
| <b>Vocabulary</b>  | commissioner, mayor, factory, mill, recycle, responsibility, free speech, gender  |  |  |   |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <b>Rights and Responsibilities</b> <ul style="list-style-type: none"> <li>• What is one of our most important rights?</li> <li>• What does the right of free speech allow people to do?</li> <li>• What are some responsibilities that we have?</li> </ul><br><b>Clean, Safe Community</b> <ul style="list-style-type: none"> <li>• What type of community does everyone have the right to live in?</li> <li>• What must people in a community do?</li> <li>• What is the responsibility of all community members?</li> </ul>   | <b>Mayor</b> <ul style="list-style-type: none"> <li>• What is the role of a mayor?</li> <li>• How does a person get the position as mayor?</li> <li>• What are the responsibilities of a mayor?</li> </ul><br><b>City Commissioners</b> <ul style="list-style-type: none"> <li>• How do the city commissioners work with the mayor?</li> <li>• How does a person get the position as a city commissioner?</li> <li>• Who are some people that help cities to be great places to live?</li> </ul> | <b>American Citizens</b> <ul style="list-style-type: none"> <li>• How old do citizens have to be to vote?</li> <li>• What is the purpose of voting?</li> </ul><br><b>Keep your Community Safe and Clean</b> <ul style="list-style-type: none"> <li>• What can people do to keep communities clean?</li> <li>• What can people do to keep a community and themselves safe?</li> </ul> | <b>Earth Day</b> <ul style="list-style-type: none"> <li>• Where was Senator Gaylord Nelson from?</li> <li>• Why did Senator Gaylord Nelson try to get people to work together?</li> <li>• Why is Earth Day celebrated?</li> <li>• When do Americans celebrate Earth Day?</li> </ul><br><b>Factories</b> <ul style="list-style-type: none"> <li>• Long ago, where did many children work?</li> <li>• What are factories?</li> <li>• When did children have to work?</li> <li>• Why could children not go to school?</li> <li>• What are mills?</li> <li>• Long ago, where did many boys work?</li> </ul> |
| <b>Suggested Protocols and Resources</b>                           | Turn and Talk: Pg. 38   | Write, Pair, Share: Pg. 35   | Gallery Walk: Pg. 14   | Gallery Walk: Pg. 14  |
| <b>Extension Activities</b>  | 1) Students will write to describe the responsibilities of a good citizen. Students will use facts from this week's texts to support their writing.<br>2) Students will work in groups to create posters to persuade others to recycle or clean their community Students will work individually to write a speech to explain the importance of recycling or keeping the community clean.<br>3) After reading the Factories section of this weeks' selection and viewing <a href="#">Cotton Mill Girl: Lewis Hine</a> , students will view and analyze <a href="#">Child Labor Photo 1</a> and <a href="#">Child Labor Photo 2</a> . Students will then write to give their opinion of child labor being fair or unfair. |  |  |   |
| <b>Assessment</b>  | Students will use the week's texts to complete the prompt: Why is it important for citizens to remember their rights and responsibilities as American citizens and members of their communities?  |  |  |   |
| <b>Standards</b>   | 2.29 Identify the rights and responsibilities of citizens of the United States.<br>2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.  |  |  |   |

| <b>Week 7: Scientists, Artists and Inventors</b>                   |   |   |   |
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| <b>Essential Question(s)</b>                                       | How have scientists and inventors improved the way we live today?   |   |   |
| <b>Texts</b>   | <b>Required Texts:</b> Life in the United States-Studies Weekly   |   |   |
| <b>Vocabulary</b>  | scientist, inventors, phonograph,   |   |   |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <p><b>Scientists and Inventors</b></p> <ul style="list-style-type: none"> <li>• How do scientists and inventors impact the world we live in?</li> <li>• What did the Wright brothers change for people?</li> </ul> <p><b>Alexander Graham Bell</b></p> <ul style="list-style-type: none"> <li>• What did Bell change for people?</li> <li>• What did Bell invent?</li> </ul> <p><b>George Washington Carver</b></p> <ul style="list-style-type: none"> <li>• What did George Washington Carver show people?</li> <li>• How many uses did Carver create for the peanut?</li> </ul> | <p><b>Madame C.J. Walker</b></p> <ul style="list-style-type: none"> <li>• What did Madam C. J. Walker invent?</li> <li>• When did Madam C.J. Walker invent her product?</li> </ul> <p><b>Benjamin Banneker</b></p> <ul style="list-style-type: none"> <li>• What did Benjamin Banneker study?</li> <li>• What true prediction did Banneker make?</li> </ul> <p><b>Margaret (Mattie) Knight</b></p> <ul style="list-style-type: none"> <li>• What did Mattie Knight invent?</li> <li>• How old was Mattie Knight when she started inventing things?</li> </ul> | <p><b>Benjamin Franklin</b></p> <ul style="list-style-type: none"> <li>• What inventions was Benjamin Franklin most famous for inventing?</li> <li>• What other invention did Franklin invent?</li> </ul> <p><b>Carlos Finlay</b></p> <ul style="list-style-type: none"> <li>• What was Carlos Finlay's profession?</li> <li>• Where was Carlos Finlay from?</li> <li>• What did Carlos Finlay prove?</li> </ul> <p><b>Thomas Edison</b></p> <ul style="list-style-type: none"> <li>• About how many inventions did Thomas Edison invent?</li> <li>• What are a few things invented by Thomas Edison?</li> <li>• What is a phonograph?</li> </ul> <p><b>Ruth Wakefield</b></p> <ul style="list-style-type: none"> <li>• How did Ruth Wakefield accidentally invent chocolate chip cookies?</li> </ul> |
| <b>Suggested Protocols and Resources</b>                           | Infer the Topic: Pg. 17   | Concentric Circles Pg. 10   | Jigsaw: Pg. 19  |
| <b>Extension Activities</b>  | 1) After reading this week's selection, students will write a speech to describe the most impactful inventor and why. Students will also include information from the text about their chosen inventor in their speech. Students will present their speeches in groups or whole class.<br>2) Students will write a letter to a friend to describe how life would be without the inventions of some of the inventors highlighted in this week's selection.   |   |   |
| <b>Assessment</b>  | Students will use evidence from this week's texts to complete the prompt: How have scientists and inventors improved the way we live today?   |   |   |

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| <b>Standards</b> | <p>2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.</p> <p>2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies. (Benjamin Franklin, Benjamin Banneker)</p> <p>2.33 With guidance and support from adults, use a variety of digital tools to produce and publish a writing piece in collaboration with peers on a famous American to describe how his or her accomplishments were significant.</p> <p>2.37 Narrate a perspective of a historical event in the United States using details to describe actions, thoughts, and feelings, using temporal words to signal event order and provide a sense of closure.</p> <p>2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.</p> |
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| Week 8: Tennessee Voices   |  |   |   |
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| <b>Essential Question(s)</b>                                       | What roles have the people of Tennessee played in history?   |   |   |
| <b>Texts</b>   | <b>Required Texts:</b> Life in the United States-Studies Weekly  |   |   |
| <b>Vocabulary</b>  | oceanographer, capitol, statue   |   |   |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <p><b>Tennessee Voices</b></p> <ul style="list-style-type: none"> <li>• How long have the voices of Tennesseans help make the life of others better?</li> <li>• Where have the voices of Tennesseans been heard?</li> </ul> <p><b>Matthew Fontaine Maury</b></p> <ul style="list-style-type: none"> <li>• What is an oceanographer?</li> <li>• Where did Maury grow up?</li> <li>• What did Maury do in 1825?</li> <li>• What did Maury do to help people learn about the ocean?</li> </ul>  | <p><b>Sam Davis</b></p> <ul style="list-style-type: none"> <li>• Where was Sam Davis born?</li> <li>• Which army did Davis join during the Civil War?</li> <li>• What role did Davis play in the army?</li> <li>• Why was Davis honored with a statue near the Tennessee Capitol?</li> </ul> <p><b>Ida B. Wells</b></p> <ul style="list-style-type: none"> <li>• What was Ida B. Wells when she was born?</li> <li>• What happened to Wells after the Civil War?</li> <li>• What did Wells work hard to become?</li> <li>• Where did she live in Tennessee?</li> <li>• Why did Ida B. Wells write speeches and newspaper articles?</li> </ul> | <p><b>W. C. Handy</b></p> <ul style="list-style-type: none"> <li>• What was W.C. Handy called?</li> <li>• Where did Handy move in 1909?</li> <li>• What did Handy love to do?</li> <li>• What was one of W. C. Handy's most famous songs?</li> </ul> <p><b>Morris Frank</b></p> <ul style="list-style-type: none"> <li>• Where was Morris Frank born?</li> <li>• What happened to Morris Frank by the time he was sixteen?</li> <li>• What was the role of Frank's dog Buddy?</li> <li>• What did Morris do to help others in the United States?</li> </ul> <p><b>Cornelia Fort</b></p> <ul style="list-style-type: none"> <li>• Where was Cornelia Fort born?</li> <li>• What did Fort do to become a pilot?</li> <li>• What did Fort do in 1941?</li> <li>• How did Fort help her country during World War II?</li> </ul> |
| <b>Suggest Protocols and Resources</b>                             | Turn and Talk: Pg. 38  | Write, Pair, Share: Pg. 35  | Gallery Walk: Pg. 14  |
| <b>Extension Activities</b>  | <ol style="list-style-type: none"> <li>1) Students will create a timeline and label/chart the different people and events of Tennessee in chronological order.</li> <li>2) Students will write a letter to their peers to describe the contribution made by one influential Tennessean highlighted this week. Students should use evidence from the text to support their writing.</li> </ol>  |   |   |
| <b>Assessment</b>  | Students will use the week's texts to complete the prompt: How did different Tennesseans affect history?   |   |   |
| <b>Standards</b>   | <p>2.5 Create audio recordings, adding drawings or other visual displays, to explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry.</p> <p>2.17 Locate major cities, bodies of water, mountain ranges and rivers in the United States</p> <p>2.32 Participate in shared research using biographies to interpret the significance of contributions made by people of the United States, recounting or describing key ideas and details from the texts. Teachers may choose any biographies.</p> <p>2.35 Select major events from texts to place sequentially on a timeline to show the sequence and main ideas of events in history.</p> |   |   |

| Week 9: Families and Trade   |  |  |   |
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| <b>Essential Question(s)</b>                                       | How does a lack of resources affect people around the world?   |  |   |
| <b>Texts</b>   | <b>Required Texts:</b> Life in the United States-Studies Weekly  |  |   |
| <b>Vocabulary</b>  | trade, choice, food bank, scarcity   |  |   |
| <b>Teacher Guided Text Specific &amp; Text Dependent Questions</b> | <p><b>Families and Trade</b></p> <ul style="list-style-type: none"> <li>• How does trade help families?</li> <li>• Where do people trade?</li> <li>• What do people exchange in trades?</li> </ul> <p><b>Families and Trade, Part II</b></p> <ul style="list-style-type: none"> <li>• How do some families in Nicaragua get the vegetables they need?</li> <li>• What do families do with their extra vegetables?</li> <li>• What do some people do with the money they earn?</li> </ul>   | <p><b>Scarcity/ How to Spend Money</b></p> <ul style="list-style-type: none"> <li>• What is scarcity?</li> <li>• What needs do millions of people around the world lack?</li> <li>• Why do people have to make difficult choices with the money they spend?</li> </ul> | <p><b>People Depend on Each Other</b></p> <ul style="list-style-type: none"> <li>• Why do people depend on each other?</li> <li>• Where do many important medicines come from?</li> </ul> <p><b>Food Banks</b></p> <ul style="list-style-type: none"> <li>• What are many people in the United States doing?</li> <li>• What are food banks?</li> </ul> |
| <b>Suggested Protocols and Resources</b>                           | Write, Pair, Share: Pg. 35   | Turn and Talk: Pg. 38  | Back to Back, Face to Face: Pg. 5   |
| <b>Extension Activities</b>  | 1) After reading this week’s selection on scarcity and completing a quick <a href="#">Scarcity Search</a> , students will write to explain scarcity and how it affects people.<br>2) Students will create flyers to persuade people to donate non-perishable foods to their class or local food bank.  |  |   |
| <b>Assessment</b>  | Students will use the week’s texts to complete the prompt: How does a lack of resources affect people around the world?  |  |   |
| <b>Standards</b>   | 2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.<br>2.9 Create a graphic organizer or concept map that describes how supply and demand influences production.<br>2.10 Participate in a shared research and writing project exploring how products are imported and exported to meet the needs of the people in the United States.<br>2.11 Write an opinion piece (supplying reasons that support the opinion, using linking words to connect opinion and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service.<br>2.12 Describe the purpose of a budget and create a simple budget using money to buy goods and services. |  |   |