

0Second Grade-Life in the United States: Quarter 2 Curriculum Map Scope and Sequence

Topic	Week	Weekly Focus	Standards
American Indians	North American Indian Nations	Students will learn that American Indians were the first inhabitants of North America. They will learn about American Indian culture	2.1, 2.40
Geography and Culture	The Pilgrims Come to America	Students will learn about the Mayflower Compact and the hardships the Pilgrims suffered in America, including disease and scarcity. They will also learn how American Indians helped the Pilgrims survive.	2.1, 2.28, 2.36
Geography and Culture	Changes in Communities	Students will explore ways the daily life of early colonists changed over time and how communities eventually became the cities and towns we live in today.	2.1, 2.9
Geography and Culture	Changes for American Indians	Students will learn about the impact of explorers and settlers on American Indians and how changes occurred as communities grew.	2.1, 2.3, 2.22, 2.36, 2.40
Geography and Culture	Maps and Globes	Students will learn the purposes of and the differences between maps and globes. They will locate various places (e.g., North and South Poles) on a globe.	2.13, 2.14, 2.15, 2.17, 2.18, 2.40
Geography and Culture	Using Maps	Students will learn about types of maps. They will identify various locations in North America on a map.	2.13, 2.16, 2.40
Geography and Culture	Earth	Students will learn to identify the continents, oceans, equator, prime meridian, and North and South Poles. They will also learn about using good judgment to be a responsible citizen.	2.1, 2.14, 2.18, 2.29
History and Civics	Presidents and Patriots	Students will learn about people who have made important contributions to our country's history. They will also learn about individuals, events, and documents that represent the U.S.	2.32, 2.36,
Civics	Symbols (IDM)	Inquiry Design Model: Students will explore what various American symbols represent, how we use the symbols, and what we, as US citizens, value.	2.21, 2.22

Second Grade-Life in the United States: Quarter 2 Curriculum Map Scope and Sequence

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.

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 and log-on via Clever using their SCS (email) username and password. *(Preferred for easy student uploading)*
2. Go to 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:

Studies Weekly Resources (Found Under the General Resources Tab)	Expeditionary Learning: Protocols and Resources
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

Week 1: North American Indian Nations		
Essential Question(s)	How were the lifestyles of various North American Indian tribes different?	
Texts	Texts: Life in the United States-Studies Weekly	
Vocabulary	Totem, chickee, powwow, The Three Sisters, tradition	
Teacher Guided Text Specific & Text Dependent Questions	<p>North American Indian Nations</p> <ul style="list-style-type: none"> • Who were the first people to live in North America? • About how many American Indian nations are in North America today? • What is one way American Indians pass on their traditions? • What is a powwow? 	<p>Cheyenne</p> <ul style="list-style-type: none"> • Where do the Cheyenne live? • What was the predominate food for the Cheyenne Indians? • How did they get the food? • What were other ways the Cheyenne Indians used the animal they most often used for food? <p>Iroquois</p> <ul style="list-style-type: none"> • Where do the Iroquois live? • What crops did the Iroquois harvest? • What were these crops called?
		<p>Hopi</p> <ul style="list-style-type: none"> • Where do the Hopi live? • What were the beliefs of the Hopi? • How do you think their beliefs affect their way of life? <p>Seminole</p> <ul style="list-style-type: none"> • How long have the Seminole lived in Florida? • What are chickees? • Describe a chickee. <p>Tlingit</p> <ul style="list-style-type: none"> • Where do the Tlingit live? • What did the Tlingit often carve? • What is a totem?
Suggested Protocols and Resources	Final Word: Pg. 12	Write, Pair, Share: Pg. 35
Suggested Activities	<p>1) Students will choose two American Indian tribes to compare and contrast in writing. Students may use a Venn diagram to serve a prewriting strategy.</p> <p>2) Some people say that Christopher Columbus discovered America. Is this true? Students will use evidence from the week’s text to support their response.</p>	
Assessment	Students will use the week’s texts to complete the prompt: Students will write a letter to a friend to describe the different lifestyles of different American Indian Tribes.	
Standards	<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>2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.</p>	

Week 2: The Pilgrims Come to America			
Essential Question(s)	Why is it important for all cultures to respect each other?		
Texts	Texts: Life in the United States-Studies Weekly		
Vocabulary	compact, coif, survive, Plymouth:		
Teacher Guided Text Specific & Text Dependent Questions	<p>The Pilgrims Come to America & The Mayflower Compact</p> <ul style="list-style-type: none"> • How did the Pilgrims get to their new land? • How many years ago did the first Pilgrims land in America? • Why is the Mayflower Compact important? • Why did the Pilgrims need the Mayflower Compact? 	<p>The First Winter</p> <ul style="list-style-type: none"> • Why was the Pilgrim’s first winter in America so hard? <p>Surviving Winter</p> <ul style="list-style-type: none"> • How did the Pilgrims survive their first winter in America? 	<p>Springtime</p> <ul style="list-style-type: none"> • Why are the Wampanoag Indians important to American history? <p>Education & Children’s Clothing</p> <ul style="list-style-type: none"> • How did Pilgrim children learn reading and math? • Describe how Pilgrim children dressed? • Why do you think they needed to dress this way?
Suggested Protocols and Resources	Turn and Talk: Pg. 38	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5
Extension Activities	<ol style="list-style-type: none"> 1) Students will use a Venn diagram to compare and contrast their daily lives to the lives of Pilgrim children. 2) Discuss how the Pilgrims and American Indians used their land (i.e. housing, growing crops, etc.) 3) Students will locate Virginia and Massachusetts on a U.S. map. They will calculate the distance between the two states. 4) Students will locate the region where the Wampanoag tribe lived. 		
Assessment	Students will use the week’s texts to complete the prompt: If you had been a Pilgrim how would you have contributed to your community and family?		
Standards	<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>2.28 Explain how individuals living in societies went from developing rules for small groups (as in early colonial times) to developing rules for larger groups, including states and nations.</p> <p>2.36 Explain the connection between a series of events in United States history. Teachers may choose any events. Some suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.</p>		

Week 3: Changes in Communities			
Essential Question(s)	How do we protect our resources? Why is it important to protect our resources?		
Texts	Texts: Life in the United States-Studies Weekly		
Vocabulary	Public, population, endangered, consequences, habitat, natural resources		
Teacher Guided Text Specific & Text Dependent Questions	Changes in America Life in the Colonies <ul style="list-style-type: none"> • How many original colonies were there? • How did the colonists change the land on which they settled? 	Population; Buildings; Consequences <ul style="list-style-type: none"> • How did the growing population change the land? 	Protecting Resources; What Can We Do? Water; Electricity <ul style="list-style-type: none"> • Why is it important to save natural resources? • How can we help save Earth's natural resources? Endangered Animals <ul style="list-style-type: none"> • Why is the bald eagle important to the United States?
Suggest Protocols and Resources	Turn and Talk: Pg. 38	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5
Extension Activities	1) Students will discuss how the earth has changed over time. 2) Students will discuss the meaning of natural resources and how these natural resources are affected by change/population. 3) Students will discuss the ways people can conserve natural resources.		
Assessment	Students will use the week's texts to complete the prompt: How do communities of today differ from communities of long ago.		
Standards	2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts. 2.9 Create a graphic organizer or concept map that describes how supply and demand influences production.		

Week 4: Changes for American Indians			
Essential Question(s)	How did life for the American Indian change during this time? Why did immigrants choose to come to the United States?		
Texts	Texts: Life in the United States-Studies Weekly		
Vocabulary	Immigrant, germs, disease, symbol		
Teacher Guided Text Specific & Text Dependent Questions	<p>Changes for American Indians</p> <ul style="list-style-type: none"> • Why do we need to know that the American Indians lived in America first? • What continent did other people travel from to colonize America? 	<p>Immigrants</p> <ul style="list-style-type: none"> •What is an immigrant? •Why is the year 1620 important to US history? <p>Different Ways of Living; Things Change for the American Indians</p> <ul style="list-style-type: none"> • How did life change for the American Indian when more people started to come to America? 	<p>Immigrants Still Come to America</p> <ul style="list-style-type: none"> • Why do immigrants continue to come to America? <p>Ellis Island; The Statue of Liberty</p> <ul style="list-style-type: none"> • Why is the Statue of Liberty such an important symbol for immigrants in the United States? <p>Why is Ellis Island important to American history?</p>
Suggested Protocols and Resources	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35	Final Word: Pg. 12
Extension Activities	<ol style="list-style-type: none"> 1) Students will discuss why immigrants choose to come to America. 2) Students will discuss what the immigrants did when they arrived at Ellis Island. 3) Students will discuss the importance of the Statue of Liberty and what it means to immigrants. 4) Students will discuss where immigrants lived before coming to America and what route they took to get to America. 		
Assessment	Students will use the week's texts to complete the prompt: What were many immigrants' expectations of life in America?		
Standards	<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>2.36 Explain the connection between a series of events in United States history. Teachers may choose any events. Some suggestions are as follows: Jamestown, Plymouth, Westward Expansion, Trail of Tears, Industrial Revolution, Ellis Island, Suffrage Movement, Great Depression, Dust Bowl, the Civil Rights Movement, and wars involving the United States.</p> <p>2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.</p>		

Week 5: Maps and Globes			
Essential Question(s)	What can we learn from maps and globes?		
Texts	Texts: Life in the United States-Studies Weekly		
Vocabulary	globe, sphere, continent, capital		
Teacher Guided Text Specific & Text Dependent Questions	<p>Maps and Globes</p> <ul style="list-style-type: none"> • What is a sphere? <p>Globes</p> <ul style="list-style-type: none"> • What countries make up North America? • How are maps and globes the same 	<p>Continents and Oceans</p> <ul style="list-style-type: none"> • What are the 7 continents on Earth? • What are the five oceans on Earth? 	<p>Maps are Flat</p> <ul style="list-style-type: none"> • What do maps show us? • How do you use a map? <p>Find it on a Map</p> <ul style="list-style-type: none"> • Where is the United States Capital located? • Where is the capital of Tennessee located?
Suggested Protocols and Resources	Turn and Talk: Pg. 38	Write, Pair, Share: Pg. 35	Back to Back, Face to Face: Pg. 5
Suggested Activities	1) Students will write the names of various states, countries, continents, and islands on pieces of paper. Fold the papers and place them in a container. Teachers will have the students pick a piece of paper from the container and find that place on a map or globe. This game can be played throughout the week to strengthen students map skills and help them to learn their city and state in addition to Washington, DC.		
Assessment	Students will use the week’s texts to complete the prompt: Explain the differences between a map and a globe.		
Standards	<p>2.13 Compare how maps and globes depict geographical information in different ways.</p> <p>2.14 Construct a globe depicting the four hemispheres, seven continents, and five oceans using the equator and prime meridian.</p> <p>2.15 Create a map depicting the current boundaries of the United States, Canada, and Mexico and recognize they are part of the North American continent.</p> <p>2.16 Utilize legends, cardinal directions, and grids to determine locations on different types of maps.</p> <p>2.17 Locate major cities, bodies of water, mountain ranges and rivers in the United States</p> <ul style="list-style-type: none"> • Cities: Chattanooga, Knoxville, Los Angeles, Memphis, Miami, Nashville, New Orleans, New York City, Seattle, St. Louis, Washington D.C. • Bodies of Water: Great Lakes, Gulf of Mexico, Atlantic and Pacific Oceans • Rivers: Colorado, Cumberland, Mississippi, Tennessee and Ohio • Mountain Ranges: Alaska Range, Appalachian, Rockies <p>2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.</p> <p>2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.</p>		

Week 6: Using Maps			
Essential Question(s)	What do maps tell us about the Earth and the people of the Earth?		
Texts	Texts: Life in the United States-Studies Weekly		
Vocabulary	maps, coordinates, map symbols, map key, legend, relative location, cardinal directions, distance		
Teacher Guided Text Specific & Text Dependent Questions	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Maps; Parts of a Map</p> <ul style="list-style-type: none"> • What do maps show us? <p>Map Symbols</p> <ul style="list-style-type: none"> • Explain each part of a map. Include map key/legend and coordinates. • What is the map symbol for a capital city? <p>Relative Location; Distance and Scale</p> <ul style="list-style-type: none"> • How do we use map symbols? • What is a relative location? • How do you use distance and scale when using a map? <p>Cardinal and Intermediate Directions; Types of Maps</p> <ul style="list-style-type: none"> • What are the cardinal directions? • Compare physical and theme maps. </td> <td style="width: 50%; vertical-align: top;"> <p>Compass Rose (Pp. 3-4)</p> <ul style="list-style-type: none"> • What is a compass rose? • If you walked North, then made a left turn, what would be your new direction? • If you were walking in the Northwest direction, then turned to walk the opposite way, what would be your new direction? <p>Cardinal Directions (Pg. 10)</p> <ul style="list-style-type: none"> • What ocean is to the west of Mexico? • Mexico is in what direction of the United States of America? • What country is north of the United States of America? • What ocean is west of the United States of America? • Mexico is in what direction of Canada? • What is the body of water south of the United States of America? </td> </tr> </table>	<p>Maps; Parts of a Map</p> <ul style="list-style-type: none"> • What do maps show us? <p>Map Symbols</p> <ul style="list-style-type: none"> • Explain each part of a map. Include map key/legend and coordinates. • What is the map symbol for a capital city? <p>Relative Location; Distance and Scale</p> <ul style="list-style-type: none"> • How do we use map symbols? • What is a relative location? • How do you use distance and scale when using a map? <p>Cardinal and Intermediate Directions; Types of Maps</p> <ul style="list-style-type: none"> • What are the cardinal directions? • Compare physical and theme maps. 	<p>Compass Rose (Pp. 3-4)</p> <ul style="list-style-type: none"> • What is a compass rose? • If you walked North, then made a left turn, what would be your new direction? • If you were walking in the Northwest direction, then turned to walk the opposite way, what would be your new direction? <p>Cardinal Directions (Pg. 10)</p> <ul style="list-style-type: none"> • What ocean is to the west of Mexico? • Mexico is in what direction of the United States of America? • What country is north of the United States of America? • What ocean is west of the United States of America? • Mexico is in what direction of Canada? • What is the body of water south of the United States of America?
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Suggested Activities	<ul style="list-style-type: none"> • Students will use relational words to describe their community. • Students will use a blank map and locate/identify/label the United States (Including Alaska and Hawaii), Canada, and Mexico. Students will then highlight and label the different country borders. Students will also use the space below the map to describe the location of the different the countries and oceans on the map (Canada borders....., Mexico is below....., The Pacific Ocean is west of....) 		
Assessment	Students will write to explain: Students will write to describe the location and physical features of the United States using cardinal directions, regions, the oceans and different physical features in their description. Students will use the facts they read about throughout the week to aid in their writing.		
Standards	<p>2.13 Compare how maps and globes depict geographical information in different ways.</p> <p>2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys.</p> <p>2.17 Locate major cities, bodies of water, mountain ranges and rivers in the United States</p> <ul style="list-style-type: none"> • Cities: Chattanooga, Knoxville, Los Angeles, Memphis, Miami, Nashville, New Orleans, New York City, Seattle, St. Louis, Washington D.C. • Bodies of Water: Great Lakes, Gulf of Mexico, Atlantic and Pacific Oceans • Rivers: Colorado, Cumberland, Mississippi, Tennessee and Ohio • Mountain Ranges: Alaska Range, Appalachian, Rockies 		

	2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.
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Week 7: Earth			
Essential Question(s)	How do climate, location, and physical surroundings affect the way people live?		
Texts	Texts: Life in the United States-Studies Weekly		
Vocabulary	good judgment, community, climate, landform		
Teacher Guided Text Specific & Text Dependent Questions	<p>Rain Forests</p> <ul style="list-style-type: none"> • What are the uses for plants found in the Rain Forest? <p>Where on Earth? Different Places, Different Communities</p> <ul style="list-style-type: none"> • What is a community? • What is climate? • What are landforms? • Name 4 landforms. • How are communities around the world similar? 	<p>Mountains, Deserts,</p> <ul style="list-style-type: none"> • What animals do people who live in the mountains raise? • How does the temperature change in the mountains? • How do people in the desert get water? <p>Using Good Judgment, Different Climates</p> <ul style="list-style-type: none"> • Give an example of using good judgment? • Why do different places have different climates? 	<p>Equator and Prime Meridian, North and South Poles, Map Review</p> <ul style="list-style-type: none"> • Where can you find the equator on a globe? • Where can you find the prime meridian on a globe? • How are the North and South Pole alike? How are they different?
Suggested protocols and Resources	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35	Final Word: Pg. 12
Extension Activities	<ol style="list-style-type: none"> 1) Students will make the choice to write about a day in the desert, mountains, ocean, or plains. Students will answer how they would feel if they lived in one of the environments. 2) Students will label the continents and oceans, the prime meridian, and the equator. 3) Students will use the previous map to color each continent a different color. Students will color areas close to the equator in red and areas further away from the equator in blue. World Map Attachment 		
Assessment	Students will use the week’s texts to complete the prompt: Tell about a time when you used good judgment this week with a friend or family member.		
Standards	2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts. 2.14 Construct a globe depicting the four hemispheres, seven continents, and five oceans using the equator and prime meridian. 2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys. 2.29 Identify the rights and responsibilities of citizens of the United States.		

Week 8: Presidents and Patriots				
Essential Question(s)	How have some American figures of the past displayed patriotism?			
Texts	Texts: Life in the United States-Studies Weekly			
Vocabulary	President, patriot, citizen, plantations, Underground Railroad, inspire			
Teacher Guided Text Specific & Text Dependent Questions	<p>Slavery</p> <ul style="list-style-type: none"> • What is a slave? • How long did slavery exist in America? • Where did slaves come from? • What form of transportation was used to bring slaves to America? • Describe the journey for slaves from their homeland to America. • Describe the treatment of slaves. • When were slaves declared free? <p>Harriet Tubman</p> <ul style="list-style-type: none"> • Why is Harriet Tubman an important figure in American history? • Where did enslaved people wish to escape? • How and why did Harriet Tubman repeatedly risk her life and freedom? 	<p>Frederick Douglass</p> <ul style="list-style-type: none"> • Why is Frederick Douglass an important figure in American history? • Why Did Frederick Douglass write the North Star? <p>President of the United States</p> <ul style="list-style-type: none"> • What are some requirements of a person who would like to be President of the United States? • Who is the current President of the United States? • Do you think there should be more requirements to be President of the United States? If so, what are those requirements. 	<p>Thomas Jefferson</p> <ul style="list-style-type: none"> • Why is Thomas Jefferson an important figure in American history? • Why is the Fourth of July an important date to Americans? • What was the purpose of the Declaration of Independence? <p>James Madison</p> <ul style="list-style-type: none"> • Why is James Madison an important figure in American history? • What was the purpose off the Constitution? • Why do you think James Madison believed people had rights and responsibilities? Give examples of rights and responsibilities. 	<p>Abraham Lincoln</p> <ul style="list-style-type: none"> • Why is Abraham Lincoln an important figure in American history? • What significant event in history occurred while Lincoln was in office? • What people were at war during the American Civil War? <p>Ulysses S. Grant</p> <ul style="list-style-type: none"> • Why is Ulysses S. Grant an important figure in American history? • How did Grant demonstrate his ability to be a great leader?
Suggested Protocols and Resources	Back to Back, Face to Face: Pg. 5	Talk and Turn: Pg. 38	Write, Pair, Share: Pg. 35	Final Word: Pg. 12
Extension Activities	1) Students will analyze a Free State and Slave State Map. 2) Students will write facts about an important American Figure discuss throughout the week. Fellow classmates will predict the American figure being described.			
Assessment	Students will use the week’s texts to complete the prompt: Why would someone consider the American figures discussed this week to be patriots?			
Standards	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. Some suggestions are as follows: (Abraham Lincoln, Fredrick Douglass, Harriet Tubman) 2.36 Explain the connection between a series of events in United States history. Teachers may choose any events. (Wars involving the United			

States)

Week 9: Inquiry Design Model (C3/ IDM)

Compelling Question	What Symbol Best Represents the United States?
Overview	This second-grade inquiry leads students through an investigation of symbols and representation. By investigating the compelling question “What symbol best represents the United States?” students explore what each American symbol represents, how we use these symbols, and what we, as US citizens, value. At heart, a symbol is a word, object, or action that represents something else; in this inquiry, each symbol represents a set of ideas that Americans recognize and value. The study of symbols, citizenship, and community provides the foundation for students to think critically about values that people hold dear and how those values may be expressed.
Resources	Symbols IDM
Standards	2.21 Recite and analyze the lyrics of “The Star Spangled Banner” to determine the meaning of the song and its origins in the War of 1812. 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.