

Interdisciplinary Unit
Second Grade Unit 2 (S2)

Concept: Interactions

Significant Question: How do groups of people in an organized group interact with one another and their space?

Deepening Questions:

How do communities develop and sustain themselves?

How are communities in different places and times similar and different?

How do people in a community interact to get the goods and services they need and want?

What natural resources do people use and how do they use them?

What are some reasons people choose to live in a place?

Hook: Native American Art

Edwin S. Curtis and George Catlin

Experience the land of the Native Americans. Have students close their eyes and “turn on” their imaginations. Tell them to imagine traveling back to the nineteenth century as if they were artists studying the Native Americans. Ask questions like: What do you see? What types of people are there; plants, animals, landscapes? Have students write a few sentences about their imagined picture, as well as sketch a picture. If time permits, turn the sketched image into a landscape image: add significant aspects, like characters, a setting, and any meaningful details. Use listed artworks as inspiration for students

Display several of the artworks by each artist. Explain how Curtis photographed his subjects while Catlin painted the Native Americans. Use a Venn diagram to compare and contrast two of the pieces of art. Invite students to brainstorm what they may be able to learn about Native Americans from the paintings.

SECTION 1: Interactions between Groups of People

Deepening Questions: How do communities develop and sustain themselves?

HMH Social Studies (People We Know) Unit 4

- What is a Community
 - Community Web: Brainstorm ideas that students have about community
 - Video on Communities:
<http://schoolmediainteractive.com/view/object/video/CDFE7C029C4B81224D78F406576D5440>
 - Urban, Suburban, Rural
 - Read *The Little House* by Virginia Burton
 - Create a Flap Book: <http://www.thepolkadottedteacher.com/2011/11/pinnacle-unit-communities-of-today-and.html>
 - Country Mouse and City Mouse:
<http://www.storyit.com/Classics/Stories/citycountrymouse.htm>
Town Mouse, Country Mouse by Jan Brett
 - Venn Diagram of two of the types of communities
- What makes up a community?
 - People in a Community
 - Treasures Unit 4, Week 2 *Officer Buckle and Gloria*
 - Treasures Unit 4, Week 3 *A Trip to the Emergency Room*
 - “Who are the people in your neighborhood?”
<http://learningtogive.org/lessons/unit60/lesson3.html>

- Create a class book about the members of a neighborhood, their role and responsibilities
 - HMH Journeys Lesson 19 *The Signmaker's Assistant* by Tedd Arnold (why rules-signs- are important in a community? and why communities need to be organized?)
 - Make signs that would be helpful to your local community
 - Local Governments (mayor, town council, alderman, etc.)
 - Larry the Lion is Loose activity:
<http://s343660525.onlinehome.us/pdf/1.3.1%20ELM%20Larry%20the%20Lion%20is%20Loose%20simulation.pdf>
 - Community Mural
- Review our Local Community
 - Create a web showing their understanding of the local community
 - Map of the local community
- Native American Community (tribe)
 - Components of their Community
 - People
 - Read *The Legend of the Indian Paintbrush* by Tomie dePaola and complete a character trait web.
 - Students will independently read *Navajo Ways* (http://teacher.scholastic.com/commclub/navajo_activity1/)
 - Language
 - Symbolic language
 - Decorate your teepee: Make a teepee and then use traditional native American symbols to “name” your home. (attachment)
 - Storytelling
 - Story Stones: <http://www.kiwicrate.com/projects/Native-American-Storytelling-Stones/272>
 - Tradition
 - Make a rain stick: <http://www.brighthubeducation.com/lesson-plans-grades-3-5/124078-from-rainsticks-to-drums-exploring-native-american-music/>
 - Native American folktales:
 HMH Journeys Lesson 9 *How the Chipmunk Got His Stripes*
 - Working Together
- Colonies and Settlers
 - Compare their two communities. Then compare with our current community.
 - First Thanksgiving
 - <http://www.scholastic.com/teachers/lesson-plan/giving-thanks-1621-harvest-feast-lesson-plan>
 - Thanksgiving Now and Then
 - Read *If You were at the First Thanksgiving* by Anne Kamma. Play the online game: <http://www.quia.com/rr/393908.html>

SECTION 2: Interactions in the Economy

Deepening Question: How do people in a community interact to get the goods and services they need and want?

- Establishing a marketplace (connect to Native Americans and early settlers)
 - Close Reading on Bartering: <http://www.ashland.k12.ky.us/userfiles/166/Classes/7359/bartering%20worksheet.pdf>
 - Exchange for Elders (Wamponag Tribe and Pilgrims) First Thanksgiving <http://www.scholastic.com/teachers/lesson-plan/colonial-customs>
 - Bartering with (Pop)corn!
<http://www.murray.k12.ia.us/web-content/Elementary/Miller/happening.html>

HMH Social Studies People We Know

- How to people get Goods
 - Modern Day Places of Commerce
 - Read *Supermarket* by Kathleen Krull and have students describe what a supermarket is as if they were explaining it to a Pilgrim or Native American in 1620.
- Barter and Trade (Lesson 5)
 - Barter Bags (<http://www.learnnc.org/lp/pages/3589>)
 - A Pet for Beans (Jack and the Beanstalk)
<http://www.econedlink.org/lessons/index.php?lid=289&type=educator>
- Producers/Consumers
 - Review goods and services
 - Video: <https://www.youtube.com/watch?v=fxfbvQsCeTE>
 - (Lesson 1) Create definitions (anchor charts) for consumers and producers
 - Second Grade Market Place (<http://teachittoday.blogspot.com/2012/11/the-best-social-studies-project-ever.html>)
- Work and Income (<http://learningtogive.org/lessons/unit390/lesson2.html>)
 - How do people earn money?
 - Ask students about common jobs (postal worker, bus driver) and ways they earn income.
 - Brainstorm a list of jobs then ask how that job earns income.
 - <http://www.econedlink.org/lessons/index.php?lid=465&type=educator>
- Spending Money
 - Making Economic Choices
 - Read *A Chair for My Mother* and discuss how his mother earns money, how he saved for the chair, etc.
 - My Income and My Choices: <http://www.learningtogive.com/lessons/unit390/lesson5.html>
 - Create a class world in which students earn money for jobs and then have to pay for goods/services. Ask them about making choices using their income
- From Factory to You (Lesson 3)
 - (will be covered in section 4 also)

SECTION 3: Interaction of Living Things (including people) and the Environment

Deepening Question: What natural resources do people use and how do they use they?

From MMH A *Closer Look* Science Textbook: Unit C *Our Earth*

- Land and Water
 - Different Landforms on Earth
 - Mountain, Valley, Plains
 - Create a flapbook of each kind of landform.
 - Maps/Globes of the Earth
 - Earth's Layers
 - Crust, Core, Mantel
 - Use playdough and have students create a model of the Earth and its layers.
 - Layers of the Earth diagram (Attachment)
 - Earth's Sources of Water
 - Fresh water vs. salt water (oceans, lakes, rivers, streams)
 - Have students create a visual where they sort the sources of water on Earth and classify them as fresh water or salt water. This can start to be expanded by having students identify animals that live in each water source
 - Land and Water Review: cut and paste (attachment)
 - How people use water

- Make a brainstorm list of all the daily ways students in the class use water and then create a tally graph of how many people use each way.
 - Look through magazines and create a collage of all the ways people use water. Ask students to pick a few surprising ways to share with the class.
- Changes on the Earth
 - Slow Changes (weathering and erosion)
 - Information Sheet (Close Reading) (Attachment)
 - Water bottle freeze (demonstrate on glaciers change the earth)
 - Skittle Erosion observation (<http://www.ashleigh-educationjourney.com/2014/01/science-pictures-and-multiplication.html?showComment=1390170836482#c2319763107720951484>)
 - Quick Changes (earthquake, volcano, flood)
 - Studyjam video on Earthquakes
 - Volcano diagram (Attachment)
- Rocks & Minerals
 - Sorting Rocks (making observations and classifying)
 - Rock Research (Attachment)
 - Other rock ideas: <http://www.teachjunkie.com/filing-cabinet/rocks-for-kids-15-fun-activities/>
 - Rock and Mineral Investigation Stations (examples here: <http://simply-second-grade.blogspot.com/2013/02/rocks-minerals-unit.html>)
- Soil
 - Different Types of Soil (clay soil, topsoil, sandy soil)
 - What's in soil? (activity on page 195)
 - Investigate each type of soil
 - What holds water? Have students use their investigation about soil to make a prediction about what kind of soil is best in growing plants. Use the scientific method and test each kind of soil for water capacity.
 - Additional soil activities: <http://www.lifelab.org/wp-content/uploads/2010/02/2ndGradeSoilStories2012.pdf>
- Using Earth's Resources
 - Treasures Unit 6, Week 5 *Pushing Up the Sky*
 - In groups, students will brainstorm a list of the ways we use Earth's resources and create a web.
 - Make a chart of the ways we use Earth's resources (page 201.)
- STEM challenge
 - Create an ant farm/worm compost bin. Have students use information gained in previous activities to make conclusion about what their ant farm/worm compost bin should contain.

SECTION 4: USING OUR RESOURCES

Deepening Questions: What are some reasons people choose to live in a place?

(HMH Social Studies People We Know Unit 3)

Hook Activity: The Tortilla Factory by Gary Paulsen: What is the sequence from growing the corn to making the tortilla? What factors/people were involved in the tortillas production? What other goods are produced in similar fashion? How has the production of tortillas changed over time?

- Land and Water Resources (Lesson 1)-Connect to previous science investigation
 - (What are the natural resources from the land?)
 - Caring for Our Resources
- People Settle (Lesson 2)

- (How natural resources dictate how people settle)
 - Our state settlement pattern
 - Look at state map and notice where big cities are located, outlying areas and farm areas. Have students draw conclusions about why people may have settled in those areas.
 - Layout a “new” state/local community. Give students a made up map and ask them to draw where people would settle. Ask them to give arguments for each choice.
- Types of Communities
 - Rural, Urban, Suburban (review from section 1)
- Changing Our Environment (Lesson 3)
 - Farming Long Ago, Today/Future
 - Treasures Unit 1, Week 3 *Family Farm Then and Now*
 - (TPT resource \$4.00: <http://www.teacherspayteachers.com/Product/A-Treasure-Of-A-Unit-For-2nd-Grade-Family-Farm-Then-And-Now-Common-Core-337036>)
 - Print pictures of farms from different eras. Invite students to make observations
 - Venn Diagram about farms then and now
 - Design a farm of the future.
- Connecting Communities (Lesson 4)
 - Advancements made in transportation, communication
 - HMH Journeys Lesson 14 *Hellen Keller* and *Talking Tools*
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