Interdisciplinary Unit

Second Grade Unit 6

Concept: Perspective

Essential Question:

Why is it important to look at things from different perspectives?

How does one’s perspective influence his/her understanding?

Deepening Question:

How do maps help people find and learn about different locations?

What is it like where other people live?

How do other cultures (both in the US and the World) compare to my community?

What happens when people with different beliefs live in the same community?

What common characteristics do cultures across the world share?

What do different shapes look like at different perspectives?

How do we use fractions to show parts of a whole?

Suggested Trade Book Resources:

Norman Rockwell: Storyteller With A Brush by Beverly Gherman (Lexile: 950)

Flat Stanley: His Original Adventure! By Jeff Brown (Lexile: 580, GR: O)

Follow That Map!: A First Book of Mapping Skills by Scot Ritchie (Lexile: 590)

Maps and Globes (Reading Rainbow Book) by Jack Knowlton (Lexile: 880)

The Have a Good Day Cafe by Frances Park (Lexile: 720, GR: N)

The Favorite Daughter by Allen Say (Lexile: 300, GR: M)

Cinderella (Charles Perrault, Loek Koopmans, and Anthea Bell)

Mufaro’s Beautiful Daughters by John Steptoe (Lexile: 720, GR: N)

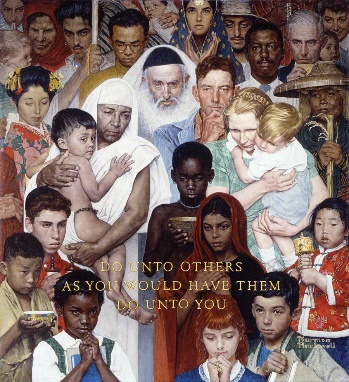
Yeh-Shen: A Cinderella Story from China by Al-Ling Louie and Ed Young (Lexile: 840, GR: P)

The Rough Faced Girld by Rafe Martin (Lexile: 540, GR: S)

Zachary Zormer: Shape Transformer by Joanne Anderson Reisberg (Lexile: 590)

Picture Pie by Ed Emberley

Jump, Kangaroo, Jump! (MathStart 3) by Stuart J. Murphy (Lexile: 380, GR: J)



Hook:

Norman Rockwell’s *Golden Rule*

How the people shown the illustration the same and different?

Read: Norman Rockwell: Storyteller With A Brush by Beverly Gherman

What story is Rockwell trying to tell in his painting *The Golden Rule*?

**Section 1: Geography**

Deepening Question:

How do maps help people find and learn about different locations?

* + - Map Skills Unit (TPT $9): <https://www.teacherspayteachers.com/Product/Map-Skills-Location-Social-Studies-Unit-954323>
* Flat Stanley Project
  + - Flat Stanley unit (TPT $3): <https://www.teacherspayteachers.com/Product/Flat-Stanley-Project-Guide-156926>
    - Ideas here: http://www.flatstanleybooks.com/
  + Narrative letter writing
  + Writing a postcard
  + Create a classroom map (after receiving back Flat Stanleys)
* PERFORMANCE TASK: Narrative-The Journey of my Flat Stanley. Students will write a narrative story detailing all of the events of their flat Stanley (as reported through the project.)
* Maps and Locations
  + Land/water
* Relative/Absolute Location
  + - Absolute and relative location notebook page (attachment)
* Cardinal Directions (north, south, east, west)
* Mystery Map (attachment)
* Reading a Map (attachment)
* Use a Map Grid
  + Letter/Number grids
    - Finding friends on map (attachment)
    - Make a map grid (attachment)
* North America
  + - US map grid (attachment)
* Landforms (review from unit 2)
  + Reading a landform map
* Equator, Poles, Hemispheres
* 7 Continents and Oceans
  + - Continents and oceans coloring map (attachment)
  + Continents
    - Seven continents: <http://kidworldcitizen.org/2014/07/01/continents-world-map-activity-kids/>
* Creating a Map
  + - Finding places with a Map close reading passage (attachment)

**Section 2: People in our World**

Deepening Questions:

What is it like where other people live?

How do other cultures (both in the US and the World) compare to my community?

What happens when people with different beliefs live in the same community?

What common characteristics do cultures across the world share?

* World Cultures (different communities)
  + Study culture from each of the 6 continents (not Antarctica): language, tradition, art, celebrations
    - Celebrations Around the World close reading passage (attachment)
  + What is it like where people live
    - Homes, jobs, transportation
* Introduction to Immigration
  + Read *The Have a Good Day* by Frances Park and talk about things students observe daily that originate from other countries.
  + (US: Nation of Immigrants)
    - A Trip to the Immigration Museum close reading passage (attachment)
    - Coming to America close reading passage (attachment)
    - I am Maria close reading passage (attachment)
* Diversity in the Community
  + - Diversity Flip book (TPT $2): <https://www.teacherspayteachers.com/Product/A-Glance-at-Cultures-A-Diversity-Flipbook-1069580>
  + Celebrating Culture
    - Read The Favorite Daughter by Allen Say
    - Fiesta! Close reading passage (attachment)
  + PERFORMANCE TASK: Persuasive-“The best (celebration/food)….” Students will research a celebration or food from a different culture and create a persuasive “poster” that would highlights that culture.
  + Customs/Traditions
    - Happy New Year close reading passage (attachment)
    - Chinese New Year close reading passage (attachment)
    - Chinese new year activities
  + Comparing communities
* Famous Inventors and Artists

**Section 3: Fairy Tales**

Deepening Questions:

What can fairy tales (fiction) teach us about our world (real)?

What are the characteristics/elements in a fairy tale?

Why are the lessons in fairy tales found in stories from all different cultures?

How are cultural attributes reflected in that culture’s fairy tales?

Cinderella (Charles Perrault, Loek Koopmans, and Anthea Bell)

Mufaro’s Beautiful Daughters (John Steptoe)

Yeh-Shen: A Cinderella Story from China (Al-Ling Louie and Ed Young)

The Korean Cinderella (Shirley Climo and Ruth Heller)

The Rough Faced Girld by Rafe Martin

The Way Meat Loves Salt: A Cinderella Tale from the JewishTradition (Nina Jaffe and Louise August)

The Egyptian Cinderella (Shirley Climo and Ruth Heller)

Cendrillon: A Carribean Cinderella (Robert San Souci)

Little Gold Star: A Spanish American Cinderella Tale (Robert D. San Souci and Sergio Martinez)

Fair, Brown & Trembling: An Irish Cinderella Story (Jude Daly)

The Turkey Girl: A Zuni Cinderella Story (Penny Pollock and Ed Young)

* Point of View:
* Characters around the World
  + Characterization
  + Fairy Tales from Around the World
    - Webquest: <http://zunal.com/process.php?w=232871>
  + Fractured Fairy Tales
    - List of fractured fairy tales: <http://www.notimeforflashcards.com/2013/11/fractured-fairy-tales.html>
    - Developing your own fracture fairy tale: <http://www.readwritethink.org/classroom-resources/student-interactives/fractured-fairy-tales-30062.html>
    - Writing your own: <http://love2learn2day.blogspot.com/2014/01/fractured-fairy-tales-character.html>
* Writing a Narrative
* Comparing fairy tales and fables

**Section 4: Geometry and Fractions**

Deepening Questions

What do different shapes look like at different perspectives?

How do we use fractions to show parts of a whole?

* Two Dimensional Shapes
  + - Read Zachary Zormer: Shape Transformer by Joanne Anderson Reisberg
  + Side and Angles
  + Identifying basic shapes (circle, triangle, square, rectangle, pentagon, hexagon, parallelogram, trapezoid)
    - Tell Me About It (attachment)
  + Describing shapes
    - 2D shape attributes
    - Shapes riddles (attachment)
  + Comparing shapes
  + Drawing a diagram
* Three Dimensional Shapes
  + Faces, Edges, Vertices
    - Geometry Grab bag (attachment): <http://2ndgradesnickerdoodles.blogspot.com/2014/04/geometric-solids-grab-bag-activity.html>
  + Relate Shapes and Solids
* Fractions
  + Halves, Thirds, Fourths
    - Read “Picture Pie” by Ed Emberley, activities here: <http://www.edemberley.com/pages/main.aspx?section=db&subSection=capPages>, additional activity: Fraction creatures (attachment)
* Area
  + (area of a map)
    - Fraction kite (attachment)