Interdisciplinary Unit

Second Grade Unit 2

2015-2016

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?

How is money connected to numbers?

How do we use money in daily life?

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

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

Suggest Trade Book Resources:

The Legend of the Indian Paintbrush by Tomie DePaola (Lexile: 840, GR: 0)

How the Chipmunk Got His Stripes by Joseph Bruchac and James Bruchac (Lexile: 260, GR: L)

Corn is Maize: The Gift of the Indians by Aliki (Lexile: 570, GR: P)

Anno’s USA by Mitsumasa Anno

Founding Mothers by Cokie Roberts (Lexile: 1120)

Grandpa’s Corner Store by DyAnne DiSalvo-Ryan (Lexile: 380, GR: N)

A Chair for My Mother by Vera B. Williams (Lexile: 640, GR: M)

Alexander, Who Used to Be Rich Last Sunday by Judith Viorst (Lexile: 570, GR: M)

The Penny Pot by Stuart J. Murphy (Lexile: 240, GR: K)

A Drop Around the World by Barbara Shaw McKinney (GR: P)

Erosion: Changing Earth's Surface by Robin Koontz and Matthew Harrad (Lexile: 780)

The Tortilla Factory by Gary Paulsen (Lexile: 510, GR: M)

From Cow to Ice Cream by Bertran T. Knight (Lexile: 710, GR: N)

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 artists. 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

States: Illinois, Michigan), Minnesota, Ohio, Missouri, Wisconsin

Not: Indiana (unless doing community history)

Deepening Questions: How do communities develop and sustain themselves?

HMH Social Studies (People We Know) Unit 4: Lesson 2

* + Early America: 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: Read *How the Chipmunk Got His Stripes* by Joseph Bruchac and James Bruchace (attachment)
				+ Literacy Lessons on How the *Chipmunk Got His Strips* (attachment)
			* Working Together
	+ Native Americans and Settlers/Colonies
		- Compare their two communities. Then compare with our current community.
		- How they interacted
			* + Read Co*rn is Maize: The Gift of the Indians* by Aliki
				+ Farmer’s Grow Corn close reading passage (attachment)
		- 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>
	+ Early America
		- * + Read *Anno’s USA* by Mitsumasa Anno
		- Independence for the Colonists
			* War of Independence (basic)
				+ Read *Sam the Minute Man* by Nathaniel Benchley
			* Leaders in the War of Independence
				+ Thomas Jefferson, George Washington
				+ Read *Founding Mothers* by Cokie Roberts
		- PERFORMANCE TASK: Informational Paragraph: Write a complete paragraph telling about the daily life, accomplishments, etc. about a famous early American (Betsy Ross, George Washington, Paul Revere, Benjamin Franklin, etc.)
		- American Heritage
			* Symbols of the Country
				+ Landmarks, Memorials, Monuments
				+ Heroes and Holidays

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 Thangsgiving

<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 in the Marketplace

* + - Read *Grandpa’s Corner Store* by DyAnne DiSalvo-Ryan
* 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
		- Buying a New Car close reading passage (attachment)
		- Read *A Chair for My Mother* by Vera B. Williams by 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)
	+ - A Visit to a Farmer’s Market close reading passage (attachment)
	+ (will be covered in section 4 also)

Section 3: Money (My Math-Chapter 8)

\*This section can also be embedded into section 2 (regarding money)

States: all

Deepening Question:

How is money connected to numbers?

How do we use money in daily life?

* Read the book *Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst
* Different Types of Coins and Moneys
* Pennies, Nickels and Dimes
	+ - Coins close reading passage (attachment)
		- Counting Coins made easy (attachment)
		- Coin Bingo (attachment)
* Quarters
* Count Coins
	+ - Show Me the Coins (attachment)
* Act it Out: Problem Solving Strategy
* Dollars
	+ - Money Matters close reading passage (attachment)
* Counting Money
	+ - I have who has game (attachment)
		- Money, Money (attachment)
* Using Money

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

States: Illinois (weathering and erosion), Michigan, Wisconsin, Missouri (rocks and soils), Ohio (changes on Earth)

NOT: Minnesota, Indiana

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*

TPT Unit on SLand and Water ($5): https://www.teacherspayteachers.com/Product/NGSS-2nd-Grade-Land-and-Water-Model-2-ESS2-2-1250665

* 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)
		- Read *Erosion: Changing Earth's Surface* by Robin Koontz and Matthew Harrad
			* 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)
	+ How people have changed the earth
		- Building communities
		- Helpful vs. harmful
* 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)
* Fluid Earth (\*\*\*Michigan)
	+ - Read *A Drop Around the World* by Barbara Shaw McKinney
	+ Water on Earth
		- Sources of Earth’s water
		- Using Earth’s water resources
* 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 activites: http://www.lifelab.org/wp-content/uploads/2010/02/2ndGradeSoilStories2012.pdf
* Using Earth’s Resources
	+ - 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

States: Ohio, Michigan, Minnesota, Illinois, Wisconsin, Missouri
Not: Indiana

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
		- Making helpful vs. harmful choices
		- Changing Earth’s 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
		- (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.
	+ Why are farms important?
		- Read *From Cow to Ice Cream* by Bertran T. Knight.
		- Create a web telling what product you use everyday that come from farms. (ideas: cotton, wheat, etc.) The books in the “Start to Finish” line have tons of ideas.
	+ PERFORMANCE ASSESSMENT: Informative: Tell the steps on how a product goes from the farm to your table or create a paragraph explaining your favorite recipe.
* Connecting Communities (Lesson 4)
	+ Advancements made in transportation, communication