

Life in the United States***Introduction***

Second grade students will learn about government and civics, economics, geography, and history by studying more about who they are as Americans. The chief purpose of this course is to help students understand their identity as American citizens and how our nation operates. They will examine the geography of the United States and its national symbols and landmarks. 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.

(TN DOE 2014)

Quarter 1 Weeks 1-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>America Before European Exploration</p> <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. 	<p>Guiding Questions: What story do maps and globes tell?</p> <p>How do differences between flat maps and globes affect understanding of places in the world?</p> <p>What are the different elements shown on a globe?</p> <p>How can we use the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemisphere?</p> <p>Where are the boundaries of the United States located?</p> <p>What is a legend and how do we use it to determine locations in our world?</p> <p>Where are the states and their regions?</p> <p>How are the regions alike and different?</p> <p>How does geography influence the way people live? What are the major landforms in the U.S.?</p>	<p>Create a map of your community include your house, school, and any important details in your community. Include a compass rose.</p> <p>Draw a map of the school campus. Provide students with a list of locations they must include on their map: cafeteria, library, restrooms, library, office, playground, art room, music room.</p> <p>Label the walls with North, South, East, and West signs to show cardinal directions.</p> <p>Construct a globe using a balloon or ball and paper mache. When paper mache is dry, cover the water in blue paint and the land in green. Add the equator in red.</p> <p>Organize the class into small groups. Have students trace the United States, Canada, and Mexico. Students will write the name on the countries. Have students place them in the correct place on a poster board.</p> <p>Create a map of their bedroom. Add a legend, and cardinal directions.</p> <p>Create a model of Tennessee and label the 3 grand divisions. Label the 4 major cities in Tennessee.</p> <p>Create a poster illustrating 5 important details about a city in Tennessee.</p>	<p>Archived TN SPI's Websites: http://teachinghistory.org/teaching-materials/ask-a-master-teacher/24966</p> <p>https://sites.google.com/site/gameonlearning/social-studies-elementary-games</p> <p>https://sites.google.com/site/gameonlearning/social-studies-elementary-games/</p> <p>http://tnstateparks.com/</p> <p>http://education.nationalgeographic.com/education/topics/map-games/?ar_a=1</p> <p>http://education.nationalgeographic.com/education/multimedia/interactive/maps-tools-adventure-island/kd/?ar_a=3</p> <p>http://questgarden.com/67/85/1/080630145432/</p> <p>http://tennesseegreat.weebly.com/natural-resources.html</p> <p>https://www.tn.gov/environment/natural-areas/ http://www.state.tn.us/environment/natural-areas/natural-areas/</p> <p>Discovery Education</p>

Quarter 1 Weeks 1-9

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<ul style="list-style-type: none"> • Bodies of Water: Great Lakes, Gulf of Mexico, Atlantic and Pacific Oceans • Rivers: Colorado, Cumberland, Mississippi, TN, and Ohio • Mountain Ranges: Alaska Range, Appalachian <p>2.18 Compare physical features of the earth, including islands, lakes, mountains, oceans, peninsulas, plains, plateaus, rivers, and valleys</p> <p>2.19 Compare and contrast the regions of the United States (Southeast, Northeast, Great Plains, Southwest, and Pacific Northwest) in terms of climate, physical features, and population</p> <p>2.20 Analyze the differences in natural resources in the three Grand Divisions of Tennessee and make connections to the major industries that are found in each.</p>	<p>How do we distinguish between the different physical features?</p> <p>How do these physical features influence the way people in that area live?</p> <p>What are some different types of land regions in the United States?</p> <p>How do the climate and physical features affect how the population lives in certain regions?</p> <p>What are the different natural resources found in Tennessee? What industries use these natural resources?</p> <p><u>Vocabulary:</u> Map, globe, compass rose, direction, equator, prime meridian, symbol, north, south, east, west, hemisphere, grid, region, city, state, country, continent, landform, region, peninsula, lake, river, ocean, desert wetlands, valley, mountain, plains, city, state, region, climate, Midwest northeast, west, southeast, southwest, coast, inland, plateau river, natural resources, conservation environment, agriculture</p>	<p>Create a flip book to illustrate, give an example of, and define each landform.</p> <p>Have students make a list of states they would like to visit. Have them write the Visitors Center or the Chamber of Commerce. Ask them to send information about their state. When they write back, locate them on the map and put a star. Students can share the information with the class. (Addresses can be found on the Internet)</p> <p>Students will conduct research on Tennessee's natural resources and plot where each resource is found in the 3 divisions of Tennessee.</p> <p>Students will write to the Tennessee Park Service and ask for information about Tennessee's Natural Resources.</p> <p>Students will create a poster constructed of pictures of natural resources.</p>	<p>http://www.discovery.com Resources for Clothing (video) Know Your Geography Let's Talk Geography: Landforms</p> <p><u>Books:</u> Atlas</p> <p><i>Geography From A to Z: A Picture Glossary</i> by Jack Knowlton</p> <p><i>There's A Map On My Lap</i> by Tish Rabe</p> <p><i>Me on the Map</i> by Joan Sweeny</p> <p><i>Maps and Globes</i> by Jack Knowlton</p> <p><i>National Geographic: Our 50 States</i> by Mark Bockenhaver</p> <p><i>Purple Mountain Majesties</i> by Barbara Younger</p> <p><i>Stringbean's Trip to the Shining Sea</i> by Vera and Jennifer Williams</p> <p><i>Introducing Landforms</i> by Bobbie Kalman</p> <p><i>U.S. Landforms</i> by Dana Meachen</p> <p><u>Exploratory:</u></p>

Quarter 1 Weeks 1-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
			Shelby Farm Conservation Park

Quarter 2 Weeks 1-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>First Tennesseans</p> <p>2.1 Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented by 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>2.4 Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts</p>	<p>Guiding Questions:</p> <p>What is the importance of learning about each other's diverse culture, customs, and traditions in our world?</p> <p>Why did each Indian group have its own way of life, stories, and culture?</p> <p>What was the culture and stories of the Indian tribes in Tennessee?</p> <p>How are the cultures alike and different in the United States?</p> <p>What can I learn about another culture different from mine?</p> <p>What common characteristics do we all have living in a community?</p> <p>How has Tennessee artists added to the state's cultural heritage?</p>	<p>Students will conduct a family questionnaire about their family heritage culture, traditions, and ancestors.</p> <p>Students will compare similarities and differences in their family traditions, holidays, customs,</p> <p>Have a "Cultural Fair" in the classroom room with different foods, songs, dances, and costumes from various cultures.</p> <p>Students will be assigned an Indian tribe to research. Students will find out about their culture, how they lived, dwellings they lived in, clothing they wore, hunting, and stories they told.</p> <p>Students will construct an Indian home and community their tribe lived in. Students will bring it to class and present their project in class.</p> <p>Students will make a map of Tennessee and color code the tribes that lived in Tennessee.</p> <p>Students will compare and contrast with a Venn</p>	<p>Websites:</p> <p>http://www.tnhistoryforkids.org/people</p> <p>http://www.teachamericanhistory.org/index.cfm/m/62/Teacher_Resources/</p> <p>Reading Rainbow, Discovery Education: http://www.readingrainbow.com/ http://www.discoveryeducation.com</p> <ul style="list-style-type: none"> • Bread is for Eating • The Lotus Seed • Watch the Stars Come Out • Mrs. Katz and Tush • Show Way • Tar Beach • Mama Don't Allow <p>Books: <i>The Keeping Quilt</i> by Patricia Polacco</p> <p><i>Molly's Pilgrim</i> by Barbara Cohen</p> <p><i>Coming to America</i> by Betsey Maestro</p>

Quarter 2
Weeks 1-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>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 principals, goals, and traditions despite varied ancestry.</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>	<p><u>Vocabulary:</u> customs culture traditions heritage holidays ancestors Native Americans treaty tepee chief reservation tribe buffalo canoe culture history settlers community neighborhood respect traditions folktales honor</p>	<p>diagram the various cultures.</p> <p>Students will pick a culture different from theirs. Students will research to find detailed facts about that culture. Students will write facts on organized note cards. Students will use the note cards to write an expository paragraph about that culture making sure to include a topic sentence, at least 5 or more details and a closing sentence.</p> <p>Students will dress a paper doll to look like someone of the culture Students will write an expository paragraph to include a topic sentence, details, and a closing sentence.</p> <p>Students will make a neighborhood using boxes and other objects that can show places in the community that show how we live in neighborhoods together even though we have different traditions and cultures.</p> <p>Artists and writers share their ideas with others through their work. Students will research artists from Tennessee using nonfiction books and the internet. Students will read the text and tell the main purpose of the text. Students will pick an artist, example: Elvis, BB King, Queen Nur to research and write a speech about to deliver to the class.</p>	<p><i>Christmas Around the World</i> by M. Lankford</p> <p><i>Be My Neighbor</i> by M. Ivanko <i>The Rough Faced Girl</i> by Rafe Martin</p> <p><i>Legend of the Paintbrush</i> by Tomie de Paola</p> <p><i>"The True Books" Cherokee, Choctow, Creek etc.</i> <i>Many Nations</i> by Joseph Buchac</p> <p><i>Tar Beach</i> by Faith Reingold</p> <p><i>Harlem</i> by Walter Dean Meyers</p> <p><i>Whoever You Are</i> by Mem Fox</p> <p><i>The Neighborhoods of Queens</i> by Claudia Copquin</p> <p><i>Inquire: Student Handbook</i> Zaner-Bloser</p> <ul style="list-style-type: none"> • Pg. 23 comparing and contrasting in compositions • Pg. 234 Writing paragraphs • Pg. 284 – 285 Writing projects

**Quarter 3
Weeks 1-4**

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Explorations of the 15th and 16th Centuries</p> <p>2.7 Compare and contrast authors' main points in texts examining different types of producers and consumers in the community and larger United States.</p> <p>2.8 Ask and answer questions including who, what, where, when, why, and how to demonstrate understanding of key details in texts about major United States products and industries.</p> <p>2.9 Create a graphic organizer or concept map that describes how supply and demand influences production.</p> <p>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.</p> <p>2.11 Write an opinion piece (supplying reasons that support the opinion, using</p>	<p>Guiding Questions: In what ways do consumers and producers depend on each other?</p> <p>What, when, where, and why are products made or grown in the United States?</p> <p>What do consumers want? How does supply and demand influence what the consumer wants?</p> <p>What products are imported and exported to meet the needs of people?</p> <p>What can a business or service do to sell their business to a consumer?</p> <p>What does it mean to budget your money?</p> <p>Vocabulary: producer specialize agriculture manufacturing supply and demand</p>	<p>Students will read several texts about producers and consumers. Students will work in groups to compare and contrast the main details of both, how they are similar and how they are different and how they work together.</p> <p>Students will look for pictures to show consumers and products. Students will work in groups to make a poster of their pictures. Groups will explain their posters to the class.</p> <p>Students will research the process of making sneakers. Students will be able to tell where, when, why, how sneakers are made.</p> <p>Students will make a sketch of one of the shoes they are wearing. They will write the 5 W's on their shoe.</p> <p>Students will create a graphic organizer using an accordion step book. Students will title it "How We Get Canned Corn." Students will work in small groups to make their graphic organizer book about the manufacturing of canned corn. Students will brainstorm the steps of manufacturing a can of corn. Students will write the steps on the T chart and then on the accordion book in order. They will share their book with the class. Students will tell how the can of</p>	<p>Websites: <i>We Keep a Store_</i> by Anne Shelby <i>Oranges_</i> by Zack Rogow Readworks.com http://www.econedlink.org/lessons/index.php?lid=457&type=educator/ Discovery Education: Reading Rainbow: Lemonade for Sale</p> <p>Books: <i>How Are Sneakers Made?</i> by Henry Hornstein <i>Inquire: Student Handbook</i> Zaner-Bloser- Unit 16_ Learning About Money</p>

**Quarter 3
Weeks 1-4**

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>linking words to connect opinions and reasons, and provide a concluding sentence) evaluating an advertisement to sell a good or service.</p> <p>2.12 Describe the purpose of a budget and create a simple budget using money to buy goods and services.</p>	<p>factory manufacturing jobs goods services consumer import export advertisement wants needs income budget bank</p>	<p>corn goes from the ground to the store and then to the table.</p> <p>Students will research where corn grown in the United States is exported to other countries and how other products are imported to us.</p> <p>Students will look through magazines, newspapers, online to find an advertisement of a good or a service. Students will make a T chart comparing the two. Then they will take the information from the T chart and write an opinion paragraph to evaluate the advertisement if it is positive for the consumer or not.</p> <p>Students must include a topic sentence, at least 2 reasons, and a concluding sentence.</p> <p>Students will make a simple budget to manage \$10.00 of their money.</p>	

Quarter 3 Weeks 5-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>History</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. Some suggestions are:</p> <ul style="list-style-type: none"> • John Smith • Pocahontas • Benjamin Franklin • George Washington • Benjamin Banneker • Nancy Ward • James Robertson • John Seiver • Sequoyah • David Crockett • Sam Houston • Abraham Lincoln • Fredrick Douglass • Harriet Tubman • Booker T. Washington • Rosa Parks • Martin Luther King • Neil Armstrong <p>2.33 With guidance and support from adults, use a variety of digital tools to</p>	<p>Guiding Questions:</p> <p>What contributions did famous people make in the United States?</p> <p>Which Tennesseans have worked to shape the state, the nation, and the world?</p> <p>What accomplishments were made by famous Americans?</p> <p>How are historical events recorded and organized?</p> <p>How does a timeline help you understand events in history?</p> <p>How does a series of events lead up to an important event in history?</p> <p>What historical event can you tell about by using details and time order words?</p>	<p>Students will choose from a variety of biography books one to read and report on. Students will gather 5 or more details about their famous person. They will be given a paper doll cutout to dress as the person they read a book about. They will present their paper doll and facts to the class.</p> <p>Students will read several biographies during the month. Students will pick one to dress up as and perform an oral presentation of that person, speaking in first person.</p> <p>Students will have a “Tennessee Parade” of famous Tennesseans. Students will research a famous Tennessean, dress up like the famous person, and give a short speech about their life in first person.</p> <p>Students will work in a small group using the internet to research a famous person. They will use who, what, where, when, why to find information about this person. Students will create a presentation about the accomplishments of this famous person. They will present it to the class.</p> <p>Students will create a timeline of 2 months of their life. Divide it into weeks. Choose important events, such as birthday, and label the day each event happened.</p> <p>Students will work in groups to describe the early history of our country. Each group will have a</p>	<p>Research Project:</p> <p><i>Inquire</i> by Zaner-Bloser A Student Handbook for 21st Century Learning</p> <ul style="list-style-type: none"> • Chapter 20 Researching pages 247-260 • Chapter 27 Design Projects pages 329-342 • Chapter 28 Performing Projects pages 345-356 • Using a timeline pages 19, 258-259, 318 • Creating Narrative Structure page 266-267 • Using transition words page 301 <p>Websites:</p> <p>http://www.softschools.com/timelines/</p> <p>http://socialstudies.mrdonn.org/timelines.html</p> <p>http://www.socialstudiesforkids.com/subjects/timelines.htm</p> <p>http://www.timeforkids.com/destination/usa/history-timelinehttp://</p>

Quarter 3 Weeks 5-9

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<p>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>2.34 Describe periods of time in terms of days, weeks, months, years, decades, centuries, and ages, and discriminate between ancient times and modern times, recognizing time is organized into distinct periods.</p> <p>2.35 Select major events from texts to place sequentially on a timeline to show sequence and main ideas of events in history.</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>2.37 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>2.38 Construct a timeline to depict the evolution of a technology over time.</p>	<p>In what ways have the evolution of technology changed over time?</p> <p>Why are monthly celebrations important to diverse groups of people and heritages?</p> <p>What makes a primary source difference from a secondary source?</p> <p>Vocabulary: justice peace civil rights history accomplishments timeline decade century ancient technology communication traditions customs heritage celebrations</p>	<p>different part to research beginning with the series of events that will lead up to the Pilgrims coming to Plymouth. Students will make an artifact to show their research. Example: one group will construct the Mayflower or a colony.</p> <p>Students will pick an event in history. They will research the event and gather details about the event. Students will write a short report about the event, making sure to include time order words, actions, thoughts, and feelings. Students will creatively present their event in class. Example: The March on Washington.</p> <p>Students will decide what technology they want to research using the internet or nonfiction books. Students will gather information and will make a time of its evolution.</p> <p>Students will invent a new communication tool / machine. Students will bring it to class and explain how it works and how it can help people communicate or do something better.</p> <p>Invite representatives from groups who organize community celebrations to speak to the class about some of the customs that are part of them.</p> <p>Each month students will make a greeting card to celebrate the month. Students will research and write a paragraph about the special celebration for</p>	<p>http://www.kidspast.com/</p> <p>http://www.kidinfo.com/american_history/historical_events.html</p> <p>http://www.super-kids.com/history.html</p> <p>http://kids.nationalgeographic.com/kids/stories/history/</p> <p>Books: <i>10 Inventors That Changed the World</i> by Clive Glifford</p> <p><i>Now and Ben: The Modern Inventions of Ben Franklin</i></p> <p><i>Incredible Inventions</i> by Lee Bennett Hopkins</p> <p><i>Who Is Bill Gates?</i> by Patricia B. Demuth</p> <p><i>The Industrial Revolution</i> by Carla Mooney</p> <p><i>Celebrations</i> by Bamabas Kindersley</p>

Quarter 3 Weeks 5-9

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<p>Some suggestions are as follows: automobiles, planes, refrigeration, telecommunication, computers, and television.</p> <p>2.39 Summarize the importance of commemorative months including Black History Month, Women’s History Month, Hispanic Heritage Month, and American Indian Month.</p> <p>2.40 Analyze primary and secondary source maps, photographs, and artifacts for contradictions, supporting evidence, and historical details.</p>	<p>primary source secondary source missionary</p>	<p>that month. Example: February- Black History Month or October- Hispanic Month</p>	

Quarter 4 Weeks 1-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Government and Civics</p> <p>2.21 Recite and analyze the lyrics of the “The Star Spangle Banner” to determine the meaning of the song and its origins in the War of 1812.</p> <p>2.22 Identify the location and summarize the significance of well-known sites and</p>	<p><u>Guiding Questions:</u> What meaning does “The Star Spangle Banner” have in relation to the War of 1812?</p> <p>What is the importance of our famous landmarks and where are they located?</p> <p>How are the governments of Tennessee and the Unites States</p>	<p>Students will recite several lines of The Star Spangle Banner. Students will sing The Star Spangle Banner as a group.</p> <p>Students will tell in their own words what The Star Spangle Banner means and why it was written.</p> <p>Students will be given a copy of The Star Spangle Banner. They will glue it to a piece of construction paper. Students will decorate using symbols from the poem with their markers. (rockets, red fireworks etc.)</p>	<p>http://amhistory.si.edu/starspangledbanner</p> <p>http://www.usa-flag-site.org/song-lyrics/star-spangled-banner.shtml</p> <p>http://www.usa-flag-site.org/song-lyrics/star-spangled-banner.shtml</p> <p>http://kids.niehs.nih.gov/games/songs/patriotic/anthemmid.htm</p>

Quarter 4 Weeks 1-9

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<p>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.</p> <p>2.23 Compare the branches of Tennessee’s government to the national government.</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 3 balanced branches with checks and balances.</p> <p>2.25 Create a graphic organizer to explain the three branches of government and the basic role of each.</p> <p>2.26 Summarize how the United States makes laws, determines whether laws</p>	<p>alike and different?</p> <p>How was the constitution set up to work fairly between the three branches of government?</p> <p>What are the three branches of government and what do they do?</p> <p>How is a law made?</p> <p>What happens when a law is broken and what are the consequences for breaking it?</p> <p>Why are rules and consequences made for us to follow?</p> <p>How did people go from developing rules for themselves to developing rules for larger groups?</p> <p>What are the rights and responsibilities of all citizens?</p> <p>Who has the right to vote?</p> <p>How does a person become a citizen of the United States?</p>	<p>Students will read <i>Red, White, and Blue</i>. Students will tell who Francis Scott Key was. Students will be given facts about the War of 1812. Students will act out the facts to tell about the War of 1812.</p> <p>Give each student a landmark in our country or state to research. Students will write 5 or more facts explaining the importance of this landmark. Students will make a model of the landmark using various materials.</p> <p>Students will research a given landmark to research. They will gather facts and make a flip book of the information they gathered.</p> <p>Students will work in groups to research ways that the state and national governments are alike and different. Students will make a T-chart to show the similarities and differences.</p> <p>Divide the class into 2 groups. Give one group one excerpt from the United States Constitution and the other group gets one excerpt from the State of TN. Constitution. Students will compare the excerpts, telling how they are alike and different.</p> <p>Students will compare how the President and the Governor are alike and different. Students will make a poster that describes the 3</p>	<p>Discovery Education http://www.discoveryeducation.com</p> <ul style="list-style-type: none"> • The Star Spangled Banner • The American Flag • Old Glory • Francis Scott Key Composed the Star Spangled Banner • Celebrating the American Flag • The Flag of the United States <p>http://www.eduplace.com/state/tn/tn_links.html</p> <p>http://bensguide.gpo.gov/ http://kids.usa.gov/government/</p> <p>http://kids.usa.gov/</p> <p>http://pbskids.org/democracy/my-government/</p> <p>http://kids.usa.gov/government/index.shtml</p> <p>http://kids.usa.gov/government/index.shtml</p> <p>http://www.congressforkids.net/Constitution_threebranches.htm</p>

Quarter 4 Weeks 1-9

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>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>2.28 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>2.29 Identify the rights and responsibilities of citizens of the United States.</p> <p>2.30 Examine the amendments written to protect all citizens' right to vote.</p>	<p>Vocabulary: patriotic America battle <i>Star-Spangle Banner</i> symbol flag brave free nation landmark monument national park capital governor lawmakers Constitution legislative branch executive branch judicial branch laws, rules consequences bill Congress veto community government mayor rights responsibilities</p>	<p>branches of government. Students will be given the Tennessee or national government.</p> <p>Students will make a poster of the three branches of government and tell what they do.</p> <p>Students will work in 3 groups to act out each of the three branches of government and tell what their job is. Students will perform for the class.</p> <p>Students will work in groups to make a set of class laws and consequences if the laws are broken. Student will work using these laws for a week. Students will follow up by role-playing in groups what happens when someone breaks a law.</p> <p>Students will divide a sheet of paper in half. On one half of the paper students will write a law (stop at a stop sign) and illustrate. On the other half, they will write a consequence if the law is broken (pay a fine in court) and illustrate.</p> <p>Students will be given news articles about someone breaking a rule (from newspapers, internet, or a news feed source, CNN) students will look for evidence in the news passage to tell what rule was broken and what the punishment is.</p> <p>Make a diagram of rules in your school and who makes them to the larger school district and who makes the rules.</p> <p>Using a Venn diagram, list ways in which rights and</p>	<p>http://www.congressforkids.net/</p> <p>School House Rock: I'm Just a Bill http://kids.clerk.house.gov/grade-school/lesson.html?intID=17</p> <p>http://www.congressforkids.net/Legislativebranch_makinglaws.</p> <p>http://www.justiceteaching.org/resource_material/CandyGame.pdf</p> <p>http://www.brainpop.com/educators/community/bp-jr-topic/rights-and-responsibilities/</p> <p>http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/rights_activity.pdf</p> <p>Discovery Education</p> <ul style="list-style-type: none"> • Qualities of Good Citizenship • Rights and Responsibilities • Reading Rainbow: • Our Big Home: An Earth Poem • Boxes for Katie • Rosa Parks Demands the Right to Vote • Voting and Patriotism <p>http://pbskids.org/democracy/vote/</p>

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<p>2.31 Compare the ways one becomes a citizen (by birth or naturalization)</p>	<p>citizens citizenship vote election choice</p>	<p>responsibilities are alike and different.</p> <p>Students are divided into groups. Each group will make a poster illustrating rights and responsibilities of a citizen.</p> <p>Students will make a poster that tells people why voting is important and reminds them to vote.</p> <p>Have a voting center in your room for students to vote on different things each day. (Example: favorite sport, color, food etc.)</p> <p>Students will go through a sequencing activity, in groups, where they will do a series of task cards (made by the teacher) of things a person will need to know to become a citizen. (Example: recite the Pledge of Allegiance or what is the name of the capital of the U.S.)</p> <p>Ask a new citizen to come talk to your class about how they became citizens.</p>	<p>http://bensguide.gpo.gov/3-5/citizenship/</p> <p>http://www.congressforkids.net/citizenship_1_becomingcitizen.ht</p> <p>Books: <i>Red, White, and Blue</i> <i>The Flag Book of the United States</i> by Sarah Thomson</p> <p><i>Stars and Stripes: The Story of the American Flag</i> by Whitney Smith</p> <p><i>The Landmark Book</i></p> <p><i>U.S. Landmarks for Children</i></p> <p><i>U.S. Monuments National Geographic Kids</i></p> <p><i>No Rules for Rex</i> by Daisy Alberti</p> <p><i>No Fighting, No Biting</i> by Elsie H. Minarik</p> <p><i>Everyone Counts</i> by Elissa Grodin</p> <p><i>Being Good Citizens</i> by Adrian Vigliano</p> <p><i>Becoming a Citizen</i> by John Hamilton <i>A Very Important Day</i> by Maggie Rugg Herold</p>

*Please register for unlimited access to: <http://www.newela.com>, Flocabulary, Discovery Education, iCivics, BrainPop, and Maps101

Tool Box



<http://www.brooksmuseum.org/>

<http://www.newsela.com>

