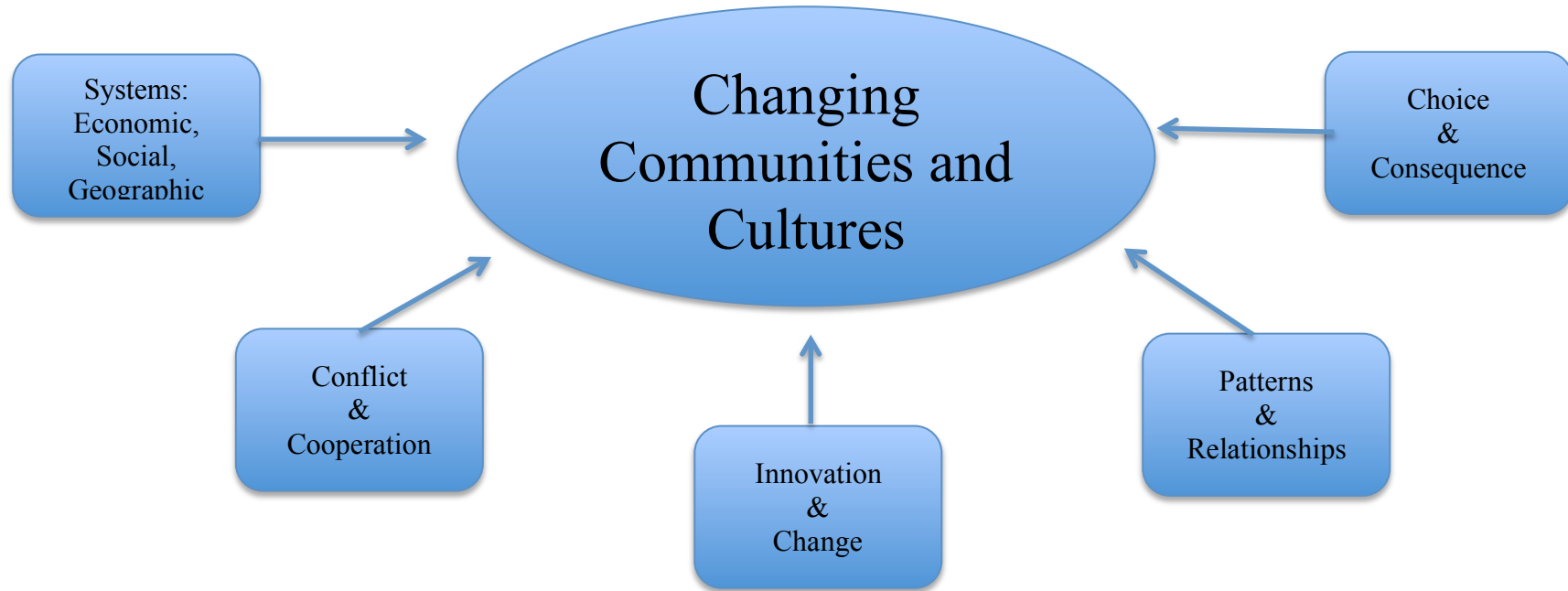


Second Grade Social Studies ACPS Curriculum Framework



Communities and cultures develop and change over time under the influence of geographic, social and political systems

Sample Sequence of Instruction

1. [How and Why Communities Change](#)
 - Innovations and Change
 - Past and Present
 - Citizenship and Famous Americans
 - Mapping
2. [How Geography Influences Culture](#)
 - Powhatan Indians
 - Lakota Indians
 - Pueblo Indians
3. [Understanding the Contributions](#) of Ancient Civilizations
 - Ancient China
 - Ancient Egypt
4. [How Cultures are Shaped by Interdependent Systems](#)
 - Economic Systems

**Second Grade Social Studies: Changing Communities and Cultures
ACPS Curriculum Framework**

Communities and cultures develop and change over time under the influence of geographic, social and political systems

**BIG IDEAS:
ACPS Concepts with Essential Standards for Grades PK-2**

1. Conflict & Cooperation
Recognize examples of cooperation and conflict
2. Innovation & Change
Recognize that innovations cause change
3. Choice & Consequence
Understand that the choices people make have consequences
4. Patterns & Relationships
Recognize patterns such as similarities and differences and relationships such as the influence of the past on the present
5. Systems: Economic, Social, Geographic, & Political/Civic
Economic: Recognize that people make choices about their jobs, resources, and money in order to meet their needs and wants

Social: Understand that a group or country's guiding principles are reflected in commonly used symbols and individuals whose contributions are seen as significant

Geographic: Understand that the location of people, places and things can be described using commonly accepted systems and conventions. Understand that people adapt to their environment in different ways in order to survive

Political: Understand that citizens take responsibility for their own actions as a member of a community

Habits of Mind:
ACPS History and Social Science Processes with Essential Standards for Grades PK-2

Historical Method/ Investigation & Inquiry:

1. Historical Thinking & Research
Identify similarities and differences between people, events, or places
2. Multiple Perspectives
Recognize important people from various time periods in history and their contributions
3. Sources & Historic Record
Recognize that multiple sources can be used to gather information on a topic

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
Recognize that information can be gained from a variety of sources
2. Analytical Writing
Label visual content and write multiple sentences to describe a topic. Be able to convey understanding of a topic through writing and labeling.
3. Critical Reading
Reconstruct or summarize the literal meaning of a historical passage describing an event or person
4. Public Speaking and Presenting
Participate in a class or small group discussion on a topic

2nd Grade Social Studies: Changing Communities and Cultures

Content Focus: How and Why Communities Change

- Innovations and Change
- Past and Present
- Citizenship and Famous Americans
- Mapping

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies

- **Innovation & Change** - Students recognize that innovations cause change
- **Choice & Consequence** - Students understand that the choices people make have consequences
- **Patterns & Relationships** - Students recognize patterns such as similarities and differences and relationships such as the influence of the past on the present

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic:** Students understand that the location of people, places and things can be described using commonly accepted systems and conventions. Understand that people adapt to their environment in different ways in order to survive
- **Political Systems** – Political: Students understand that citizens take responsibility for their own actions as a member of a community

SOL

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

2.4 The student will develop map skills by

- a) locating the United States, China, and Egypt on world maps;

2.5 The student will develop map skills by

- a) locating the equator, the seven continents, and the five oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

2.10 The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.

2.12 The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research

Students analyze the artifacts within the Albemarle County history trunks (available for loan through ARC) and apply the habits of mind of archaeologists and historians.

2. Multiple Perspectives

Practice the democratic process by engaging students in voting on classroom issues and debating the respective merit of differing perspectives. Classify, graph, and analyze responses.

3. Sources & Historic Record

Students study and draw conclusions from enlarged historical photographs from the Virginia Historical Society.
http://www.vahistorical.org/education/education_handson.htm

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
Gather, classify, and interpret information, such as class or school population. Use that information to create and explain graphs. Draw maps of familiar areas using a legend, symbols, and compass rose. Interpret population graphs showing population change over time. [Plot inventions on a timeline.](#)

2. Analytical Writing

Have students analyze photographs from the past in our local area and write about how and that area has changed. For example, a student could compare a photo of an early bus in Charlottesville with a modern bus and describe both the differences and infer that it might have changed because of inventions and growing population demands. Historic photos and information can be found <http://www.albemarlehistory.org/> and <http://www2.lib.virginia.edu/small/collections/holsinger/>.

3. Critical Reading

As a guided read aloud, read [The Little House](#) by Virginia Burton and have students construct a How and Why t-chart of the changes in the story. Analyze the information in the table for patterns, including that most of the changes result from inventions and population growth. Reading biographies and explaining how the famous American improved life for other Americans and conducting Webquest research also guide students in critical reading.

4. Public Speaking and Presenting

Students orally present research on famous Americans and how they have improved the quality of life of other Americans

Content Vocabulary	
<ul style="list-style-type: none"> • community: A place where people live, work, and play • population: The number of people living in a community • transportation: A way of moving people and things from one place to another • inventions: Newly created products • climate: The kind of weather an area has over a long period of time • land: The solid surface of the Earth • environment: Surroundings • equator: An imaginary line around the middle of the Earth • continent: A large body of land on the Earth • map legend: A list of shapes and symbols used on a map and an explanation of what each stands for compass rose: A symbol that shows direction (north, east, south, and west) on a map 	<ul style="list-style-type: none"> • George Washington • Abraham Lincoln • Susan B. Anthony • Helen Keller • Jackie Robinson • Martin Luther King, Jr • Mountain Range • Ocean • Lake • James River • Mississippi River • Rio Grande • Appalachian Mountains • Rocky Mountains • Great Lakes

2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Communities change over time for a variety of reasons.</p>	<p>How and why have communities changed over time?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • community: A place where people live, work, and play • population: The number of people living in a community • transportation: A way of moving people and things from one place to another <p>The way people live today is different from the way people lived long ago.</p> <p>New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.</p>

2.4 The student will develop map skills by
a) locating the United States, China, and Egypt on world maps;

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
People relate to their environment in different ways.	Where are the United States, China, and Egypt located on a world map?	Terms to know <ul style="list-style-type: none"> • climate: The kind of weather an area has over a long period of time • land: The solid surface of the Earth • environment: Surroundings

2.5 The student will develop map skills by
a) locating the equator, the seven continents, and the five oceans on maps and globes;
b) locating selected rivers (James River, Mississippi River, Rio Grande), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p>	<p>Where are the seven continents, the five oceans, and the equator located on maps and globes?</p> <p>Where are these major rivers, mountain ranges, and lakes located on a map of the United States and the world?</p>	Terms to know <ul style="list-style-type: none"> • equator: An imaginary line around the middle of the Earth • continent: A large body of land on the Earth The seven continents <ul style="list-style-type: none"> • Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes. The five oceans <ul style="list-style-type: none"> • Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean on maps and globes. Selected rivers, mountain ranges, and lakes in the United States <ul style="list-style-type: none"> • Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map. Selected world rivers <ul style="list-style-type: none"> • Locate the Huang He in China and the Nile River in Egypt.

2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>People who make maps include a title, map legend, and compass rose.</p> <p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>A map legend includes symbols that represent objects and places.</p>	<p>What is included when making a map?</p>	<p>Maps include the following</p> <ul style="list-style-type: none"> • title: The name or kind of map • map legend: A list of shapes and symbols used on a map and an explanation of what each stands for • compass rose: A symbol that shows direction (north, east, south, and west) on a map

2.10 The student will explain the responsibilities of a good citizen, with emphasis on

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>A good citizen has a variety of responsibilities.</p>	<p>What are some responsibilities of a good citizen?</p>	<p>Responsibilities of a good citizen</p> <ul style="list-style-type: none"> • Respecting and protecting the rights and property of others • Taking part in the voting process when making classroom decisions • Describing actions that can improve the school and community • Demonstrating self-discipline and self-reliance <p>Practicing honesty and trustworthiness</p>

2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., as Americans whose contributions improved the lives of other Americans.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Individuals in the past have worked successfully to improve the lives of other Americans in the United States.</p>	<p>How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr., help to improve the lives of other Americans?</p>	<p>Famous Americans and their contributions</p> <ul style="list-style-type: none"> • George Washington: He led the fight for freedom from England and helped establish a new country. • Abraham Lincoln: He was the President of the United States who helped to free African American slaves. • Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote. • Helen Keller: She overcame her disabilities and worked to help others who were blind and deaf. • Jackie Robinson: He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans. • Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.

2.12 The student will understand that the people of Virginia

- a) have state and local government officials who are elected by voters;
- b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Virginia cities and counties have elected state and local government officials.</p> <p>The people of Virginia have diverse ethnic origins, customs, and traditions and are united as Americans by common principles and traditions.</p> <p>The people of Virginia contribute to their community by practicing the responsibilities of good citizens.</p> <p>Americans are a people of diverse ethnic origins, customs, and traditions, who are united as Americans by common principles and traditions.</p>	<p>How are state and local government officials elected?</p> <p>How do people of diverse ethnic origins, customs, and traditions participate and contribute to their communities in the United States?</p> <p>How are people of different ethnic origins and customs united as Americans?</p>	<p>Voters in Virginia elect officials to make decisions for them in the state and local governments.</p> <p>The people living in Virginia have diverse ethnic origins, customs, and traditions and participate in and contribute to their communities.</p> <p>People contribute to their community by practicing the responsibilities of good citizens.</p> <p>While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.</p> <p>People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.</p>

2nd Grade Social Studies: Changing Communities and Cultures

Content Focus: How Geography Influences Culture

Powhatan Indians
Lakota Indians
Pueblo Indians

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies

- **Choice & Consequence** - Students understand that the choices people make have consequences
- **Patterns & Relationships** - Students recognize patterns such as similarities and differences and relationships such as the influence of the past on the present

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic:** Students understand that the location of people, places and things can be described using commonly accepted systems and conventions. Understand that people adapt to their environment in different ways in order to survive

SOL

2.2 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.

2.4 The student will develop map skills by

- b) understanding the relationship between the environment and the culture of ancient China and Egypt;
- c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

2.5 The student will develop map skills by

- a) locating the equator, the seven continents, and the five oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.

2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research

Students use a triple Venn diagram to compare and contrast the three American Indian cultures (Powhatan, Lakota, Pueblo) and/or regions (Eastern Woodlands, Great Plains, Southwest) studied.

2. Multiple Perspectives

Students will take the perspective of an American Indian (consider King Powhatan, Pocahontas, Sitting Bull, or a more general role such as a child in a Pueblo village) and represent that person's relationship to the land.

3. Sources & Historic Record

Students will gather information about American Indian groups through fine arts: after studying copies of paintings and photos of statues, pottery, weaving, carving, and/or jewelry, students will sort by American Indian region and justify their designations using information learned about each culture

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art

Second Grade Performance Task: Students interpret fictitious maps and accompany landscapes to draw conclusions about possible transportation, occupations, and shelter of a community there.

2. Analytical Writing

Show students information about the American Indian region's land and resources and have them write predictions about the culture that could develop in that region, including the food, occupations, transportation, and shelter.

3. Critical Reading

Students will infer details of the land and culture of the Lakota Indians from Paul Gobel books (The Gift of the Sacred Dog, Buffalo Woman, et. al.) through read aloud or guided reading group, as indicated by student reading level.

4. Public Speaking and Presenting

Students can share and present about their second grade performance task through the creation of a podcast explaining the created culture and its relationship to the environment with others.

Content Vocabulary

- culture: The beliefs, customs, and way of life of a group of people
- region: Places that have common (the same) characteristics
- environment: Surroundings
- climate: The kind of weather an area has over a long period of time
- land: The solid surface of the Earth
- natural resources: Materials that come directly from nature
- human resources: People working to produce goods and services
- capital resources: Goods made by people and used to produce other goods and services

- Eastern Woodlands – Powhatan
- Wood frame Houses
- Canoes
- Plains – Lakota
- Teepees
- Southwest – Pueblo
- China

- Egypt
- James River
- Mississippi River
- Rio Grande
- Huang He
- Nile River

2.2 The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge																								
<p>American Indian peoples have lived in Virginia and in other regions of America for thousands of years.</p> <p>American Indians developed different cultures because they lived in different environments of North America.</p> <p>American Indians have made contributions to life in America and continue to make contributions in the present day.</p>	<p>In what ways were past American Indian lifestyles in Virginia similar to and different from those of the Lakota and Pueblo Indians?</p> <p>What are some contributions of American Indian culture to present-day life?</p> <p>How are American Indians of the past different from those of today?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • culture: The beliefs, customs, and way of life of a group of people • region: Places that have common (the same) characteristics • environment: Surroundings <p>Comparison of three American Indian cultures of the past</p> <table border="1" data-bbox="905 672 1879 1117"> <thead> <tr> <th>Region</th> <th>Indians</th> <th>Homes</th> <th>Occupations</th> <th>Transportation</th> </tr> </thead> <tbody> <tr> <td>Eastern Woodlands</td> <td>Powhatan</td> <td>Wood frame houses with bark/reed covering</td> <td>Fishermen, hunters, farmers</td> <td>Walked, paddled canoes</td> </tr> <tr> <td>Plains</td> <td>Lakota</td> <td>Teepees</td> <td>Hunters, horsemen</td> <td>Walked, used horses</td> </tr> <tr> <td>Southwest</td> <td>Pueblo</td> <td>Multi-story terraced buildings</td> <td>Farmers, hunters</td> <td>Walked</td> </tr> </tbody> </table> <p>Contributions of American Indians</p> <ul style="list-style-type: none"> • Arts (pottery, weaving, carving) • Knowledge of the environment • Respect for nature • Farming of corn and tobacco <p>Changes in American Indian cultures</p> <ul style="list-style-type: none"> • American Indian cultures have changed over time. <p>Today, American Indians live and work in Virginia and the United States.</p>					Region	Indians	Homes	Occupations	Transportation	Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen, hunters, farmers	Walked, paddled canoes	Plains	Lakota	Teepees	Hunters, horsemen	Walked, used horses	Southwest	Pueblo	Multi-story terraced buildings	Farmers, hunters	Walked
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2.4 The student will develop map skills by

- b) understanding the relationship between the environment and the culture of ancient China and Egypt;
- c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge																		
<p>People relate to their environment in different ways.</p> <p>The Powhatan lived in the Eastern Woodlands region.</p> <p>The Lakota lived in the Plains region.</p> <p>The Pueblo lived in the Southwest region.</p>	<p>Where are the United States, China, and Egypt located on a world map?</p> <p>Where are the regions of the Powhatan, Lakota, and Pueblo people located on a United States map?</p> <p>How did the environment affect the culture of ancient Egypt and China?</p> <p>How did the environment affect the Powhatan, Lakota, and Pueblo Indians?</p> <p>How did the ancient Chinese, Egyptians, Powhatan, Lakota, and Pueblo people relate to their environments?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • climate: The kind of weather an area has over a long period of time • land: The solid surface of the Earth • environment: Surroundings <p>China is located in Asia. Egypt is located in Africa. The United States is located in North America.</p> <table border="1" data-bbox="1146 802 1856 1448"> <thead> <tr> <th></th> <th>Climate</th> <th>Land</th> </tr> </thead> <tbody> <tr> <td>China</td> <td>Seasons</td> <td>Forests, hills, mountains, deserts</td> </tr> <tr> <td>Egypt</td> <td>Hot, dry</td> <td>Nile River Valley, deserts, flooding</td> </tr> <tr> <td>Eastern Woodlands (Powhatan)</td> <td>Mild winters, hot, humid summers</td> <td>Rivers, hills, mountains, coastland</td> </tr> <tr> <td>Plains (Lakota)</td> <td>Hot summers, harsh, cold winters</td> <td>Plains, prairies, rolling hills</td> </tr> <tr> <td>Southwest (Pueblo people)</td> <td>Hot days, cold nights, little rainfall</td> <td>High flatlands</td> </tr> </tbody> </table>		Climate	Land	China	Seasons	Forests, hills, mountains, deserts	Egypt	Hot, dry	Nile River Valley, deserts, flooding	Eastern Woodlands (Powhatan)	Mild winters, hot, humid summers	Rivers, hills, mountains, coastland	Plains (Lakota)	Hot summers, harsh, cold winters	Plains, prairies, rolling hills	Southwest (Pueblo people)	Hot days, cold nights, little rainfall	High flatlands
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		<p>Ways people related to their environment</p> <ul style="list-style-type: none"> • The ancient Chinese settled along the Huang He. They fished, farmed, and irrigated the land. • The ancient Egyptians farmed and irrigated the land near the Nile River. • The Powhatan farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food. • The Lakota moved around the region to hunt for buffalo. They later used horses for transportation. • The Pueblo people farmed the land. They lived in villages in houses made of adobe (clay).
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<p>2.5 The student will develop map skills by</p> <p>a) locating the equator, the seven continents, and the five oceans on maps and globes;</p> <p>b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.</p>		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p>	<p>Where are the seven continents, the five oceans, and the equator located on maps and globes?</p> <p>Where are these major rivers, mountain ranges, and lakes located on a map of the United States and the world?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • equator: An imaginary line around the middle of the Earth • continent: A large body of land on the Earth <p>The seven continents</p> <ul style="list-style-type: none"> • Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes. <p>The five oceans</p> <ul style="list-style-type: none"> • Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean on maps and globes. <p>Selected rivers, mountain ranges, and lakes in the United States</p> <ul style="list-style-type: none"> • Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map. <p>Selected world rivers</p> <ul style="list-style-type: none"> • Locate the Huang He in China and the Nile River in Egypt.

2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>The three main types of resources are natural, human, and capital.</p>	<p>What are natural resources?</p> <p>What are human resources?</p> <p>What are capital resources?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • natural resources: Materials that come directly from nature • human resources: People working to produce goods and services • capital resources: Goods made by people and used to produce other goods and services <p>Examples of resources</p> <ul style="list-style-type: none"> • Natural: Water, soil, wood, coal • Human: Farmers, miners, builders, painters • Capital: Hammers, computers, trucks, lawn mowers, factory buildings

2nd Grade Social Studies: Changing Communities and Cultures

Content Focus: Understanding the Contributions of Ancient Civilizations

- Ancient China
- Ancient Egypt

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies

- **Innovation & Change** - Students recognize that innovations cause change
- **Choice & Consequence** - Students understand that the choices people make have consequences
- **Patterns & Relationships** - Students recognize patterns such as similarities and differences and relationships such as the influence of the past on the present

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic** - Students understand that the location of people, places and things can be described using commonly accepted systems and conventions. Students understand that people adapt to their environment in different ways in order to survive
- **Economic** - Students recognize that people make choices about their jobs, resources, and money in order to meet their needs and wants

SOL

2.1 Explain how contributions of Ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

2.4 The student will develop map skills by

- a) locating China and Egypt on the world map
- b) locating understanding the relationship between the environment and the culture of ancient China and Egypt;

2.5 The student will develop map skills by

- a) locating the equator, the seven continents, and the five oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande, **Huang He, Nile River**)...

2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research

Students will research the development of ancient inventions. After exploring an invention such as an antique coffee grinder, students will investigate photos of ancient Egyptian inventions (sun clock, water clock, pyramids, papyrus, calendar) with hieroglyphic captions and act as archaeologists to infer what it was made of and may have been used for. After making predictions, students can translate the picture captions and pursue research on the invention. Following research, students can create a digital or physical Museum of Ancient Inventions to again act as archeologists (museum curators).

2. Multiple Perspectives

Students argue which of the ancient Egyptian and/or Chinese inventions were most important. OR students take on the persona of an occupation in ancient China or Egypt (e.g. farmer vs. emperor, scribe vs. pharaoh) and justify the most essential invention from their perspectives.

3. Sources & Historic Record

Students will use multiple books on Egypt or China to search for specific information (e.g. a student may be assigned to research papyrus using multiple books and online resources). Students could learn about safe internet searches and filtering results based on relevance using kidrex.org (Google kids search).

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art

- *Students will study maps and photos of the key rivers in China and Egypt and draw conclusions about where cities were located and/or where the population would be most concentrated.*
- *Students can examine images of pyramids*

2. Analytical Writing

Students apply paragraph writing skills and their knowledge of non-fiction writing to craft paragraphs about ancient inventions. For example, students could sort their research into "How was it made?" "Why was it needed?" "Who used it?" and then craft a paragraph for each of these.

3. Critical Reading

- *From the school library, have students help to check out all of the books related to Ancient China or Egypt: have groups of students sort the books and evaluate efficient categories for the books. Establish an organized library of books on China/Egypt.*
- *Teach note-taking skills: In the process of reading to research inventions, students take notes that can be used to write and share about the inventions later.*
- *Teach using connections as a strategy for comprehension: text → text, text → self, text → world*
- *Use interactive note taking strategies*

4. Public Speaking and Presenting

- *Students can engage in an oral debate about the multiple perspectives activity described in #2.*
- *Students can create a model invention and then record a "how-to" or "how it works" video presentation about the model.*

Content Vocabulary

- culture: The beliefs, customs, and way of life of a group of people
- region: Places that have common (the same) characteristics
- environment: Surroundings
- climate: The kind of weather an area has over a long period of time
- land: The solid surface of the Earth
- human resources: People working to produce goods and services
- capital resources: Goods made by people and used to produce other goods and services
- natural resources: Materials that come directly from nature

- contribution: the act of giving or doing something
- architecture: buildings
- ancient: long, long ago
- invention: newly created
- community: a group of people who live and work together
- population: the number of people living in a community
- transportation: way of traveling
- scarcity: limited resources

- China
- Characters & Symbols
- Silk
- Compass
- Fireworks
- Great Wall
- Huang He
- Egypt
- Hieroglyphics
- Papyrus
- Calendar
- Pyramids

Nile

2.1 Explain how contributions of Ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge												
<p>Ancient people made contributions that affect the present world.</p>	<p>What contributions did the people of ancient China and Egypt make to the development of written language?</p> <p>What inventions came from ancient China and Egypt?</p> <p>What examples of architecture from ancient China and Egypt still exist today?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • ancient: Long, long ago • architecture: The design of buildings • contribution: The act of giving or doing something <p>Contributions of ancient China and Egypt</p> <table border="1" data-bbox="1121 609 1724 997"> <thead> <tr> <th></th> <th>China</th> <th>Egypt</th> </tr> </thead> <tbody> <tr> <td>Written language</td> <td>Characters, symbols</td> <td>Hieroglyphics</td> </tr> <tr> <td>Inventions</td> <td>Kite, silk cloth, compass, fireworks</td> <td>Paper made from papyrus, 365-day calendar, clock</td> </tr> <tr> <td>Architecture</td> <td>Great Wall</td> <td>Pyramids</td> </tr> </tbody> </table> <p>Many inventions of ancient China and Egypt are still used today.</p>		China	Egypt	Written language	Characters, symbols	Hieroglyphics	Inventions	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock	Architecture	Great Wall	Pyramids
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Written language	Characters, symbols	Hieroglyphics												
Inventions	Kite, silk cloth, compass, fireworks	Paper made from papyrus, 365-day calendar, clock												
Architecture	Great Wall	Pyramids												

2.4 The student will develop map skills by

- a) locating China and Egypt on the world map
- b) locating understanding the relationship between the environment and the culture of ancient China and Egypt;

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge																		
<p>People relate to their environment in different ways.</p> <p>The Powhatan lived in the Eastern Woodlands region.</p> <p>The Lakota lived in the Plains region.</p> <p>The Pueblo lived in the Southwest region.</p>	<p>Where are the United States, China, and Egypt located on a world map?</p> <p>Where are the regions of the Powhatan, Lakota, and Pueblo people located on a United States map?</p> <p>How did the environment affect the culture of ancient Egypt and China?</p> <p>How did the environment affect the Powhatan, Lakota, and Pueblo Indians?</p> <p>How did the ancient Chinese, Egyptians, Powhatan, Lakota, and Pueblo people relate to their environments?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • climate: The kind of weather an area has over a long period of time • land: The solid surface of the Earth • environment: Surroundings <p>China is located in Asia. Egypt is located in Africa. The United States is located in North America.</p> <table border="1" data-bbox="1146 672 1913 1321"> <thead> <tr> <th></th> <th>Climate</th> <th>Land</th> </tr> </thead> <tbody> <tr> <td>China</td> <td>Seasons</td> <td>Forests, hills, mountains, deserts</td> </tr> <tr> <td>Egypt</td> <td>Hot, dry</td> <td>Nile River Valley, deserts, flooding</td> </tr> <tr> <td>Eastern Woodlands (Powhatan)</td> <td>Mild winters, hot, humid summers</td> <td>Rivers, hills, mountains, coastland</td> </tr> <tr> <td>Plains (Lakota)</td> <td>Hot summers, harsh, cold winters</td> <td>Plains, prairies, rolling hills</td> </tr> <tr> <td>Southwest (Pueblo people)</td> <td>Hot days, cold nights, little rainfall</td> <td>High flatlands</td> </tr> </tbody> </table> <p>Ways people related to their environment</p> <ul style="list-style-type: none"> • The ancient Chinese settled along the Huang He. They fished, farmed, and irrigated the land. 		Climate	Land	China	Seasons	Forests, hills, mountains, deserts	Egypt	Hot, dry	Nile River Valley, deserts, flooding	Eastern Woodlands (Powhatan)	Mild winters, hot, humid summers	Rivers, hills, mountains, coastland	Plains (Lakota)	Hot summers, harsh, cold winters	Plains, prairies, rolling hills	Southwest (Pueblo people)	Hot days, cold nights, little rainfall	High flatlands
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		<ul style="list-style-type: none"> • The ancient Egyptians farmed and irrigated the land near the Nile River. • The Powhatan farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food. • The Lakota moved around the region to hunt for buffalo. They later used horses for transportation. • The Pueblo people farmed the land. They lived in villages in houses made of adobe (clay).
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2.5 The student will develop map skills by a) locating the equator, the seven continents, and the five oceans on maps and globes; b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River)...		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p>	<p>Where are the seven continents, the five oceans, and the equator located on maps and globes?</p> <p>Where are these major rivers, mountain ranges, and lakes located on a map of the United States and the world?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • equator: An imaginary line around the middle of the Earth • continent: A large body of land on the Earth <p>The seven continents</p> <ul style="list-style-type: none"> • Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes. <p>The five oceans</p> <ul style="list-style-type: none"> • Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean on maps and globes. <p>Selected rivers, mountain ranges, and lakes in the United States</p> <ul style="list-style-type: none"> • Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map. <p>Selected world rivers</p> <ul style="list-style-type: none"> • Locate the Huang He in China and the Nile River in Egypt.

2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>The three main types of resources are natural, human, and capital.</p>	<p>What are natural resources?</p> <p>What are human resources?</p> <p>What are capital resources?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • natural resources: Materials that come directly from nature • human resources: People working to produce goods and services • capital resources: Goods made by people and used to produce other goods and services <p>Examples of resources</p> <ul style="list-style-type: none"> • Natural: Water, soil, wood, coal • Human: Farmers, miners, builders, painters • Capital: Hammers, computers, trucks, lawn mowers, factory buildings

2nd Grade Social Studies: Changing Communities and Cultures

Content Focus: Economics and How Communities are Shaped by Interdependent Systems

Conceptual Lens

Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies

- **Innovation & Change** - Students recognize that innovations cause change
- **Choice & Consequence** - Students understand that the choices people make have consequences

Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic** - Students understand that the location of people, places and things can be described using commonly accepted systems and conventions. Students understand that people adapt to their environment in different ways in order to survive
- **Economic** - Students recognize that people make choices about their jobs, resources, and money in order to meet their needs and wants

SOL

2.7 The students will describe natural resources (water, soil, wood, coal), human resources (people at work), and capital resources (machines, tools and buildings).

2.8 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research

Have students research money and barter in the studied past cultures (i.e. wampum for the Powhatan, trading with "the English" and other tribes for all American Indian groups).

2. Multiple Perspectives

- Students plan and set up their own student businesses of goods or services. Optionally, their products/services could reflect the cultures studied to become a culture market. Students can buy and sell using a class currency OR barter their own goods/services with classmates.
- The class could collectively establish a class business. Students would work in pairs or groups to create a "pitch" informing and persuading peers with their business model. After the pitch presentations, classmates would vote for a model and proceed with the business plan, raising money within the school for a special project or a charitable donation/service learning project.

3. Sources & Historic Record

Have students speculate about the origins of a piece of chocolate: before you buy it, who bought materials before that? Show the video on [Hershey's webpage](#), pausing to map each step of the process. Have teams of students choose another food or product to map the origins of collaboratively (researching when possible, and speculating when necessary). Consider exploring and discussing the factory/textile map on Patagonia.com: discuss where human/natural resources are from and why Patagonia is highlighting this information.

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art

Have students observe and note-take while viewing the [What the World Eats photographic essay](#). Students can then collaborate to create infographics representing the information (such as a map, bar graph, or combination). Consider using easel.ly to generate the graphics. Conversations about scarcity of resources could emerge from students' observations.

2. Analytical Writing

Students reflect in writing on their business, including the challenges and triumphs, their prices, and the goods/services, resources, and any observed scarcity.

3. Critical Reading

Read [Agatha's Feather Bed](#), [How to Make Apple Pie and See the World](#) and/or [Charlie Needs a Cloak](#). Have students identify the natural/human/capital resources and wants/needs.

Read [Leah's Pony](#). Have students discuss the role of scarcity and economic choices in Leah's family's decisions.

Explore the "Survival" section of UNICEF's [A Life Like Mine](#) and/or [One Well](#). Have children interpret the water graphic. Where is there water scarcity? Why?

4. Public Speaking and Presenting

- The class could collectively establish a class business. Students would work in pairs or groups to create a "pitch" informing and persuading peers with their business model. After the pitch presentations, classmates would vote for a model and proceed with the business plan, raising money within the school for a special project or a charitable donation/service learning project.
- Students hone their speaking and listening skills through interaction with consumers in their student businesses (described under "Multiple Perspectives.")

Content Vocabulary

- culture: The beliefs, customs, and way of life of a group of people
- environment: Surroundings
- human resources: People working to produce goods and services
- capital resources: Goods made by people and used to produce other goods and services
- contribution: the act of giving or doing something

- architecture: buildings
- invention: newly created
- community: a group of people who live and work together
- population: the number of people living in a community
- scarcity: limited resources

2.7 The students will describe natural resources (water, soil, wood, coal), human resources (people at work), and capital resources (machines, tools and buildings).

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>The three main types of resources are natural, human, and capital.</p>	<p>What are natural resources?</p> <p>What are human resources?</p> <p>What are capital resources?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • natural resources: Materials that come directly from nature • human resources: People working to produce goods and services • capital resources: Goods made by people and used to produce other goods and services <p>Examples of resources</p> <ul style="list-style-type: none"> • Natural: Water, soil, wood, coal • Human: Farmers, miners, builders, painters • Capital: Hammers, computers, trucks, lawn mowers, factory buildings

2.8 The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
People acquire goods and services through barter or through the exchange of money.	What is the difference between using barter and using money in exchange for goods and services?	<p>Terms to know</p> <ul style="list-style-type: none"> • barter: The exchange of goods and services without the use of money • money: Coins, paper bills, and checks used in exchange for goods and services

2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>People are both producers and consumers.</p> <p>People must make economic choices because resources are limited (scarcity).</p>	<p>What is scarcity?</p> <p>What is a consumer?</p> <p>What is a producer?</p> <p>Why do people have to make economic choices?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • scarcity: Not being able to meet all wants at the same time because resources are limited • consumer: A person who uses goods and services • producer: A person who uses resources to make goods and/or provide services <p>People must make economic choices because resources and goods and services are scarce (limited).</p>