

# 2<sup>nd</sup> Grade Social Studies

## The TEKS Explained

### 2008-2009

#### First Nine Weeks August 25 – October 17

#### Week 1: Rules and Authority Figures Labor Day

TEKS 11BC  
TEKS 1A

#### **Rules and Authority Figures**

- What is a rule? (something that tells us what to do and what not to do)
- Why do we need rules? (for safety, order, and security) (*See pages 9-11 in social studies textbook.*)
- Give examples of rules at home, at school, and in the community.
- Name some rules in the classroom and at school and explain why they are necessary.
- Identify authority figures at home, at school, and in the community (parents or elders, teachers, principal, police officer) and explain their responsibilities (to establish order, manage conflict, and provide safety and security).
- What are some ways to manage conflict? (communicate well, listen well, show self-control, respect, forgive and apologize, find a compromise)
- Workbook p3
- IFA 1-4

#### **Labor Day**

- Understand the significance of the celebration of Labor Day
  - honors and pays tribute to American workers
  - first Monday of September
  - became a national holiday in 1894
- IFA 15
- CharEd IFA 1

**Week 2: Work and a Job Well Performed  
Good Citizenship**

TEKS 9A  
TEKS 13C

- Understand why people have jobs
- Understand the importance of work: work provides income to purchase goods and services
- Understand terms: work, worker, labor, job, chore, income
- Describe the requirements of various jobs
- Describe the characteristics of a job well-performed
- IFA 26A-26B

**Characteristics of Good Citizenship**

- Identify ordinary people at home and school who have good citizenship traits. What do they do that makes them good citizens? What good citizenship traits do they show?
- IFA 6-9
- CharEd IFA 2

**Week 3: Paul Revere**

TEKS 13AB

- Identify traits of good citizenship: equality, justice, truth, responsibility and other traits). (*Refer to pages H4-H5 in social studies textbook.*)
- Understand the terms: equality, justice, truth, and responsibility for the common good. (*Brief explanations are found in IFA 6-9.*)
- Understand what it means to show responsibility for the common good
- Explain how Paul Revere showed responsibility for the common good.
- Paul Revere: a silversmith, a hero of the American Revolution; warned people that the British soldiers were coming; remembered in a poem called “Paul Revere’s Ride” (*See p220-221 in social studies textbook.*)
- IFA 53-54
- CharEd IFA 3

***(Refer to the Celebrate Freedom! Unit for this week's lessons.)***

- Understand the meaning of symbol: an object that stands for, or represents, something else
- Understand that the U.S. flag, the bald eagle, the rose, and Uncle Sam are all symbols of the United States
- Name and identify (by sight) these selected U.S. symbols that stand for our country –
  - United States flag
  - bald eagle
  - national flower – the rose
  - Uncle Sam



- The American flag is red, white, and blue; the stars stand for each of our 50 states; the stripes stand for the first 13 states in the United States.
- The bald eagle is our national bird.
- The rose became the official flower of the United States in 1986.
- Uncle Sam is portrayed as a tall, white-haired man with a goatee; often dressed in red, white, and blue and wears a top hat.

- Know that *America the Beautiful* is a patriotic song about our country (See words on p90 in textbook.)
- Recognize *America the Beautiful* when hearing the music.

## Thurgood Marshall

- Identify contributions of Thurgood Marshall and understand how he influenced and helped shape the community, state, and nation.
- Understand and identify characteristics of good citizenship as exemplified by Thurgood Marshall.
- Thurgood Marshall (p170-171)
  - born in Baltimore, Maryland
  - was turned down for law school because he was an African American
  - spent the rest of his life working for fair and equal rights for all Americans
  - a leading civil rights attorney; most famous case (*Brown v. Board of Education*) ended racial segregation in the United States
  - first African American justice on the Supreme Court; appointed to the Supreme Court in 1967 by President Lyndon B. Johnson
- Name and identify (by sight) the Supreme Court Building and explain why it is important
  - Know that it is a government building located in Washington, D.C.
  - Know that it is where the Supreme Court meets
    - ✓ highest court in the United States
    - ✓ made up of nine Justices
    - ✓ Justices are appointed by the President.
    - ✓ have their jobs for life
    - ✓ Thurgood Marshall was a Supreme Court Justice.
- IFA 56-57, 59, 63, 96, 99
- CharEd IFA 4

- Identify and describe selected landforms and bodies of water.  
(Refer to p56-59 in social studies textbook.)
- Be able to identify pictures and draw pictures of landforms and bodies of water.
- Be able to match descriptions of landforms and bodies of water with the name and the picture.
- continents: the largest areas of land on the earth; seven continents
  - Identify and name the seven continents; locate them on a map or globe.
- oceans: large bodies of salt water that cover most of the earth; five oceans
  - Identify and name the five oceans on a map or globe.
- mountains: the highest kind of land
- valleys: low areas between hills or mountains
- hills: land that is higher than the land around it, not as high as a mountain, rounded tops
- island: land that is completely surrounded by water
- river: a long body of water that usually moves towards a lake or ocean
- lake: large body of water, smaller than an ocean, surrounded by land, fresh water
- peninsula: land that is surrounded by water on three sides
  
- IFA 11-14, 19-21
- CharEd IFA 5
- CharEd IFA 6

**Week 7: Map and Globe Skills  
Columbus Day**

TEKS 5A  
TEKS 1A

**Map and Globe Skills**

- What is a map? When do you use a map? What is shown on a map?  
(See p20-21 in social studies textbook.)
- What is a globe? What is shown on a globe?
- How are a map and a globe the same? How are they different?  
(See pages H11-H14 in social studies textbook.)
- Identify parts of a map such as the map title, compass rose, map key and symbols.
- Use parts of a map such as the compass rose and map key and symbols to find locations and determine directions on maps.  
(See maps on the following social studies textbook pages to use for practicing the skills: 20-21, 46, 144, 184, and 192)
- Workbook p30
- IFA 16-18

**Columbus Day**

- Explain significance of Columbus Day
  - celebrated second Monday in October
  - celebrates Columbus's voyage and his "discovery"
- Christopher Columbus
  - Italian sea captain (Locate Italy on map and globe.)
  - Understand term: explorer
  - wanted to find a route from Europe to Asia (the Indies) by sailing west  
(Use a globe to demonstrate this.)
  - King and Queen of Spain gave him three ships – the Niña, the Pinta, and the Santa Maria (Show Spain on map and globe.)
  - sailed for Spain in 1492
  - sailed for more than two months
  - landed on island southeast of Florida (Show Columbus' route from Europe to the islands on map and globe.)
  - named it San Salvador and claimed the land for Spain
  - called the natives *Indians* because he thought he had landed in the Indies
  - Instead, he had landed in America.
  - Trace Columbus' route on map; identify direction he traveled; name ocean he crossed.
  - Understand terms: ancient (a very long time ago) and modern (present time)
  - **Ask:** During which time did Columbus sail – ancient or modern?
- IFA 41-44
- CharEd IFA 7

## **Week 8: Map and Globe Skills**

TEKS 5AB, 6BC

- Continue to use parts of a map such as the compass rose and map key and symbols to find locations and determine directions on maps.
  - Locate the city of Houston, the state of Texas, the country of the United States, and selected countries on maps and globes.
  - Understand that Houston is a city; Texas is a state; the United States is a country.
  - Understand the term route (a way to get from one place to another); draw and follow routes on maps.
  - Draw maps to show places and routes.  
*(Example: Read a familiar story or fairy tale to the students and have them draw maps of the story, including a map key, showing places in the story and the route(s) of the main characters.)*
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- IFA 22-25
  - CharEd IFA 8