

2nd Grade Social Studies
The TEKS Explained
2009-2010

Second Nine Weeks October 19 - December 18 (40 days)

Week 1: Map and Globe Skills (continued)

TEKS 5AB, 6BC

- Continue to use parts of a map such as the compass rose, map key, and symbols to find locations on maps.
- Use map and globe skills to 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 picture book (such as the Ox-Cart Man or 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.)
- IFA 22-25
- CharEd IFA 9

CBA #2 - October 22

Maps, Landforms, and Water

Week 2: Paul Revere

TEKS 13AB

- Review traits of good citizenship: equality, justice, truth, responsibility for the common good 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 IFAs 6-9.*)
- Understand what it means to show responsibility for the common good.

United Streaming - "The Common Good" - 2:30

- 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" (*Read biography on p220-221 in social studies textbook.*)
- For more information, see background information about Paul Revere below.
- IFA 53-54
- CharEd IFA 10

United Streaming - "The Midnight Ride of Paul Revere" - 4:01

United Streaming - "Field Trips to Yesterday: The Road to Revolution: Historical Boston" - 18 segments - each approx. 1-3 minutes

See "Paul Revere's Ride" - 3:12

Paul Revere: Background Information

Paul Revere was a silversmith, an engraver, and a maker of eyeglasses and false teeth. He was also a staunch Patriot set on rebellion. He created political cartoons to incite Americans to rebel, and he took part in the Boston Tea Party in 1773.

Two years later Revere learned that British soldiers were about to attack Patriots at Lexington and Concord, Massachusetts. Late at night, on April 18, 1775, he got on his horse, outraced two British soldiers, and reached Lexington in time to warn Samuel Adams, John Hancock, and others. When Revere was detained by British scouts, Samuel Prescott went on to warn the people of Concord.

"Through the night rode Paul Revere," the great poet Henry Wadsworth Longfellow wrote some time later, "and so through the night went his cry of alarm. . .In the hour of darkness and peril and need, /The people will waken and listen /The hurrying hoof-beats of that steed, /And the midnight message of Paul Revere."

Thanks to Revere and Prescott, the Patriots were ready to defend themselves in the first battles of the Revolution.

- What is a community? a place where people live, work, and have fun together
(See p16-21 in the social studies textbook.)

United Streaming - "Belonging to a Community"

5 segments - 1-3 minutes each

See especially the 3 minute segment on "Types of Communities."

- Why do people form communities? to meet their needs for feeling safe and comfortable
- **Books to read to students:**
 - *Roxaboxen* by Alice McLerran
- Identify and compare characteristics of communities, such as:
 - types of houses
 - other buildings
 - types of businesses
 - ways of earning a living (jobs)
 - land and ways people use the land
 - amount of space
 - relative location
 - natural resources
- Urban community (city, town) (p24)
 - a large city community
 - a lot of people
 - a lot of traffic - cars, buses, taxis, subways, trains
 - more roads and buildings
 - can be crowded and noisy
 - many people moving around - going to work, shopping, and visiting museums
 - tall buildings - skyscrapers

- Suburban community (suburb; neighborhood) (p25)
 - a community located near a large city
 - Suburbs usually surround the large city.
 - houses in neighborhoods
 - have their own schools and business centers
 - shopping malls
 - may work in the suburban community or may drive or ride a train or bus to work in the city

- Rural community (country) (p26)
 - small communities that are usually far apart
 - in the countryside
 - open space
 - few cars
 - country roads
 - land used for growing plants and raising animals; farms

- Be able to identify pictures of the different kinds of communities.

- Be able to draw pictures that show features of the different kinds of communities.

- IFA 71-74, 76-79
- CharEd IFA 11 and 13

CBA #3 - November 13

Kinds of Communities

Week 5: Thanksgiving

TEKS 1A, 7B

- Understand and explain the origin and significance of the celebration of Thanksgiving (*Refer to pages 212-213 in the social studies textbook.*)
- Know in what month Thanksgiving is celebrated today.
- Understand the meanings of past, present, and future.
- Be able to give examples of things that happen in the present, things that have happened in the past, and things that might happen in the future.
- Explain some similarities and differences in the celebration of Thanksgiving in the past and the celebration of Thanksgiving today.
 - foods served
 - location - inside or outside?
 - people attending the celebration
 - dress
 - travel
- How did the Pilgrims depend on the physical environment including natural resources to meet basic needs?
- Recognize and interpret painting of the first Thanksgiving.
- Identify symbols of Thanksgiving.
- IFA 66-69
- CharEd IFA 12

United Streaming - "Thanksgiving Day: America Celebrates"
8 segments - each 1-3 minutes

United Streaming - "Holiday Facts and Fun: Thanksgiving" - 5 segments
See "The Pilgrims and the Story of Thanksgiving" - 2:52
"Thanksgiving Games" - 1:52
"A Modern-Day Thanksgiving Celebration" - 2:17

Week 6: Free Enterprise System - Working, Earning, Spending, Saving
TEKS 9B

- **Review** (from September) the importance of work and how work provides income to purchase goods and services
 - work: jobs
 - income: money that someone earns

- Explain the choices people in the United States free enterprise system can make. *(See p104-107.)*
 - where to live
 - where to work
 - how to spend money
 - how much money to save
 - what to buy
 - what to sell

- Understand the concepts of earning, spending, saving, and free enterprise system
 - earn: to get something, such as money, after working
 - spend: to use money to buy goods and services
 - savings: the amount of income not spent
 - free enterprise system: producers decide what is bought and sold; people have choices

- IFA 26-28
- CharEd IFA 14

United Streaming - "How Our Economy Works: All About Earning and Spending"
8 segments - each 1-5 minutes

Week 7: Goods and Services – Producers and Consumers TEKS 10AB

- Distinguish between goods and services (p104-105) and between producing and consuming
 - goods: things that people make or grow
 - services: jobs that people do to help others
 - producing: making or growing something
 - consuming: buying and using goods
- Identify examples of goods and services.

United Streaming – “Goods and Services” – 1:45

- Understand the roles of producers and consumers in the production of goods and services (p68-71)
 - producer: someone who makes or grows something
 - consumer: someone who buys and uses goods
- Identify ways in which people are both producers and consumers.
 - **Class discussion:** Ask and lead discussion – How can a person be both a producer and a consumer?
- IFA 29, 31-34
- CharEd IFA 15

CBA #4 – December 11

**Free Enterprise System
Producers – Consumers – Goods – Services**

Week 8: Celebrations - Christmas, Hanukkah, Kwanzaa, and Las Posadas
TEKS 1A

- Explain the significance of various celebrations, such as:
 - Christmas
 - ✓ December 25
 - ✓ celebrates the birth of Jesus Christ
 - ✓ symbols of Christmas: decorated tree, stars, angels, holly, Santa Claus, mistletoe, candy canes, gifts, stockings
 - ✓ **Books to read:** *The Night Tree* by Eve Bunting; *The Polar Express* by Chris Van Allsburg; *The Snowman* by Raymond Briggs; *The Night Before Christmas* by Clement Clarke Moore
 - Hanukkah
 - ✓ Usually falls in December but is sometimes in late November
 - ✓ eight day Jewish holiday
 - ✓ celebrates a miracle: The Hebrews were victorious over Syria and recaptured the temple in Jerusalem. When the Jews rekindled the eternal fire in the temple, they had only enough oil to burn for one day. A miracle happened in that the oil burned for eight days.
 - ✓ the menorah
 - symbolizes the miracle
 - nine candles
 - One candle is lit each night during the eight-day holiday. The ninth candle - in the middle - is used to light the other candles.

- ✓ the dreidel game
 - The dreidel is a four-sided top, and each side has a Hebrew letter on it - nun, gimmel, hay, or shin. These letters stand for the Hebrew words that mean "a great miracle happened there."
 - The players sit in a circle. Each player receives an equal number of tokens (buttons, nuts, etc.) and puts five from his or her pile into the center.
 - Everyone takes a turn spinning the dreidel. The letter on top when the dreidel stops spinning tells what to do: Nun - do nothing; Gimme! - take the center pile; Hay - Take half the center pile; Shin - return half of your pile to the center.
 - Players who lose all their tokens are out. The last player with tokens is the winner.

- ✓ **Books to read:** *Chanukah Lights Everywhere* by Michael J. Rosen; *Celebrating Chanukah Eight Nights* by Debbie Martinez

- Kwanzaa
 - ✓ celebrated for seven days from December 26 through January 1
 - ✓ a cultural holiday to recognize the cultural heritage shared by African Americans
 - ✓ seven basic principles (*may be too abstract for children in primary grades*): unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity, and faith
 - ✓ kinara: candleholder for Kwanzaa; seven candles (three red candles, three green candles, and a single black candle in the middle which is lit first); a new candle is lit each day, in alternating colors
 - ✓ **Books to read:** *Kwanzaa* by Denise M. Jordan; *It's Kwanzaa Time!* by Synthia Saint James

- Las Posadas
 - ✓ Mexican holiday
 - ✓ December 16-24
 - ✓ *Posadas* is the Spanish word for "inn."
 - ✓ celebrated with a re-enactment of Mary and Joseph's search for lodging in Bethlehem on the night of Jesus' birth
 - ✓ Groups of children carrying candles travel from house to house in their neighborhoods.
 - ✓ People at each house tell them that "there is no room at the inn," until finally they are invited into a home or church holding a festive party.
 - ✓ Every Las Posadas party features a piñata.
- Interpret, compare and contrast information about Christmas, Hanukkah, Kwanzaa, and Las Posadas
 - Students should be able to recognize and **sort** information, pictures, and symbols of Christmas, Hanukkah, Kwanzaa, and Las Posadas.
- IFA 81-85