

2nd Grade Social Studies
The TEKS Explained
2009-2010

Fourth Nine Weeks March 22 - June 3 (52 days)

Week One: Amelia Earhart

TEKS 4B

- Identify historic figures such as Amelia Earhart who have exhibited a love of individualism and inventiveness
 - Amelia Earhart (p 281)
 - ✓ a nurse's aide; cared for World War I soldiers after high school
 - ✓ attended college; a social worker
 - ✓ knew she "had to fly" after taking her first airplane ride at age 23
 - ✓ took flying lessons; bought her own plane
 - ✓ first woman to fly alone across the Atlantic Ocean
 - ✓ first person to fly alone from California to Hawaii
 - ✓ attempted to fly around the world in 1937 but disappeared in the South Pacific between New Guinea and Howland Island (*Locate these areas on a world map or globe.*)

Check out www.texaslre.org for an excellent lesson plan about Amelia Earhart. First go to the website. Then click on *Lesson Plans and Curriculum Store*. Next click on *Lesson Plans of the Month* in the drop-down list. Go to the lesson plan for March 2007: *Amelia Earhart: A Woman with a Dream*.

- IFA 137, 140

Refer to the next few pages for detailed background information about Amelia Earhart.

Background Information for the Teacher

Amelia Earhart was not always famous. She was born to Edwin Stanton and Amy Otis Earhart on July 24, 1897, in Atchison, Kansas, and three years later her sister Muriel was born. The girls were brought up in Kansas City where the family lived, but they spent a great deal of time at their grandparents' home in Atchison, Kansas where Amelia was born. Mr. Stanton worked for the railroad as a lawyer and was often away on business trips and Mrs. Earhart often accompanied him. Edwin Stanton, though a caring man, lost his job due to alcoholism and the family fell on hard times. They moved to Des Moines, Iowa, then to St. Paul, Minnesota and then back to Kansas City while Mr. Stanton obtained new jobs and relocated.

The family was poor so Amelia and Muriel learned to entertain themselves with hobbies that required little or no money. Their parents often encouraged them to try new things including activities that were typically reserved for boys such as baseball, basketball, fishing and insect collecting. The girls loved to read and excelled academically even though they often missed school due to their family's circumstances. Amelia's adventurous spirit shone through even as a child as she built a roller coaster out of scrap wood and sailed down snowy hills on sleek, flat sleds that were typically only used by boys. At age ten, Amelia saw her first airplane at the Iowa State Fair and was disappointed by its boxy, rickety frame. Little did she know that one day it would be her passion.

Because her family moved a great deal, Amelia attended six different high schools before she graduated in 1916. Amelia continued her education at Ogontz School in Rydal Pennsylvania, but changed her plans after she traveled to Toronto, Canada to see her sister. One day on the street, Amelia met four wounded World War I veterans. The experience brought the war much closer to Amelia, and so in an effort to help out, she quit school and became a nurse's aide.

Amelia was fascinated by stories she heard of daring pilots who had spent the war fighting from planes in the Royal Flying Corps. She enjoyed watching airplane stunt shows with dare devil pilots looping, spinning and diving their planes through the air. Amelia received her first airplane ride from Frank Hawks, a famous record-setting pilot. She described the flight as "breathtaking beauty." After that, she knew flying was her destiny. Amelia worked for a telephone company as a file clerk to pay for her first flying lessons which carried a \$1,000 fee. In June 1921, Amelia completed her first solo flight, and in 1922 she received her pilot's license. Jobs for pilots were slim especially for females, and so in the years that followed Amelia worked many odd jobs

finally ending up in Boston where she worked at a settlement house teaching English to immigrant children.

In 1927, a man named Charles Lindbergh became the first person ever to fly alone across the Atlantic Ocean. The total distance was 3,610 miles and it took 33 hours and 30 minutes for Lindbergh to complete the flight. After this historic flight, an aviation advocate, Mrs. Frederick Guest, decided that a woman should cross the Atlantic as well. She began to search for someone who had the knowledge and skills to make the flight. Amelia fit all the criteria, and so Mrs. Guest's friend, George Putnam, asked Amelia if she would accept the offer. "How could I refuse such a shining adventure?" was all that Amelia could say. She was attracted to the danger of the flight and the challenge that lay before her. On June 18, 1928 the plane *Friendship* landed in Wales to complete the flight successfully.

Even though Amelia did not pilot this flight, she received a great deal of publicity from the adventure. She became instantly famous with her name and photograph in newspapers all over the world. George Putnam covered the story and he and Amelia became good friends. The reporters gave Amelia the nickname "Lady Lindy" because of her physical resemblance to Charles Lindbergh.

Amelia felt that she had not earned the fame that came with the *Friendship* transatlantic flight. She wanted to prove to the world that she really was the first woman in aviation strictly by her piloting skills. Five years after Charles Lindbergh began his famous solo transatlantic flight, Amelia began her endeavor to be the first woman to fly solo across the Atlantic Ocean. Though she encountered many difficulties during the flight, Amelia crossed the Atlantic in record breaking time of 13 hours and 30 minutes. Her fame was now justified.

Amelia became a symbol of the "new woman" of the times. From her short boyish hairstyle to her relaxed casual dress, Amelia defied convention. Amelia gave lectures at universities sharing her enthusiasm for flying with other women. She said, "Women must try to do things as men have tried. When they fail, their failure must be but a challenge to others." Amelia wanted to make sure that women had the same opportunities as men and so she developed an organization that promoted equality for women. The organization was called the 99ers of which Amelia served as president until 1933. Throughout her life, Amelia Earhart challenged and encouraged women to be independent and contribute to society.

On February 7, 1931, Amelia married George Putnam. He had proposed many times before only to be refused. Amelia did not accept George's proposal of marriage until

she was assured he would give her the freedom that she needed. As a successful publisher, George arranged for the publication of two of Amelia's books, *The Fun of It* and *Last Flight* (which did not come out until after her disappearance).

In June 1937, Amelia began the flight that would be her last. She and Fred Noonan set out in a twin-engine Lockheed Electra (nicknamed the *Flying Laboratory*) in an attempt to fly around the world at the equator. For one month, Amelia and Noonan flew over "oceans, deserts and jungles." On July 2, the most difficult stretch of the whole journey lay ahead. From Lae, New Guinea, they would head for tiny Howland Island which is only 2 miles long and 1/2 mile wide. It was essential that they find the island. To aid the plane's navigation, U.S. Coast guard ships were placed in the Pacific. The ship *Itasca* was sending signals to Amelia but seemingly, she wasn't receiving them; they had lost contact with the plane. They received one broadcast, "'Cloudy and overcast.'" One hour later they received, "We are circling.'" Apparently Amelia thought they had found Howland Island. Five hours later crew members aboard the *Itasca* heard another message from Amelia saying that they were circling around and around looking for the island. Meanwhile, the ship was sending signals, but the *Flying Laboratory* wasn't receiving them.

That was the last message to be sent that fateful morning. Amelia Earhart, Fred Noonan, and the *Flying Laboratory* disappeared without a trace. The U.S. Navy began an extensive sea-air search but no traces of the plane or survivors were ever found. The mysterious disappearance of Earhart and Noonan caused a great deal of rumors and speculation. Some say that Amelia had been captured by the Japanese and others say she was living on a tiny Pacific Island. The most reliable evidence suggests that the *Flying Laboratory*, tossed off course by tumultuous weather, ran out of fuel and was engulfed by large waves.

Amelia is an example of great determination, hard work and dedication. She overcame many obstacles to become great. She had a dream and made up her mind that she was going to live out that dream. She blazed a new path for women at that time, taught them to have confidence and respect for themselves, and also to take control of their lives. She will be remembered as a "smiling, confident, capable, yet compassionate human being" whose character we want to emulate.

<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-famous/Earhart.html>

- Identify ways Florence Nightingale exemplified good citizenship (*Read biography on p116-117 in social studies textbook.*)
 - Born in Florence, Italy in 1820
 - *Locate Italy on a world map. Ask:* On which continent is the country of Italy located?
 - Wanted to “do something worthwhile” with her life
 - Was in charge of nursing during a war in Europe; worked at an army hospital on the battlefield
 - Carried a lamp as she walked the halls and became known as the “Lady with the Lamp”
 - Started the world's first school of nursing and became known as the founder of modern nursing
 - Wrote the first textbook for nurses

For more information on Florence Nightingale, including a lesson, a flash presentation, a story and quiz with cartoon-like pictures, a paper doll, and images of Nightingale, check out the following websites:

www.gardenofpraise.com

(Click on “Biographies for Kids” and then scroll down until you find Florence Nightingale.)

www.bbc.co.uk/schools/famouspeople/standard/nightingale/index.shtml#focus

- IFA 133-134
- CharEd IFA 145

Week Three: Physical Environment and Natural Resources TEKS 7B, 8ABC

- Understand, identify, and explain ways people depend on the physical environment, including natural resources, to meet basic needs (p76-79)
 - What are basic needs?
 - ✓ food
 - ✓ shelter
 - ✓ clothing
 - What are natural resources?
 - ✓ useful materials that come from the earth
 - ✓ air, water, sun, forests, soil, minerals
 - People depend on the physical environment and natural resources to meet basic needs.
 - ✓ Farmers use natural resources to raise crops for food (such as corn, wheat, and apples).
 - ✓ Farmers use natural resources to raise crops for clothing (such as cotton and flax).
 - ✓ Farmers use natural resources to raise animals for food (such as cattle and chickens) and for clothing (such as sheep).
 - ✓ The wood from trees is used to build homes and make other products that we use every day.
 - Books to read to students:
 - ✓ *The Giving Tree* by Shel Silverstein
 - ✓ *Ox-Cart Man* by Donald Hall (*See lesson plan from district specialist.*)
 - ✓ *How to Make an Apple Pie and See the World* by Marjorie Priceman (*See lesson plan from district specialist.*)
 - ✓ *Farmer Brown Shears His Sheep* by Teri Sloat
 - ✓ *A New Coat for Anna* by Harriet Ziefert
 - ✓ *Apple Picking Time* by Michele B. Slawson
- IFA 141-144, 149, 150

Week Four: Development of a Product

TEKS 10C, 17ABCDE, 18B

- Trace the development of a product from a natural resource to finished product.
 - Understand that some products come from natural resources
 - Give examples of products that start as a natural resource
 - Understand that there are several steps in the development of a product from a natural resource to the finished product
- Sequence information
 - Sequence the steps in the development of a product (in words and in pictures)
 - Use a flow chart to show the steps in the development of a product
- IFA 151-153, 155

**Week Five: Development of a Product (continued)
Earth Day**

TEKS 10C, 17ABCDE, 18B
TEKS 1A

Development of a Product (continued)

- Trace the development of a product from a natural resource to finished product.
 - **Review** concepts from previous week.
 - Practice using flow charts to show the steps in the development of a product.
- Obtain and interpret information about a topic using a variety of sources
 - Read and discuss p120-123 in social studies textbook.
 - Have students interpret information in textbook by drawing and then sequencing pictures showing the development of a T-shirt from the cotton plant to the T-shirt.
- IFA 154

Earth Day

TEKS 1A

- Understand the significance of the celebration of Earth Day
 - Earth Day is celebrated on April 22.
 - Earth Day began in 1970.
 - It is a day to think about our planet and our environment and what we can do to take care of them and keep them healthy.
 - For the history of Earth Day and many activities and crafts for kids, check out the following website: www.kaboose.com and go to the Kids Domain.
- CharEd IFA 160

Week Six: Ways People Can Conserve and Replenish Natural Resources

TEKS 8CD

- Identify ways people can conserve and replenish natural resources (p 82-89)
 - Understand that the earth has only a limited amount of some natural resources.
 - We **conserve** resources when we take care of and protect them and when we use less of them.
 - Another way to protect natural resources is by **recycling** materials. When we **recycle**, we use something again. Some materials such as cans and newspapers can be recycled and made into new products.
 - One way to **replenish** natural resources - such as trees - is by planting new trees.

 - **Books to read to students:**
 - ✓ *Just a Dream* by Chris Van Allsburg
 - ✓ *The Great Kapok Tree* by Lynne Cherry
 - ✓ *The Wump World* by Bill Peet

- IFA 146-148
- CharEd IFA 165

CBA #7 - April 30

**Physical Environment
and the Development of a Product**

**Week Seven: Cinco de Mayo
Robert Fulton**

TEKS 1A
TEKS 4B, 16A

Cinco de Mayo

- Understand and describe the origin and significance of the celebration of Cinco de Mayo.
 - Cinco de Mayo is Spanish for the "Fifth of May."
 - It is NOT Mexican Independence Day.
 - On May 5, 1862, a small Mexican army led by General Zaragoza defeated a French army twice its size at Puebla, Mexico, 100 miles east of Mexico City.
 - Read more about this at www.vivacincodemayo.org/history.htm
- Create visual and written material (pertaining to the celebration of Cinco de Mayo).

GPTV - Elementary Content - Social Studies

**People and Places Units 4, 5, 6:
See Unit 6 - Cinco de Mayo (starts at 12:40 into the video)**

Robert Fulton

- Identify ways Robert Fulton exhibited a love of individualism and inventiveness (p282-283)
 - born in Pennsylvania in 1765 (*Locate Pennsylvania on a U.S. map.*)
 - many talents - inventor, engineer, painter, expert gunsmith
 - moved to France when he was 21
 - became interested in the invention of machinery; built a submarine
 - back in the United States - planned the building of a steamboat
 - launched a steamboat, the *Clermont*, in 1807, on the Hudson River
 - not the first steamboat built - but the first to be commercially successful in American waters
 - Fulton is popularly considered the inventor of the steamboat.

- Identify and explain how contributions of Robert Fulton affected and changed transportation.
 - built the *Clermont* - the first steamboat service that moved both people and goods
 - designed other vessels, among them a steam warship
- Understand and give examples of how science and technology have affected life, past and present.
 - **Class discussion:** Lead students in discussion about how transportation has changed from the past to the present.
 - Students should be able to give examples of different types of transportation, past and present.
- IFA 136, 138, 139
- CharEd IFA 170

Week Eight: Review and Test

CBA #8 - May 14

People

Weeks Nine-Ten: Invention Convention

TEKS 19AB, 16A

- Identify contributions of selected inventors and understand how their inventions affected life, past and present.
 - Check out www.enchantedlearning.com to learn about many inventions and inventors.
 - Read about inventions and inventors in the social studies textbook on p34-35, p275, and p278-283.
- Use problem-solving and decision-making skills, working independently and with others, to **create an invention** that would affect communication, transportation, recreation, or another aspect of daily life.
- IFA 156-159, 161-164
- CharEd IFA 170, 175

An example of a rubric to use for judging and/or grading the inventions is shown on the next page.

If you want to include points for an oral presentation, simply add another row to the rubric and make the necessary changes to the number of points for each category so that they still total 100.

Inventions Rubric

1. Turned in on time	10 points	_____
2. Description of purpose of invention	20 points	_____
3. Description of how invention works	20 points	_____
4. Creativity and originality	30 points	_____
5. Neatness	20 points	_____
Total points		_____