

Grade 2 Curriculum Guide
Foundations of Social Studies: Communities
2011 South Carolina Social Studies Standards

Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment.

Tier 3 Vocabulary: map, location, map legend, geographic features, landforms, cardinal directions, natural resources, local, mountains, rivers, islands, oceans, urban, suburban, rural, transportation, community, recreation, state, nation, continent, globe

1 st Quart er	Indicators	Information Students Need to Know	Suggested Activities/ Informational Text Materials/Primary Source Resources
	2-1.1: Identify on a map the location of places and geographic features of the local community (e.g., landforms, bodies of water, parks) using the legend and the cardinal directions.	<ul style="list-style-type: none"> • How to read a map legend • Identify bodies of water • Identify specific landforms • Identify parks • Identify symbols • Identify cardinal directions 	<p>Demonstrate <u>The Amazing Pop Up Geography Book</u>.</p> <p>Discuss different regions of South Carolina. On the board, write the following headings: <i>coasts, mountains, foothills, valleys, woodlands</i>. Students should take turns coming to the board to list physical characteristics of each region. Predict which area is most like Chester and tell why. In five cooperative groups, students illustrate (on a poster) one of the five regions that are assigned to them. This could be done</p>

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			<p>by drawing or by cutting pictures out of a magazine. Key words to describe the region should be written on their poster.</p> <p>Students make a flip book showing and describing the different landforms (plains, desert, islands, valley, and mountains).</p> <p>Play a guessing game about different regions. Start the game by asking a question about a certain region. For example, which region has the most water? What region has a high elevation? Students then direct their own questions to the class.</p> <p>People and Places pp. 56-61; workbook p. 14; see <u>Primary Atlas</u> pp. 2-3 for reference.</p> <p>View a basic map of South Carolina and guide the students to identify and</p>
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			<p>label the map with local resources (i.e. apples-upstate, peaches-Spartanburg County, seafood-coast, forestry-throughout the state). The student will create a key to go with the map. <u>Outline Maps</u>, p. 66.</p> <p>Watch United Streaming video clip, <u>Landforms #1</u>.</p> <p>Students work with groups to write landform riddles.</p> <p>Use colored modeling clay and work as a class to build a physical map of Chester County or South Carolina. Students label the landforms, regions, and geographic features.</p>
	<p>2-1.2: Recognize characteristics of the local region, including its geographic features and natural resources.</p>	<ul style="list-style-type: none"> ● Definition of natural resources ● Identify geographic features such as mountains, rivers, islands, and oceans ● Identify resources that are relevant to their local region 	<p>Create a map of Chester, SC, and/or US regions using playdoh, clay, sand, etc. to show the landforms</p> <p>Print map of Chester, SC, and/or US, color the</p>

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			<p>geographic features, and label them</p> <p>Have students create a community map that includes natural resources and label them</p> <p>Watch BrainPOP Jr. video on “Natural Resources” and create a class list of resources showed and how we use them</p>
	<p>2-1.3: Recognize the features of urban, suburban, and rural areas of the local region.</p>	<ul style="list-style-type: none"> • Identify features of rural community such as farmland (open space for growing plants and raising animals) • Identify features of suburban community (located on outskirts of city, smaller population) • Identify features of urban community (larger population) and have form of public transportation (buses, trains, or subways) • Define meanings and describe attributes of urban, suburban, and rural areas 	<p>Research each kind of community (rural, suburban, and urban)</p> <p>Watch UnitedStreaming video and create a flipbook on each type of community</p> <p>Create a module (mobile, shadowbox, etc.) that shows each type of community area</p>
	<p>2-1.4: Summarize changes that have occurred in the local community over time, including changes in</p>	<ul style="list-style-type: none"> • Know the ways people use land in local community • Identify different types of jobs that exist in community • Know local examples of highways, recreation areas, forests, lakes, farmland, and other land resource examples 	<p>Read <u>My Town</u>. As a class, talk about the parts of a community, how it grows, and why it changes</p>

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	<p>the use of land and in the way people earn their living.</p>	<ul style="list-style-type: none"> • Understand how land use and jobs in their community have changed over time 	<p>over time.</p> <p>Look at maps of your community from long ago to discover what the local community was like in the past. Talk about how the land was used, what kind of jobs may have existed, the number of people in the area, the size of the towns/cities, etc. Record observations on a chart</p> <p>Look at community maps from the present day. Talk about how the land is used now, what kind of jobs exist, the number of people in the area, and the size of the town. Were there more or less roads? Was there more or less farmland? Were there more or less parks, buildings, etc? Record observations on a chart.</p> <p>Use a Venn diagram to compare land use and jobs in the community from</p>
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			<p>long ago and today.</p> <p>Take a walk with the students around the school grounds. Point out natural features such as hills and large trees that have been there a long time. Point out man-made features such as retaining walls and playground equipment. After returning to the classroom, make a map of the school grounds and discuss the land features that they saw on the walk. Make predictions such as how the land looked before the school was built and have students draw a picture of this notion. Suggest some areas that have remained unchanged. Discuss the things on the land that are man-made and why they have been added. As a follow-up writing activity, students write in their journals about things they would change to make the school grounds even</p>
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			<p>better, including adding man-made things and leaving certain other natural things.</p> <p>To help students understand how times have changed, read the book <u>When I Was Young in the Mountains</u>. This book describes life in the early twentieth century, illustrating houses, swimming holes, old country stores, hand water pumps, and other old time ways. After reading the book aloud to students, make a Venn diagram on the board comparing the old days with the way we live now. As a journal entry, students write about whether they would like to live in the old days or the way we live now. They should give reasons to support their answer.</p> <p>Read Aloud <u>The Little House</u>.</p>
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			<p>Make a list of all the ways the land has changed. Why do you think things were done in this order? Discuss the different ways the people made their living throughout the book.</p> <p>Students illustrate one of the changes that took place in the story. Use the pictures to create a class flow map.</p> <p>Students interview friends and relatives to find out how their community has changed over time. Include changes in how the land is used.</p> <p>Watch United Streaming video clip, <u>Long Ago, Yesterday, and Today</u>. Watch United Streaming video clip, <u>How Communities Grow and Change</u>. Read <u>People and Places</u>. pp 22-23</p>
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	<p>2-1.5: Identify on a map or globe the location of his or her local community, state, nation, and continent.</p>	<ul style="list-style-type: none"> • Give a simple definition for: <ul style="list-style-type: none"> ➤ community (group of people living together in one place) ➤ state (any one of the 50 states in America) ➤ nation (community of people who share common language, culture, ethnicity, descent, and/or history) ➤ continent (a large land mass) • Identify the location of their local community, state, nation, and continent on a map 	<p>Use a large world map and globe to locate the continents and oceans. Explain that a globe is a model of the earth. It is like a map wrapped around a ball. Point out each continent and ocean on the map. Students take turns locating the continent or ocean called out on the globe. Show the United States located on the continent of North America. Next, give each student an outline map of the world. The continents and oceans should then be labeled. Place an X on the United States.</p> <p>Write the names of the continents and oceans on strips of paper. Give out the strips to students. Students come to the front to place their strip under the proper heading on the board (either continent or ocean). Use magnetic tape or sticky tack to attach the</p>
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			<p>strips. After the strips have been under the correct heading, other students are asked to come one at a time, remove one strip and place it on the world map in the correct location.</p> <p>Watch United Streaming video clip. <u>This Is Our World</u>.</p> <p>Use tracing paper to prepare a cutout for the outline of each continent. Use a copy machine or overhead projector to enlarge each one before cutting it out. Glue the outline to cardstock or tag board and cut it out. A different color should be used for each continent. Do not label the continent names yet. Tape a large piece of blue craft paper (blue for the oceans) on the board. Place the continents on the appropriate places using sticky tack.</p>
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			<p>After the continents have been placed correctly, remove each one and place a large dot or star on that spot. During class, have various students pick a continent cutout and place it on the proper dot. By doing this, students are learning to recognize the continents by their shape. . A red, white, and blue star can be made to place in the correct spot on the continent of North America to show the United States. Make a puzzle map by duplicating an outline map for each student (or group of students). Students color the continents and oceans lightly and then label the continents and oceans. Put a star on the United States. Glue the paper to a piece of tag board and demonstrate for students how to cut them into seven or eight equal pieces. Let students put their puzzles together.</p>
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			<p>Envelopes should be provided to keep the puzzle pieces together.</p> <p>Use the continent song and ocean song to teach the continents and oceans. Students point to the continents and oceans on a desk map as they sing.</p> <p>Explain to the students that nation-states are the countries that share the same government. Some continents are made up of many nation-states. While others, like Australia, have only one. Using a map, have the students identify the nation-states that make up North America</p>
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Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government.

<p>Tier 3 Vocabulary: government, citizens, laws, taxes, enforce, leaders, officials, mayor, governor, President, city council, judge, authority, elect</p>
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2 nd Quart er	Indicators	Information Students Need to Know	Suggested Activities/ Informational Text Materials/Primary Source Resources
	2-2.1: Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes.	<ul style="list-style-type: none"> • Examples of local laws that are art of local government structure • Examples of people who create and enforce laws such as mayor, city council, and police • Examples related to school rules, traffic laws, and basic criminal laws 	<p>Brainstorm classroom rules and discuss who has the power and authority in the classroom to enforce them. Brainstorm laws that the students know and discuss who has the power and authority to enforce them. Invite a police officer to your classroom to discuss with the students the laws that apply to them. Have the officer discuss their role in enforcing the laws. Identify a variety of local laws and the people who enforce the laws.</p> <p>Watch United Streaming video clip, <u>Cops Are Tops: Our Police at Work</u>.</p> <p>Watch United Streaming video clip, <u>Community Rules and Laws</u>.</p> <p>Each student should choose</p>

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			a federal, state, or local law and illustrate it. Create a class book.
	2-2.2: Recognize different types of laws and those people who have the power and authority to enforce them.	<ul style="list-style-type: none"> • Examples of local laws that are part of local government structure • Examples of people who create and enforce rules and laws such as mayor, city council, police, principals, and teachers • Examples of school rules, traffic laws, and basic criminal laws 	<p>Create a list of questions and interview people who help create laws and rules (mayor, city council, police, principals, and teachers). Include the purpose of creating these laws and rules (to make the area safe and fair).</p> <p>Visit: http://www.icivics.org/games/lawcraft and create laws of our own</p> <p>Put students in groups and have each group analyze a law discussing why it is important, what the purpose is, how it helps keep things fair and equal, how it relates to safety of citizens, etc. then present to the class.</p>
	2-2.3: Identify the roles of leaders and officials in	<ul style="list-style-type: none"> • Roles of local public officials such as mayor, city council, police officers, and judges • Understand how these local officials assist with affairs 	Compare the roles and responsibilities of your school's principal with

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	government, including law enforcement and public safety officials.	of local government (especially how they contribute to keeping community safe)	those of your city’s mayor. Read <u>Office Buckle and Gloria</u> To help students understand the roles of leaders and officials in local government, set up a mock class government. Have the appropriate students (depending on their role) create class laws. The students who break these laws can go before the judge and be given an appropriate consequence. The public safety officials can watch for safety violation in the classroom and issue a “citation”. Watch United Streaming video clip, <u>Sound the Alarm-Firefighters at Work</u> .
	2-2.4: Explain the role of elected leaders, including mayor,	<ul style="list-style-type: none"> • Roles of local public officials such as mayor, city council, police officers, and judges • Understand how these local officials assist with affairs 	Read Aloud – <u>Community Helpers from A to Z</u> .

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	governor, and president.	of local government (especially keeping our community safe)	<p>Students look through the blue pages in the government section of the phone book to find different services the government provides. Discuss the job/role of some of the services they may not be familiar with. Make a list of the services the student's name.</p> <p>Have small groups of students choose a type of community service worker to research. Allow the students to use encyclopedias and other books to find out more about their worker's job. If possible, arrange an interview with someone in that field. Students make posters to display their information and then present what they learned to the rest of the class.</p> <p>Play charades with the class by writing different community service jobs on</p>
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			<p>note cards. Pick a student to draw a card and then act out the job without talking. The student who correctly guesses the job becomes the next person to pick a card.</p> <p>Read <u>The Big Green Pocketbook</u>. As you read, have the students list all of the workers named in the book and write them on the board. Pass out note cards with “producers” written on one side and “service workers” written on the other. As you name each worker have the students hold up the card to tell if they make a good or provide a service. Sort the names on the board into these two groups. Now pass out note cards with the word “taxes” on one side and “not taxes” on the other side. Go through the list of workers again and have the students identify how each worker is paid.</p>
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			<p>Sort the names on the board into appropriate groups. Follow Literature Link unit for <u>The Big Green Pocketbook</u>.</p> <p>Watch United Streaming video clip, <u>This Is Our Government</u>.</p> <p>Read <u>People and Places</u>, pp. 112-115. Discuss service workers in the community. Workbook p. 28.</p>
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Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.

Tier 3 Vocabulary: community workers, goods, services, produced, production, consumer, consumer sovereignty, barter, purchase, markets, buyers, sellers, supply, demand, price, natural resources, human resources, capital resources

3 rd Quart er	Indicators	Information Students Need to Know	Suggested Activities/ Informational Text Materials/Primary Source Resources
	2-4.1: Recognize the basic elements that	<ul style="list-style-type: none"> • Know distinct characteristics of a cultural region • Natural features of that cultural region in the US 	Explain that a cultural region is an area that shares

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	<p>make up a cultural region in the United States, including language, beliefs, customs, art, and literature.</p>	<ul style="list-style-type: none"> • The meaning of cultural diversity • Examples of these characteristics and features such as language, beliefs, customs, art, and literature • Understand features vary from region to region across the US 	<p>one or more cultural characteristics (language, traditions, dress, celebrations, customs, food, etc.). Together discuss the basic elements of the American culture using the pictures on pp. 32-33 in <u>The Nystrom Nystronaut Atlas</u>. Identify economics, dress, customs, etc.</p> <p>Read <u>People and Places</u> pp. 16-18. Compare and contrast our community to Little Italy and/or Chinatown. Be sure to include language, food and greetings.</p> <p>Select another cultural region from the United States (for example – Midwest, Northeast, etc.). Bring in items or pictures that represent artifacts from this region. Have the students draw conclusions about that culture.</p>
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			<p>Watch United Streaming video clip, <u>Diversity Elementary: Culture and Ethnicity</u>.</p> <p>Read <u>Lion Dancer: Ernie Wan's Chinese New Year</u> by Kate Waters and Madeline Slovenz-Low.</p> <p>Watch "China: Fur and Firecrackers: Eat, play, boys, girls". Have students take dash facts of information from the video.</p>
	<p>2-4.2: Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.</p>	<ul style="list-style-type: none"> • Know how family traditions and customs are passed down from generation to generation (ex: religious beliefs, holidays, special occasions) • Know how to create a timeline of family events (birthdates, personal events, etc) • How to use graphic organizers to compare cultural regions of US (ex: language, education, and religion) 	<p>Read <i>The Memory String</i> by Eve Bunting and/or <i>The Relative's Came</i> by Cynthia Rylant and have students share a memory/short story about their family. Model creating a timeline of events that have happened in 2nd grade. Students interview family members about events that have happened in their lives/with their family and bring to school to create a timeline. Visit the link below for</p>

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			<p>more details: http://www.readwritethink.org/classroom-resources/lesson-plans/creating-family-timelines-graphing-870.html?tab=4)</p> <p>Other timeline ideas: http://www.proteacher.org/c/908_timelines.html</p> <p>Show a map of cultural regions in the US. Students work in groups/individually to research these regions to find out cuisine that's native to that region, traditions, cultures, education, language, religion, etc.</p>
	<p>2-4.3: Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.</p>	<ul style="list-style-type: none"> • Recognize cultural contributions of Native Americans, African Americans, and immigrant groups (such as fine art work, jewelry, food, language, and clothing) • Define and identify significant contributions made by each of these groups throughout US history 	<p>Read <u>A River Ran Wild</u> and discuss. <i>Distinguish between past, present, and future time. Explain change and continuity over time. Make and record observations about the physical and human characteristics of places.</i></p>

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			<p>Watch United Streaming video clip, <u>Native American: The First Peoples</u>.</p> <p>Read Aloud: <u>Many Nations, An Alphabet of Native America</u>.</p> <p>Make a list of ways that Native Americans have contributed to the culture of the United States.</p> <p>Watch United Streaming video clip, <u>Moving to America: Then and Now</u>.</p> <p>Watch United Streaming video clip, <u>Native Americans: American Heritage Series</u>.</p>
	<p>2-4.4: Recall stories and songs that reflect the cultural history of various regions in the United States, including stories of regional folk figures, Native American legends, and African</p>	<ul style="list-style-type: none"> • That different regions of the country and different cultural groups throughout the country have different folk heroes and folktales (a story circulated by word of mouth as a tradition) • Examples of these using songs and stories • Understand the basis for folklore (unwritten stories, proverbs, riddles, and songs of a culture) which incorporate fictional and nonfictional elements 	<p>Read <u>American Tall Tales</u>.</p> <p>Read aloud several stories from <u>Brer Rabbit and Friends</u>. Discuss similarities and differences in the stories. Create a “Story Elements Chart” to record characters, things</p>

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	American folktales.		<p>that are exaggerated, setting, problem, and solution.</p> <p>Conduct a shared writing lesson to create a new Brer Rabbit story.</p> <p>Divide the class into groups and give them the opportunity to write and illustrate a Brer Rabbit story.</p> <p>Model writing a folk tale using yourself as the folk hero. Refer to the “Story Elements Chart” from <i>Brer Rabbit</i>. Instruct students to write their own folk tale with themselves as the folk hero.</p> <p>Watch United Streaming video clip, <u>African and African-American Folktales</u>.</p> <p>Read interactive book <u>Pecos Bill Cleans Up the West</u></p>
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			<p>http://pbskids.org/lions/pe-cos/story2.html).</p> <p>Watch United Streaming video clip, <u>John Henry</u>.</p> <p>Create a flip book or pop-up book about the folktales we've studied.</p> <p>Create a stamp honoring one of the folk heroes.</p>
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Standard 2-3: The student will demonstrate an understanding of the role of goods and services and **supply** and **demand** in a community.

Tier 3 Vocabulary: cultural region, language, beliefs, customs, art, literature, historic traditions, cultural traditions, generations, traditions, contributions, folktales, folklore, folk figures

4 th Quart er	Indicators	Information Students Need to Know	Suggested Activities/ Informational Text Materials/Primary Source Resources
	2-3.1: Summarize the role of community workers who provide goods and services.	<ul style="list-style-type: none"> Know some of the people in their community who provide goods and services such as construction workers (build houses), mail carriers (deliver mail), waitresses/waiters (serve patrons), teachers (educate children), firefighters (put out fires), doctors/nurses (take care of sick), and farmers (grow crops) 	<p>Read Aloud – <u>Community Helpers from A to Z</u>.</p> <p>Students look through the blue pages in the government section of the phone book to find different services the</p>

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			<p>government provides. Discuss the job/role of some of the services they may not be familiar with. Make a list of the services the student's name.</p> <p>Have small groups of students choose a type of community service worker to research. Allow the students to use encyclopedias and other books to find out more about their worker's job. If possible, arrange an interview with someone in that field. Students make posters to display their information and then present what they learned to the rest of the class.</p> <p>Play charades with the class by writing different community service jobs on note cards. Pick a student to draw a card and then act out the job without talking. The student who correctly guesses the job becomes</p>
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			<p>the next person to pick a card.</p> <p>Read <u>The Big Green Pocketbook</u>. As you read, have the students list all of the workers named in the book and write them on the board. Pass out note cards with “producers” written on one side and “service workers” written on the other. As you name each worker have the students hold up the card to tell if they make a good or provide a service. Sort the names on the board into these two groups. Now pass out note cards with the word “taxes” on one side and “not taxes” on the other side. Go through the list of workers again and have the students identify how each worker is paid. Sort the names on the board into appropriate groups. Follow Literature Link unit for <u>The Big Green Pocketbook</u>.</p>
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			<p>Watch United Streaming video clip, This Is Our Government. Read People and Places, pp. 112-115. Discuss service workers in the community. Workbook p. 28.</p> <p>After the students have learned about various jobs, ask them to choose which worker they would like to be. Allow time for them to decide how to act out the job. Position various workers around the room and take the other students on a tour of the community. Interview the various workers about their jobs. The students may create props/hats to go with their occupation.</p>
	<p>2-3.2: Explain how people’s choices about what to buy will determine what goods and services are produced.</p>	<ul style="list-style-type: none"> • Understand the relationship between what people buy and what is produced in businesses • Understand concept of “consumer sovereignty” (consumer as king of marketplace) and impact of consumer choices on final production of goods and services • Recognize determinants/factors of demand that influence changes in consumer decisions to purchase 	<p>Divide the class into groups and assign each group a different region of South Carolina (beach, mountains, Upstate, midlands). Groups discuss the goods and services in which there would be a</p>

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		<p style="text-align: center;">goods and services</p>	<p>market. Students draw an advertisement for a pretend store depicting the goods and services for sale and their prices. Allow other students to select items to buy. Store owners discuss how these choices will determine price and what they will continue to produce. <i>Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments? Make and record observations about the physical and human characteristics of places.</i></p> <p>Read <u>The Berenstain Bears' Mad, Mad, Mad Toy Craze</u> and discuss</p> <p>Students brainstorm some of their favorite restaurants. Encourage them to give reasons why they choose to eat there. Explain that</p>
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			<p>restaurant #1 is giving away _____ (a popular item) with kid's meals and restaurant #2 is giving away _____ (a baby toy) with kid's meals. Where are they going to eat now? Explain that if a restaurant becomes popular, more will be built.</p> <p>To help students understand the concept of a market (trade or commerce in a certain service or commodity), pretend to sell a silly service or good. For example, try to get them to pay you to shovel the snow off of their driveway on a warm, sunny day or sell cups of air for \$20.00. Students explain why they wouldn't pay for these items/services. Explain that in order to make money, businesses must sell something that people are willing to pay for.</p> <p>Explain to students that</p>
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			<p>business owners decide where to put their business by looking at factors such as the amount of traffic, the existing businesses, and the population of the area. This helps them determine if there is a market for their good or service. Draw a main street map on the board. Label the buildings McDonald's, Sears, Wal-Mart, CVS, etc. Leave one building empty and have the students decide what type of business would do well there. Ask them to explain why they would build that particular business in that spot. Invite a representative from the local area Chamber of Commerce to discuss these topics. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?</p>
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			<p>Bring in a current sales flyer from Wal-Mart, Sears, etc. Show the students the types of clothes and sporting goods that are on sale. Ask the students why the stores are selling shorts and tents and not heavy coats and snow skis or vice versa. Continue the discussion by asking the students to explain when there would be a market for sandals, plastic eggs, pumpkins, pool cleaning services, driveway plowing, etc.</p> <p>Allow one of the students to take the lunch count on a day when a choice of foods is offered (ex. hamburgers or cheeseburgers). Discuss the reasons why the cafeteria staff needs to know this information. You may want to bring the class to the cafeteria and allow the staff to explain how people's choices</p>
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			<p>determine what foods will be produced.</p> <p>Watch United Streaming video clip, <u>How Our Economy Works: All About Earning and Spending Money.</u></p>
	<p>2-3.3: Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money.</p>	<ul style="list-style-type: none"> ● That goods and services can be obtained through bartering (exchanging goods/services without using money) and purchase (exchanging money for goods/services) ● Definition of bartering ● Advantages and disadvantages of bartering ● Different means of trading and producing goods and services ● Understand main function and benefits of money as a medium of exchange 	<p>Read <i>A Birthday for Frances</i> by Russell Hoban, <i>A New Coat for Anna</i> by Harriet Ziesert, <i>Saturday Sancocho</i> by Leyla Torres, <i>Jack and the Beanstalk</i> or <i>Potato: A Tale from the Great Depression</i> by Kate Lied and discuss how the characters traded items without using money.</p> <p>Play “Escape from Barter Islands” (http://www.clevelandfed.org/learning_center/online_activities/barter_island/) to show examples of bartering.</p> <p>Host a barter party. Invite children to come to the</p>

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			<p>party with an item or items they would like to trade or index cards of services they can provide other children. During the party, children will be encouraged to barter for new goods and services. Make it clear at the beginning of the party that children will not get the items they brought returned to them, so they should bring something they are okay with getting rid of.</p> <p>Watch “Money Visions” on Federal Reserve Bank of Cleveland http://www.clevelandfed.org/learning_center/online_activities/money_visions/index.cfm?DCS.nav=Local) and discuss what money is and how it’s used.</p>
	2-3.4: Identify examples of markets	<ul style="list-style-type: none"> • Role of trade in market transactions • Understanding of definition of markets and examples 	Set up a student store (possibly connected to

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	<p>and price in the local community and explain the roles of buyers and sellers in creating markets and pricing.</p>	<p>in our local community</p> <ul style="list-style-type: none"> • Recognize role of buyers and sellers in determining price and amount of goods sold in the market • Understand importance of buyers in determining types of goods and services available in the market 	<p>classroom behavior). Allow students to purchase items such as snacks and school supplies. Make a graph of items purchased. Use the graph to discuss popular items and items that need to be restocked (because of being chosen). Discuss how in markets sellers restock and sell items that buyers continue to buy.</p> <p>Students discuss the question, “Why do you think that Wal-Mart stocks large numbers of crayons and note paper in July and August?” Students work in groups to create an advertisement for a store of their choosing. They need to pick a time of year and create a flyer for what they will be selling. Discuss with students the importance of selling things the consumers would have a want/need for during that time of year.</p>
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	<p>2-3.5: Explain the effects of supply and demand on the price of goods and services.</p>	<ul style="list-style-type: none"> • Definitions of supply and demand • Why prices go up and down in their community marketplace • Understand the meaning of natural (land, animals, air, plants, water), human (family members, store clerks, friends, bus drivers, ministers), and capital (factories, machines, vehicles resources • Identify examples of each concept and how these resources are used in production of goods and services 	<p>Explain the cause-and-effect relationship between the price of a toy and how much kids like and want the toy.</p> <p>Read the story <u>Gino Badino</u> by Diana Engel. Encourage the students to describe how the demand for the Badino pasta changed from the beginning of the story to the end of the story. Students explain the reason why the Badino family produced new pasta and how this impacted the price.</p> <p>Show the students various advertisements that contain seasonal/holiday products. Discuss the current price and how it will change after the holiday season.</p> <p>Watch United Streaming video clip, <u>Economics: The Production, Distribution and</u></p>
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			<u>Consumption of Goods and Services: Consuming.</u>
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