

Resources for Grade 2 (2015-16)

General Resources for Grade 2 social studies:	
MN Organizations:	http://www.teachingcivics.org/ - Learning, Law & Democracy
	http://www.mcee.umn.edu/ - MN Council for Economics Education (MCEE)
	http://lt.umn.edu/mage/ -MN Alliance for Geographic Education (MAGE)
	http://education.mnhs.org/educators - Minnesota Historical Society
Civics:	https://www.icivics.org/ - resources and games for Civic education
Economics:	http://classroomclues.com/ and http://econkids.rutgers.edu/ - list of books by economics concept
	http://www.kidseconposters.com/about/about/ - resources including songs by concept
	http://www.econedlink.org/ - lesson plans and resources for teaching economics
	http://financeintheclassroom.org/passport - resources and lesson plans
Geography:	http://education.nationalgeographic.com/education/?ar_a=1
History:	http://edsitement.neh.gov/subject/history-social-studies
Literacy:	http://childrenslit-socialstudies.wikispaces.com/Home - annotated list of texts
Arts integration:	http://artsintegration.perpich.mn.gov/ - examples of projects integrating social studies/arts

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Benchmark	Resources	Lesson Plans
<p>2.1.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.</p>	<p><i>Vote</i> by Eileen Christelow</p> <p><i>Duck for President</i> by Doreen Cronin</p> <p><i>Otto Runs for President</i> by Rosemary Wells</p>	<p>http://pbskids.org/democracy/parents-and-teachers/</p> <p>The Democracy Project site has many resources about voting.</p>
<p>2.1.2.2.1 Explain the importance of constitutions. <i>For example:</i> Examples of constitutions— a classroom constitution, club charter, the United States Constitution.</p>	<p>Responsive Classroom - Building a classroom constitution together and then referring to it throughout the year.</p> <p><i>We the Kids: the Preamble to the United States Constitution</i> by David Catrow</p> <p>Good Reads Constitution Day Book Ideas: a list of titles that may support Constitution Day activities: http://www.goodreads.com/list/show/2401.BOOKS_FOR_CONSTITUTION_DAY</p> <p>Scholastic News video with President Obama: https://www.youtube.com/watch?v=jBrFuArJK1U</p> <p>Time for Kids article: http://www.timeforkids.com/news/constitution-q/103751</p>	<p>Brainpop Videos and Lesson Ideas: this website requires a subscription: http://www.brainpop.com/socialstudies/us/history/usconstitution/preview.weml</p> <p>School Media Interactive: this website requires a subscription. It includes access to streaming videos and interactive activities for ipod. http://schoolmediainteractive.com/</p>

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<p>2.1.4.7.1. Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules. <i>For example:</i> Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and students, speak when called on, participate in activities. Responsibilities at school —follow school rules, listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm. Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked.</p>	<p>Responsive Classroom - First Six Weeks by Paula Denton</p> <p>UNICEF Little Book of Children's Rights & Responsibilities: http://www.unicef.org/rightsite/files/little_book_rights.pdf</p>	<p>Brainpop Videos and Lesson Ideas: requires subscription http://www.brainpopjr.com/socialstudies/citizenship/rightsandresponsibilities/preview.weml</p>
<p>2.2.1.1.1 Given a goal and several alternative choices to reach that goal, select the best choice and explain why.</p>	<p><i>Frindle</i> by Andrew Clements</p> <p><i>Tops and Bottoms</i> by Janet Stevens</p>	<p>Making decisions about spending money http://learningtogive.org/lessons/unit390/lesson1.html</p> <p><i>Beatrice's Goat</i> by Page McBrier: lesson on decision making and opportunity cost https://www.stlouisfed.org/legacy_assets/education_resources/assets/lesson_plans/beatrices_goat_lesson_plan.pdf</p> <p><i>Erandi's Braids</i> by Tomie DePaola: choices http://econed.org/wp-content/uploads/Era</p>

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		ndis-Braids.pdf
<p>2.2.3.3.1 Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.</p> <p><i>For example:</i> Joe can visit his grandparents, go to a park, or see a movie. He only has enough time do one activity, so he must choose. His opportunity cost will be whichever activity he would have selected second.</p>	<p>“There is no such thing as a free lunch - the economic way of thinking” is a booklet produced by the Economic Council. This resource has 25 pgs. of background information accompanied by student handouts.</p> <p>http://www.sjsu.edu/people/tom.means/courses/EFL/s1/68student1.pdf</p> <p>Many resources on a variety of economic topics: http://www.stlouisfed.org/education_resources/elementary-school/online/</p>	<p><i>Alexander Who Used to Be Rich Last Sunday</i> by Judith Viorst: lesson on trade-offs https://www.stlouisfed.org/~media/Files/PDFs/Education/Lessons/Alexander-Who-Used-to-Be-Rich.pdf</p> <p><i>A Chair for My Mother</i> by Vera B. Williams: Lesson on decision making and opportunity cost https://www.stlouisfed.org/~media/Files/PDFs/Education/Lessons/A-Chair-for-My-Mother.pdf</p>
<p>2.2.4.5.1 Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.</p> <p><i>For example:</i> Natural resources— trees, iron ore, coal, pigs. Capital resources— hammer, computer, services and assembly line, power plant. Human resources—teacher, carpenter, mechanic, nurse.</p>	<p>Song about resources: http://www.kidseconposters.com/singalongs/we-ve-been-working-on-production/</p>	<p>Three Little Pigs and identify natural, human and capital resources. http://www.siue.edu/SIPDC/Library/lesson%20plan/reading1.pdf</p> <p>Little Nino’s Pizzeria: lesson on resources http://www.stlouisfed.org/education_resources/assets/lesson_plans/LittleNinosPizza.pdf</p>

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<p>2.2.4.5.2 Identify money as any generally accepted item used in making exchanges.</p> <p><i>For example:</i> United States currency and coins today; beaver pelts and other furs used in Minnesota territory in the early 1800s; salt used in the Roman Empire; cowry shells used in ancient China, metal coins used in Anatolia (Turkey) in 500 BCE.</p>	<p><i>One Cent, Two Cents, Old Cent, New Cent</i> by Bonnie Worth</p> <p><i>Lots and Lots of Coins</i> by Margarette S. Reid</p> <p><i>Money Madness</i> by David Adler</p>	<p><i>Sheep in a Shop</i> by Nancy Shaw http://www.stlouisfed.org/education_resources/assets/lesson_plans/SheepInAShop.pdf</p>
<p>2.3.1.1.1 Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.</p> <p><i>For example:</i> Spatial information—cities, roads, boundaries, bodies of water, regions.</p>	<p>Maps - print and online</p> <p>Maps of Minnesota State Parks: Click on a park choice and find the map in the column on the left. http://www.dnr.state.mn.us/state_parks/list_alpha.html</p> <p>Any book with a map on the frontispiece</p> <p>Books with details about the setting</p>	<p>http://wesleymeacham.hubpages.com/hub/ESL-Lesson-Plan-Activity-for-Listening-and-Following-Directions Plan for having students draw a sketch map of the layout of an apartment (a sketch map); written for ESL learners</p> <p>http://www.geovista.psu.edu/grants/MapStatsKids/New_MSK/concepts_mentalmaps.html information about “mental maps” which are drawn into sketch maps</p>
<p>2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.</p> <p><i>For example:</i> Key features—city, state, country, continents, the equator, poles, prime meridian, hemisphere, oceans,</p>	<p>Globe</p> <p>Maps - desk maps, maps from places (e.g. MN Zoo), online maps</p> <p>Atlases (both print and online)</p>	<p>http://education.nationalgeographic.com/activity/explore-cardinal-directions/ What do cardinal directions tell you about location?</p>

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major rivers, major mountain ranges, other types of landforms in the world.		
<p>2.3.1.1.3 Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States</p> <p><i>For example:</i> Physical features— the Atlantic Coast, Rocky Mountains, Mississippi River, Lake Superior. Landmarks—Statue of Liberty, Angel Island, Gateway Arch in St. Louis, Mount Rushmore, Crazy Horse Memorial.</p>	<p>Maps - desk maps, maps from places (e.g. MN Zoo), online maps</p> <p>Atlases (both print and online); satellite images</p> <p><i>This Land is Your Land</i> by Woody Guthrie Illustrated by Kathy Jakobsen</p> <p>Landmark books of U.S.</p>	<p>http://www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?id=302&print=yes Lesson plan using coins to explore physical features</p> <p>http://www.nps.gov/nr/twhp/descrip.htm Lesson plan using historic places</p>
<p>2.3.1.1.4 Use maps, photos, or other geographic tools to answer basic questions about where people are located.</p> <p><i>For example:</i> Basic questions— Where are we? What is this location like? What are the characteristics of this location? How has this place been affected by the movement of people, goods and ideas? How do people modify the environment to fit their needs? How do people organize locations into regions? How is this place similar to or different from other places?</p>	<p>Atlases (both print and online); satellite images</p> <p>Map at night</p> <p>Classroom population</p> <p>Go to BING daily photo to see map locations around the world.</p>	<p>http://www.educationworld.com/a_lesson/02/lp287-05.shtml Earth at night lesson shows where people live on our planet</p> <p>http://www.hubbardscupboard.org/mail_maps_and_where_i_live.html Where do I live?</p> <p>http://mrslarsensclass.weebly.com/uploads/2/9/6/5/2965039/nets_lesson_plan_-_final_for_posting.pdf Lesson about integrating science with technology</p>

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2.3.4.9.1 Identify causes and consequences of human impact on the environment and ways that the environment influences people.	<p><i>Just a Dream</i> by Chris VanAllsburg</p> <p><i>The Great Trash Bash</i> by Loreen Leedy</p> <p><i>The Great Kapok Tree</i> by Lynne Cherry</p>	<p>http://agbooksforkids.com/awesome_agriculture_books.html</p> <p>Awesome Agriculture series targeted for age 4-8 by JoAnne Buggie and Susan Anderson</p> <p>Brainpop Videos and Lesson Ideas: this website requires a subscription: http://www.brainpopjr.com/science/conservation/naturalresources/</p>
2.4.1.1.1 Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.	<p>Create a class timeline to document pictures and major events/accomplishments.</p> <p>Calendar in the Classroom: http://www.jeffersfoundation.org/calendar-in-the-classroom.php#</p> <p>Daily calendar (math time)</p> <p><i>Vote</i> by Eileen Christelow -- timeline of Voting Rights in the back of the book</p>	<p>Brainpop Videos and Lesson Ideas: http://www.brainpopjr.com/math/time/calendaranddates/preview.weml</p>
2.4.1.2.1 Use historical records and artifacts to describe how people's lives have changed over time. <i>For example:</i> Historical records—photos, oral histories, diaries/ journals, textbooks, library books. Artifacts— art, pottery, baskets, jewelry, tools.	<p>Any primary sources!</p> <p>Minnesota Historical Society's Photo & Art Database: photos and primary sources. Must be searched. http://greatriversnetwork.org/index.php?brand=cms</p>	<p>Children's Lives at the turn of the 20th Century: a collection of photos and suggestions for using them: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/</p>

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<p>2.4.2.4.1 Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.</p>	<p><i>Jingle Dancer</i> by Cynthia Leitich Smith-- for Anishinaabe life today</p> <p><i>Ojibwe Indians</i> by Suzanne Morgan Williams</p> <p><i>Children of the Tipi</i> by Michael Oren Fitzgerald</p> <p><i>The Legend of the Lady Slipper: An Ojibwe Tale</i> by L. Lunge-Larsen, L. and M. Preus, M.</p> <p><i>Powwow summer: A family celebrates the circle of life</i> by M. Rendon</p> <p>Map of where Dakota and Ojibwe lived in MN along with places around Minneapolis that were named by Dakota people. Includes pictures of old maps. https://www.hclib.org/pub/search/specialcollections/mplshistory/?id=1</p>	<p>K-5 Curriculum for Ojibwe and Dakota Nations http://csse.mnhs.org/resources/american-indian-education (*created by ISD 622)</p>
<p>2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people. <i>For example:</i> Elements of culture — foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations, homes, clothing.</p>	<p><i>A is for Appalachia</i> by Linda Hager Pack</p> <p>books on aspects of culture from a variety of places</p>	<p>“My Family Journey” lesson plan with links to additional resources: http://www.tolerance.org/lesson/my-family-journey</p>

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