

# 180 DAYS™

## Lessons and Activities

### Social Studies for Second Grade

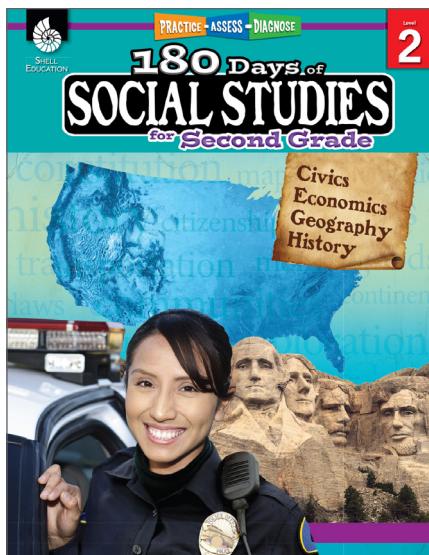
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Cover (1 page)

Table of Contents/Introduction (2 pages)

How to Use This Book (2 pages)

Lesson Pages (5 pages)



**How to Use This Book (cont.)**

**Using the Practice Pages**

Practic pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.

**WEEK 10 DAY 3**

**Civics**

**Directions:** Look at the picture, and read the text. Answer the questions.

**Day 1:** Students read a week's topic and answer a general question. Day 2 provides a general week's topic.

**Day 2:** Students read a week's topic and answer specialized questions. Typically, Day 2 is more specialized than Day 1.

**Day 3:** Students analyze a source or other graphic, graph, or infographic related to the weekly topic and answer questions.

**Day 4:** Students read a week's topic and answer related questions. Typically, Day 4 is more specialized than Day 3.

**Day 5:** Students read a week's topic and answer an application task.

**Directions:** Look at the picture, and read the text. Answer the questions.

**1. Which one is true?**

a. One bell was made.      c. Three bells were made.  
b. Two bells were made.      d. Four bells were made.

**2. What does the Liberty Bell stand for?**

a. justice      c. truth  
b. truth      d. freedom

**3. Name two other symbols that stand for freedom.**

51394—180 Days of Social Studies

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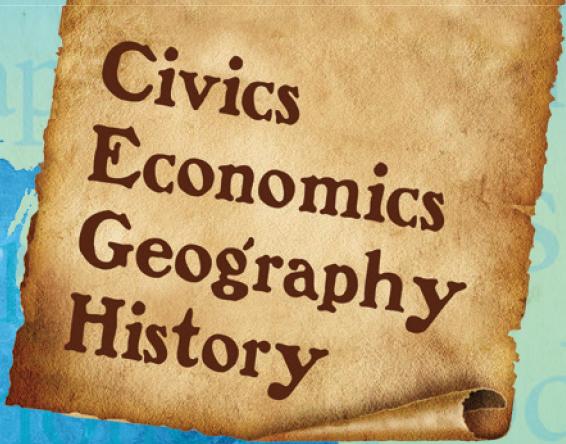
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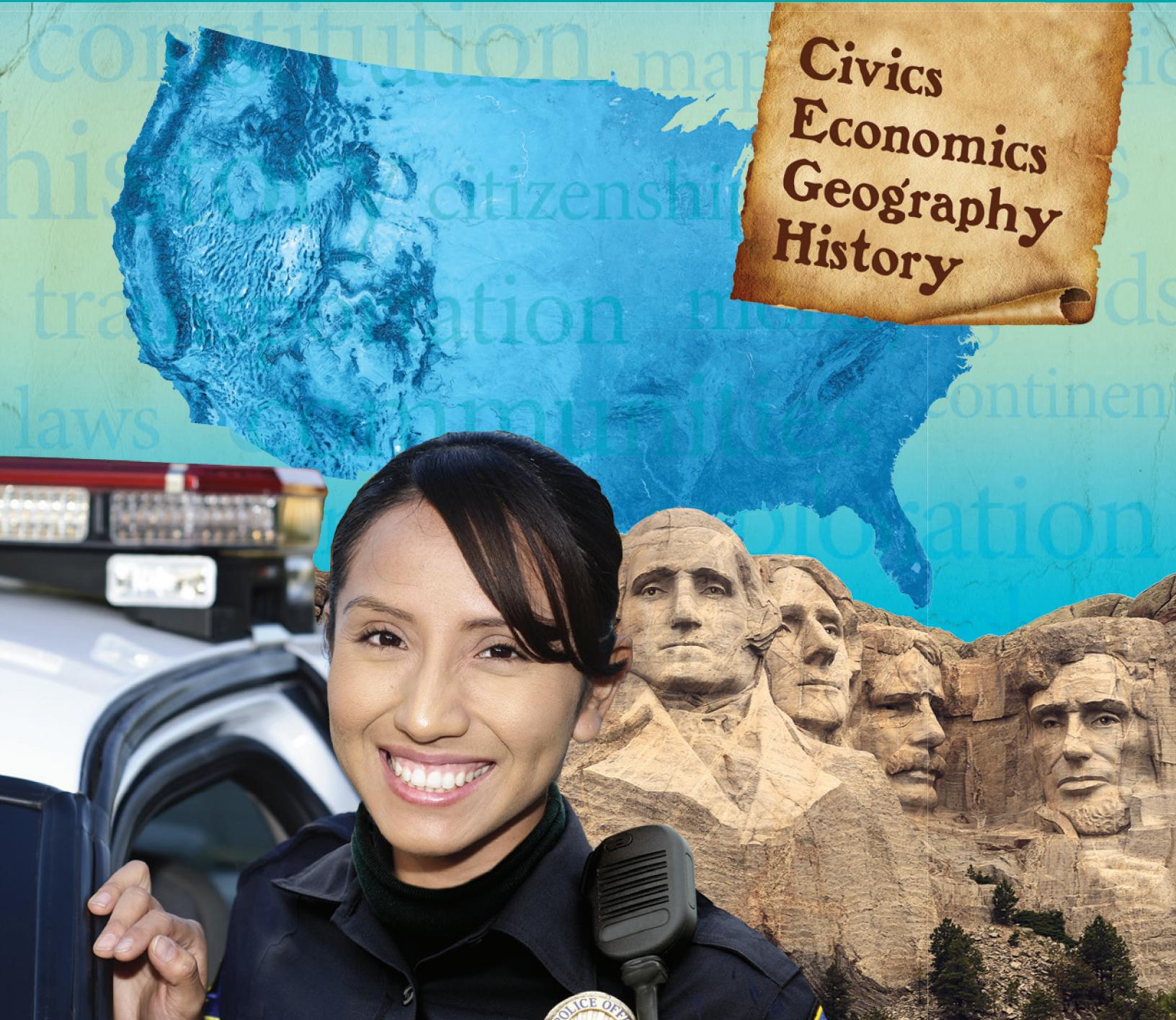
Level

2

# 180 Days of **SOCIAL STUDIES** for Second Grade



Civics  
Economics  
Geography  
History



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## Introduction

In the complex global world of the 21st century, it is essential for citizens to have the foundational knowledge and analytic skills to understand the barrage of information surrounding them. An effective social studies program will provide students with these analytic skills and prepare them to understand and make intentional decisions about their country and the world. A well-designed social studies program develops active citizens who are able to consider multiple viewpoints and the possible consequences of various decisions.

The four disciplines of social studies enable students to understand their relationships with other people—those who are similar and those from diverse backgrounds. Students come to appreciate the foundations of the American democratic system and the importance of civic involvement. They have opportunities to understand the historic and economic forces that have resulted in the world and United States of today. They will also explore geography to better understand the nature of Earth and the effects of human interactions.

It is essential that social studies addresses more than basic knowledge. In each grade, content knowledge is a vehicle for students to engage in deep, rich thinking. They must problem solve, make decisions, work cooperatively as well as alone, make connections, and make reasoned value judgments. The world and the United States are rapidly changing. Students must be prepared for the world they will soon lead.

## The Need for Practice

To be successful in today's social studies classrooms, students must understand both basic knowledge and the application of ideas to new or novel situations. They must be able to discuss and apply their ideas in coherent and rational ways. Practice is essential if they are to internalize social studies concepts, skills, and big ideas. Practice is crucial to help students have the experience and confidence to apply the critical-thinking skills needed to be active citizens in a global society.

# Introduction *(cont.)*

## Understanding Assessment

In addition to providing opportunities for frequent practice, teachers must be able to assess students' understanding of social studies concepts, big ideas, vocabulary, and reasoning. This is important so teachers can effectively address students' misconceptions and gaps, build on their current understanding, and challenge their thinking at an appropriate level. Assessment is a long-term process that involves careful analysis of student responses from a multitude of sources. In the social studies context, this could include classroom discussions, projects, presentations, practice sheets, or tests. When analyzing the data, it is important for teachers to reflect on how their teaching practices may have influenced students' responses and to identify those areas where additional instruction may be required. Essentially, the data gathered from assessment should be used to inform instruction: to slow down, to continue as planned, to speed up, or to reteach in a new way.

## Best Practices for This Series

- Use the practice pages to introduce important social studies topics to your students.
- Use the Weekly Topics and Themes chart from pages 5–7 to align the content to what you're covering in class. Then, treat the pages in this book as jumping off points for that content.
- Use the practice pages as formative assessment of the key social studies disciplines: history, civics, geography, and economics.
- Use the weekly themes to engage students in content that is new to them.
- Encourage students to independently learn more about the topics introduced in this series.
- Challenge students with some of the more complex weeks by leading teacher-directed discussions of the vocabulary and concepts presented.
- Support students in practicing the varied types of questions asked throughout the practice pages.
- Use the texts in this book to extend your teaching of close reading, responding to text-dependent questions, and providing evidence for answers.

# How to Use This Book (cont.)

## Using the Practice Pages

Practice pages provide instruction and assessment opportunities for each day of the school year. Days 1 to 4 provide content in short texts or graphics followed by related questions or tasks. Day 5 provides an application task based on the week's work.

All four social studies disciplines are practiced. There are nine weeks of topics for each discipline. The discipline is indicated on the margin of each page.

WEEK 1 DAY 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Look at the picture, and read the text. Answer the questions.

**Maria Tallchief** was the first top American Indian ballet dancer. She was born in Oklahoma. She began to dance when she was three years old. She studied ballet for many years and became a professional dancer. When she grew up, she danced in cities all over the world. Tallchief danced in the New York City Ballet and the American Ballet. She started a ballet company in Chicago. She won many awards. Then, she became a ballet teacher. Now, other American Indians want to be ballet dancers like Tallchief.

1. When did Tallchief start ballet?  
a. when she was four years old  
b. when she was five years old  
c. when she was seven years old  
d. when she was three years old

2. Where did she dance?  
a. in cities all over the world  
b. in schools all over the country  
c. on farms all over the world  
d. in cities all over the world

3. What did she start in Chicago?  
a. the New York Ballet  
b. the American Ballet  
c. a ballet company  
d. the Paris Ballet

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**Day 1:** Students read a text about the weekly topic and answer questions. This day provides a general introduction to the week's topic.

WEEK 1 DAY 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Look at the picture, and read the text. Answer the questions.

**Will Rogers** was part Cherokee. He was born in Oklahoma and grew up on a ranch. He learned to ride a horse and to ride a lasso. When he got older, he was an actor in movies. Rogers also liked to tell jokes and to trick horse riding. He was a writer and comedian. People listened to him on the radio and read his books. He was very smart. He talked about how to help people. Rogers traveled all over the world. He wrote many books for children. Today, people like to read his books.

1. What did Rogers learn when he was a little boy?  
a. to write a book  
b. to be an comedian  
c. to be an actor  
d. to ride and lasso

2. Rogers was an actor. What else did he do?  
a. He was a teacher and a librarian.  
b. He was a doctor and a teacher.  
c. He was lawyer and a painter.  
d. He was a doctor and a scientist.

3. Based on the text, why did people like to listen to him?  
a. He was funny and talked about riding a horse.  
b. He was funny and talked about helping people.  
c. He was happy and talked about using a lasso.  
d. He was funny and talked about being a clown.

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**Day 2:** Students read a text and answer questions. Typically, this content is more specialized than Day 1.

WEEK 1 DAY 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Look at the pictures. Answer the questions.

**Jim Thorpe**

1. Who was Jim Thorpe?  
a. a famous athlete  
b. a famous inventor  
c. a famous doctor  
d. a famous lawyer

2. What are two sports that Thorpe played?  
\_\_\_\_\_

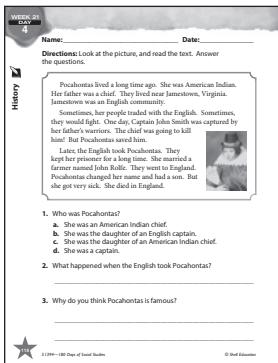
3. Thorpe won two gold medals at the Olympics. Why do you think this is important?  
\_\_\_\_\_

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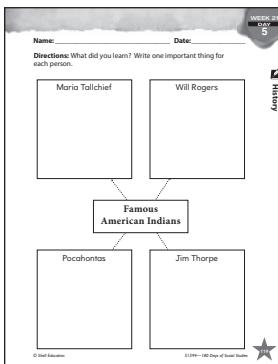
**Day 3:** Students analyze a primary source or other graphic (chart, table, graph, or infographic) related to the weekly topic and answer questions.

# How to Use This Book (cont.)

## Using the Practice Pages (cont.)



**Day 4:** Students analyze an image or text and answer questions. Then, students make connections to their own lives.



**Day 5:** Students analyze a primary source or other graphic and respond to it using knowledge they've gained throughout the week. This day serves as an application of what they've learned.

## Diagnostic Assessment

Teachers can use the practice pages as diagnostic assessments. The data analysis tools included with the book enable teachers or parents to quickly score students' work and monitor their progress. Teachers and parents can see which skills students may need to target further to develop proficiency.

Students will learn skills to support informational text analysis, primary source analysis, how to make connections to self, and how to apply what they learned. To assess students' learning in these areas, check their answers based on the answer key or use the *Response Rubric* (page 208) for constructed-response questions that you want to evaluate more deeply. Then, record student scores on the *Practice Page Item Analysis* (page 209). You may also wish to complete a *Student Item Analysis by Discipline* for each student (pages 210–211). These charts are also provided in the Digital Resources as PDFs, Microsoft Word® files, and Microsoft Excel® files. Teachers can input data into the electronic files directly on the computer, or they can print the pages. See page 215 for more information.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and answer the questions.

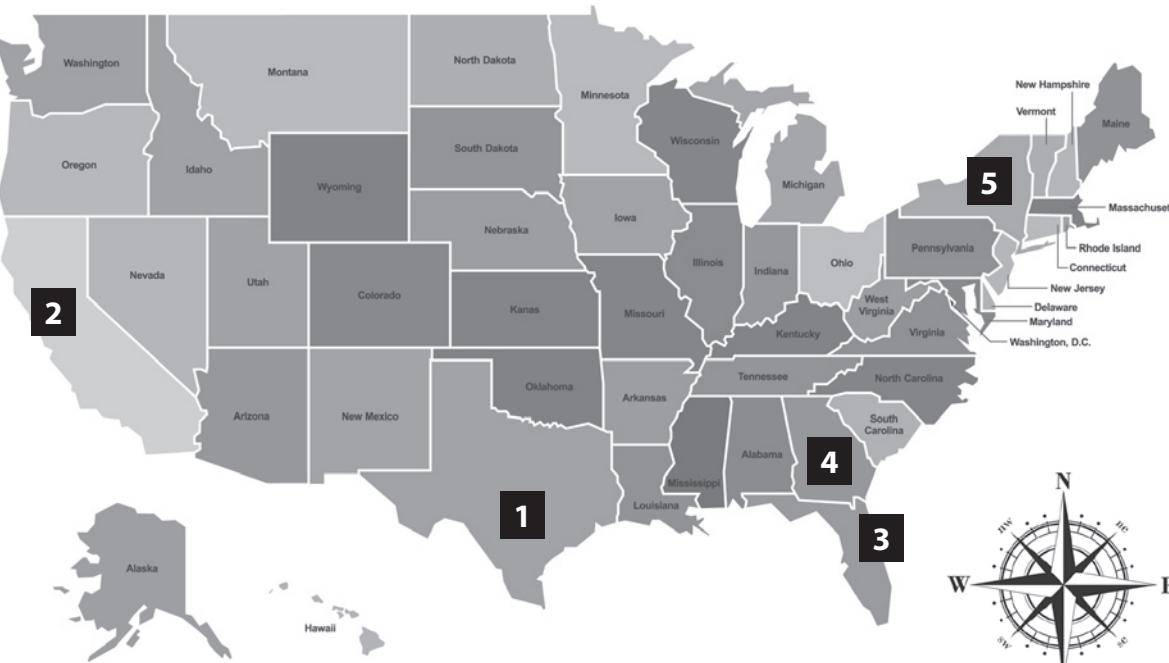
*Goods* are things you can buy or sell. You can see them and feel them. Some goods are used at school, home, or work. They can be big or small. Some goods are made in factories. Other goods are grown on farms. Sometimes, you use them up and need to buy new ones. Goods can be things such as toys, clothing, food, and beds.

*Services* are actions or jobs people do for other people. In some cases, people pay for a service. You pay a mechanic for fixing your car. The mechanic does a service.

1. What are goods?
  - a. actions people do for others
  - b. jobs people do for others
  - c. ways of protecting you
  - d. things you can buy or sell
  
2. What are services?
  - a. things such as food and clothes
  - b. actions or jobs people do
  - c. food grown on farms
  - d. things made in factories
  
3. Which one is a service?

<ol style="list-style-type: none"><li>a. a toy</li><li>b. a mechanic's work</li></ol>	<ol style="list-style-type: none"><li>c. a computer screen</li><li>d. a plate of food</li></ol>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Read the text, and look at the map. Answer the questions.

- Find the state of Texas. It is very big. What number is it?
  - 4
  - 1
  - 3
  - 5
- Find the state of New York. It is in the North and the East. What number is it?
  - 5
  - 1
  - 4
  - 2
- A compass rose is a symbol. It is used on maps. It shows each of the cardinal directions—north, south, east, and west. Find the compass rose on the map. Color it red.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at the picture, and read the text. Answer the questions.

- The Liberty Bell is at Independence Hall in Philadelphia.
- The bell stands for freedom.
- Three bells were made. The first two bells broke.



1. Which one is true?
  - a. One bell was made.
  - b. Two bells were made.
  - c. Three bells were made.
  - d. Four bells were made.
2. What does the Liberty Bell stand for?
  - a. justice
  - b. truth
  - c. charity
  - d. freedom
3. Name two other symbols that stand for freedom.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at the picture, and read the text. Answer the questions.

This picture shows a one-room schoolhouse from long ago. The children learned to read, write, and work with numbers. They did what the teacher said. The class could have children of many ages.



1. How is this school different from yours?
  - a. It has books for students to read.
  - b. It has desks for students to sit at.
  - c. It has slates for students to write on.
  - d. It has a door.
2. How is this school the same as yours?

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3. Would you rather go to school long ago or today? Why?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Look at this picture. Answer the questions.

1. How is land that people change the same as the natural land?  
How is it different from the natural land?

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2. Draw a picture of what this land may have looked like before people changed it.