

## 2ND GRADE SOCIAL STUDIES

Students should be able to:

### Foundations of Social Studies: Communities

- 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 cardinal directions
- Recognize characteristics of the local region, including its geographic features and natural resources
- Recognize the features of urban, suburban, and rural areas of the local region
- Summarize changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living
- Identify on a map or globe the location of his or her local community, state, nation, and continent
- Identify the basic functions of government, including making and enforcing laws, protecting citizens, and collecting taxes
- Recognize different types of laws and those people who have the power and authority to enforce them
- Identify the roles of leaders and officials in government, including law enforcement and public safety officials
- Explain the role of elected leaders, including mayor, governor, and president
- Summarize the role of community workers who provide goods and services
- Explain how people's choices about what to buy will determine what goods and services are produced
- Explain ways that people may obtain goods and services that they do not produce, including the use of barter and money
- Identify examples of markets and price in the local community and explain the roles of buyers and sellers in creating markets and pricing
- Explain the effects of supply and demand on the price of goods and services
- Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature
- Compare the 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
- Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups
- Recall stories that reflect the cultural history of various regions of the United States, including stories of regional folk figures, Native American legends, and African American folktales

### Activities:

Have your child:

- Learn about your family history. Look at pictures and family heirlooms. Discuss customs, beliefs, and traditions that have been passed along. Identify family customs that you think are common to your local region.
- Take a walk or drive through your local community. Discuss the natural features you see such as hills, forests or water features. Ask your child to find different ways people use and change the land in your community.

- Find the United States on a map or globe. Identify North America as the continent where the United States is located. Find other nations on the map/globe and name the continents where they are located.
- Read children's books about local, regional, or national folk heroes. Identify his/her favorite folk hero and discuss what characteristics of that hero were exaggerated and why.
- Take your child on a drive through your community. Identify signage, such as stop signs and speed limit signs, and talk about why we have laws and who enforces them.
- Examine the advertisements in your local newspaper. Identify which companies are selling goods and which are providing services.
- Look for items that are on sale during a shopping trip. Discuss why certain items are on sale and whether this might cause more people to purchase that item.

### Books:

- Adler, David. *Picture Book of Harriett Tubman*
- Berger, Melvin. *Where Did Your Family Come From?*
- Brown, Jeff. *Flat Stanley*
- Chantellard, Isabelle. *City Mouse & Country Mouse*
- DiSalvo-Ryan, Dyanna. *Grandpa's Corner Store*
- Jeffers, Susan. *Brother Eagle, Sister Sky*
- Kalman, Bobbie D. *Community Helpers from A to Z*
- Knowlton, Jack. *Geography from A to Z*
- Knowlton, Jack. *Maps and Globes*
- Lester, Julius. *John Henry*
- Marzolla, Jean. *Happy Birthday, Martin Luther King*
- McGovern, Ann. *If You Lived in Colonial Days*
- Mitchell, Margaree. *Uncle Jed's Barbershop*
- Morris, Ann. *Houses and Homes*
- Quiri, Patricia Ryan. *Ellis Island*
- Rathman, Peggy. *Officer Buckle and Gloria*
- Rylant, Cynthia. *When I Was Young in the Mountains*
- Smith, Cynthia Leitich. *Jingle Dancer*
- Sweeney, Joan. *Me on the Map*
- Van Leeuwen, Jean. *Going West*
- Wilson, Janet. *Imagine That!*

### Web Sites:

- American Folklore – [www.americanfolklore.net/paulbunyan.html](http://www.americanfolklore.net/paulbunyan.html)
- Ellis Island – [www.ellisland.org/](http://www.ellisland.org/)
- Economics – [www.econedlink.org](http://www.econedlink.org)
- Foundation for Teaching Economics – [www.fte.org/](http://www.fte.org/)
- Fun School – [www.funschool.com](http://www.funschool.com)
- Kids Space – [www.kids-space.org/](http://www.kids-space.org/)
- National Geographic – [www.nationalgeographic.com](http://www.nationalgeographic.com)
- History Place – [www.historyplace.com](http://www.historyplace.com)
- Social Studies for Kids – [www.socialstudiesforkids.com](http://www.socialstudiesforkids.com)
- Scholastic – [www.scholastic.com](http://www.scholastic.com)
- The Smithsonian Institution – [www.si.edu](http://www.si.edu)
- Weekly Reader – [www.weeklyreader.com](http://www.weeklyreader.com)
- American Folklife Center – [www.loc.gov/folklife/](http://www.loc.gov/folklife/)
- World Atlas – [www.worldatlas.com/aatlas/world.htm](http://www.worldatlas.com/aatlas/world.htm)