

Grade 2

Unit #1 Governing the People

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **1st Marking Period**
Length: **8 weeks**
Status: **Published**

Enduring Understanding

Government and its citizens from communities/countries.

Essential Questions

What is the purpose of governments?

What are the responsibilities of a citizen?

NJ Student Learning Standards

SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.A.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.A.CS5	In a representative democracy, individuals elect representatives to act on the behalf of the people.
SOC.6.3.4.A.3	Select a local issue and develop a group action plan to inform school and/or community members about the issue.
SOC.6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.3.4.A	Civics, Government, and Human Rights

Instructional Activities

"Being a good citizen"- use Pebblego to reinforce why responsibility and respect are key components of being a good citizen. Make a poster to illustrate how to show respect and be responsible in school, at home, and in your community.

Use a venn diagram to explain the similarities and differences of how our government and classroom operate.

Why was the "Declaration of Independence " written? /Who wrote it?/

Do a mach election/ candidate representation, speeches/

Graph the results of the election.

Make a puzzle connecting all of the parts of the local, state, and national government.

Compose a flip booklet of America's Symbols and landmarks. (Washington Monument, Lincoln Memorial, Statue of Liberty) Explain their significance.

How are laws created:

<http://web.compton.k12.ca.us/pages/departments/curriculum/pdf/2ndgradessunit3.pdf>

<https://www.pinterest.com/ewebb/rules-and-laws-unit/>

Discovery Ed video: This Is Our:Government

City Hall Tour website http://www.hud.gov/kids/ch/ch3s_intro.html

Activities & worksheets:

http://commoncore2012.homestead.com/Grade_Level_Files/Second/SocialStudies/Q1/Resources/CG1_Seco nd_Grade_Government_and_Leadership_Unit.pdf

Interdisciplinary Connections

Language Arts- Children write a paragraph about what they would do if they became president. (brainstorm and discuss all of the jobs of the president)

Students can participate in a shared research project, using trade books and online resources, to learn about a particular president.

Children will read trade books associated with a particular topic with a partner.

Math- Graph the results of the election you had in class.

Assessment

Students who understand the concepts can:

Identify the structure of governments (local, state, national)

Explain the need for government. (review why we have rules and laws)

Describe and participate in the voting process.

Explain functions of government.

Interpret and apply rules and laws in community (classroom/government)

Teacher made written assessments/ teacher observations/ quick pair share buddy discussions/ rubric projects/ mapping parts of government, research project and presentation of set project.

Texts and Resources

Texts:

Will You Sign Here, John Hancock?

Shh! We're Writing the Constitution by Jean Fritz

"House Mouse, Senate Mouse" by Peter W. Barnes

"Yes We Can! A Salute to Children from President Obama's Victory Speech" (Scholastic)

"The Statue of Liberty" by Lucille Recht Penner

"The Story of Liberty" by Mitzi Simons

"My Flag"/ Newbridge

"Lincoln Memorial"/ Zaner-Bloser

"Symbols of America"by Etta Johnson

America's Symbols"by Judith Bauer Stamper

Pebblego.com

Scholastic News - paper/digital www.freedomtrainforkids.com.

Unit #2 Cultural Heritage/ Colonial Times to Today/ Families

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **2nd Marking Period**
Length: **8 weeks**
Status: **Published**

Enduring Understanding

Generations of families, past to present, and their culture contributes to our multi diverse society.

Essential Questions

Why are families important?

How are cultures and traditions different around the world?

How do these differences affect society?

NJ Student Learning Standards

SOC.6.1.4.D.CS6	American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.6	Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.CS4	The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
SOC.6.1.4.C.2	Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.4.D.5	Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.
SOC.6.1.4.D.11	Determine how local and state communities have changed over time, and explain the reasons for changes.
SOC.6.3.4	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

Instructional Activities

Discuss reasons why students might move to a new town and why the colonists left England to move to America

Develop knowledge of the voyage of the Mayflower— Students complete a writing activity identifying what they would bring with them to the New World and why.

You Lived In Colonial Times Classbook Venn diagram to compare Sarah Morton to Samuel Eaton and/or Venn diagram to compare Sarah Morton to self or Samuel Eaton to self

Partner Prediction Activity- How could Native Americans have helped the settlers? Read about Squanto, focusing on the food, environment, clothing and shelter Students identify the Native Americans who would

have interacted with the Jamestown/Plymouth settlers.

Students read, "Popcorn" by Tomie dePaola. They make popcorn and write a list of how this crop was a building block for the Wampanoag and the Pilgrims.

Read about and discuss Thanksgiving traditions Timeline of events leading to First Thanksgiving

Students celebrate Thanksgiving by making butter and popcorn. (science experiment- liquid to solid)

Family Tree and Culture Project: <https://www.teacherspayteachers.com/Product/Family-Heritage-and-Culture-Project-Family-Tree-and-Interview-1572289>

Unit Projects- Students acknowledge their heritage background and share holiday traditions that come from that country. Learn songs and make a cookbook of recipes that come from different countries.

Students match pictorial representations of cultural differences, food, clothing, songs etc. with the people and country they represent

Using a blank map printout of the 13 original colonies, the children label, color, and cut into a puzzle.

Using a star, students identify the traditions that are part of the holiday, Hanukkah.

Students make posters depicting the traditions and cultures from different countries for holidays that stem from these regions. We will use them for our International Feast

Interdisciplinary Connections

Art: Children make Kachina Dolls and compare them to the dolls of Pilgrim children.

Language Arts: Read, "The Legend of the Indian Paintbrush", read and discuss the differences of members in the same society. Write and paint picture messages from Native American tribes.

Using a map printout students label the 13 original colonies; compare and contrast to what the USA looks like today.

Use a globe/map to identify where the students ancestors came from and label their locations. Science-

Liquid/Solid experiment to make butter

Assessment

Teacher made written assessment.

Informal Observations- students play "Jeopardy", in small groups to test their knowledge of colonial times.

Unit Projects- Students acknowledge their heritage background and share holiday traditions that come from that country. Learn songs and make a cookbook of recipes that come from different countries.

Students match pictorial representations of cultural differences, food, clothing, songs etc. with the people and country they represent.

Texts and Resources

Read Aloud Books:

"Squanto's First Thanksgiving"

"The Legend of the Indian Paintbrush" by Tomie dePaola

"Popcorn"

"The First Thanksgiving"

"If You Lived in Colonial Times" by Ann McGovern

"Christmas Around the World" by Lankford

"Together for Kwanzaa" by Juwanda

"The Story of Hanukkah" by David Adler

"The Legend of the Poinsettia" retold by Tomie dePaola

If You Lived in Colonial Times- A. McGovern Sarah Morton's Day- K. Waters Scholastic Samuel Eaton's Day- K. Waters/Scholastic

On the Mayflower/ If You Sailed on the Mayflower/ Video- The Mayflower Voyagers

Squanto-Pilgrim Adventure /Squanto Biography/ Eastern Woodland Indians Video-

www.Mayflowerhistory.com/passenger <http://www.socialstudiesforkids.com/subjects/holidays.htm>

Pebblego.com (Families, Customs Around the World, Holidays, Long Ago and Today)

http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf

<http://studenthandouts.com/01-Web-Pages/BSA/201406/thirteen-original-colonies-primary-map-worksheet.htm> www.eduplace.com

13 original colony song: <https://www.youtube.com/watch?v=jpC3ghfsiqI>

Unit #3 Our World, Exploring Geography

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **3rd Marking Period**
Length: **8 weeks**
Status: **Published**

Enduring Understanding

Land formations and bodies of water can be viewed on different types of maps, and are useful in different ways. Some locations are more suited for settlements.

NJ Learning Standards

SOC.6.1.4.A.CS9 SOC.6.1.4.B.1	The world is comprised of nations that are similar to and different from the United States. Compare and contrast information that can be found on different types of maps and determine how the information may be useful.
SOC.6.1.4.B SOC.6.1.4.B.4	Geography, People, and the Environment Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.4.B.CS3 SOC.6.1.4.B.7	The physical environment can both accommodate and be endangered by human activities. Explain why some locations in New Jersey and the United States are more suited for settlement than others.

Essential Questions

How is location relative to us?

Instructional Activities

Students listen to “Hungry Kid” poem, complete comprehension questions, and create own map. Reproducible map activities from books and online

Explore maps and globes and create a Venn Diagram for them. Put out various maps and globes and have students identify the features of each, creating their own understanding

Recognize how a legend relates to the location of a place; utilize a legend to locate landforms:
<http://web.compton.k12.ca.us/pages/departments/curriculum/pdf/2ndgradessunit2.pdf>

Identify country, continent, ocean, and boundary- Create an imaginary country Traveling Flat Stanley and

Flying Cow projects

"Read Me on the Map" – Students then complete activity to identify their house, number, town, state and country

Locate children's school, community, state and country on a map or globe; use maps to identify direction points: <http://www.edutopia.org/naturemapping-lesson-maps-directions-coordinates>

Use maps to understand population, create maps of a fictional town to reinforce community; Recognize absolute and relative location; understand ideas about civic life and government; http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons_K-3.aspx#Grade2

Know the absolute and relative location of a community and places within it: http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf

Make a variety of maps; then determine they are suited for a settlements

Interdisciplinary Connections

Collect and represent information about objects or events in simple graphs.

Write what it would be like to live in a particular area. Their writing needs to reference to the natural resources/landforms/bodies of water in that area. Does it/does it not support a settlement?

Assessment

Informal observation

Unit tests Unit projects

<https://jr.brainpop.com/socialstudies/geography/landforms/preview.wem>

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Teacher observations/ quick pair share buddy discussions/ rubric projects/ mapping parts of government, research project and presentation of set project.

Texts and Resources

pebblego.com

Dr. Jean songs www.superteacherworksheets.com/landforms

<http://world-geography-games.com/>

<http://lizardpoint.com/geography/> landforms:

https://www.youtube.com/watch?v=BsqKTJtK_vw

<https://www.youtube.com/watch?v=LwNfvyCXh1k>

https://www.youtube.com/watch?v=KWTDmg8OI_Y

http://www.teachertube.com/video/types-of-landforms-94543?utm_source=video-google&utm_medium=video-view&utm_term=video&utm_content=video-page&utm_campaign=video-view
page <http://www.watchknowlearn.org/Category.aspx?CategoryID=799>

Literature:

Maps by [Aleksandra Mizielinska](#) (Author), [Daniel Mizielinski](#)

National Geographic Kids Ultimate U.S. Road Trip Atlas by National Geographic Children's books

Little Kids First Big Book of the World by [Elizabeth Carney](#)

Looking at Maps and Globes- Carmen Bredeson Maps and Globes- Jack Knowlton

"Me on the Map" Google Earth iLearn-

Continents & Oceans (Free App)

The Nystrom Nystronaut Atlas by Nystrom Education

Looking at Maps and Globes- Carmen Bredeson

Maps and Globes- Jack Knowlton”

Nystrom resources

National Geographic Map Essentials

Learn 360 “Map Skills for Beginners-Maps” & “Map Skills for Beginners- Globes

“Hungry Kid” – Shel Silverstein

Can You Read A Map?-Rozanne Lanczak Williams

Reading Maps- David Rhys

Map It - Elspeth Leacock

Map Parts-Kate Torpie

Around and About: Maps and Journeys – Grade 2 Map Skills :Building Skills by Exploring Maps Creative Teaching Press

Maps for the Overhead: Neighborhoods and Communities- Scholastic –Catherine Tamblyn

Learn 360-“Map Skills for Beginners- Maps” LJ Interactive-“Kids World Maps” iPad App Flat

Stanley

Cows Can’t Fly Learn 360-“Continents and Oceans of the World”

Globe for iPad App iLearn- Continents & Oceans (Free App)

Name the Continents Game http://www.softschools.com/social_studies/continents/maps.jsp Around the World Webquest <http://warrensburgk12.mo.us/webquest/continents/index.htm> Find the Continents <http://www.playkidsgames.com/games/findContinent>

Walk on the Map- Mel Campbell

Unit #4 Famous Leaders of America

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **8 weeks**
Status: **Published**

Enduring Understanding

The roles of historical leaders and their contributions have affected American history.

Essential Questions

Why is leadership important?

What characteristics make a good leader?

How did contributions made by leaders change the direction of American history?

NJ Student Learning Standards

SOC.6.1.4.A.10

Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

SOC.6.1.4.D.6

Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

Instructional Activities

Students work in pairs. They choose a famous leader and read about his/her contributions. They use a graphic organizer to display the characteristics of this person. In addition, they make a poster or diorama to depict a contribution.

To introduce the genre, pose the question, “What do all these books have in common?” Give each child a biography and allow them time to read, browse, and explore before changing books with a classmate. Continue several times so students have books to compare.

Generate a list of features of a biography. Students may compare to How-to or other nonfiction writing.

Brainstorm a list of historical figures. Allow students time to explore several people before deciding on a person to study (Allows for differentiation according to reading level)

Students brainstorm questions they want to know about their historical figure (place of birth, date of birth, places lived, life as a child, what made them famous, how they made a difference, and interesting facts)

Students use a graphic organizer with guiding questions to help them collect research. Students use resources to answer questions about their historical figure.

Create a class timeline for a figure. Students design a presentation about their historical figure and his/her contributions. Possible formats: -Living Wax Museum- Students dress up as figure and orally present information to parents, classmates, and others -

Shoebox Project- Students decorate a shoebox about the person including items of significance to the person.

Explain the importance of the items chosen to display- Share with class -Biography Cube- Students create a cube with specific information about the figure on each side- Explain and present to class -

Powerpoint/Prezi Presentation: Students use technology to explain significant items about their figure.

Students ask questions of their peers, make connections to their own research, and link biographic information about their figures.

Through research and presentation options, students identify the significance of their historical figure and their impact on history (Teacher should be sure to address this during the question portion of the presentations)

President's Day Activities -Students read about Abraham Lincoln, George Washington, My Teacher for President, etc. and discuss the contribution of each specific president and all leaders.

See Living Wax Museum and other presentation ideas Students complete timeline or final book project.

View "Holiday Facts & Fun: Martin Luther King Day, 2nd ed." or read Young Martin Luther King or other nonfiction books.

Have students create their own written dreams extending the message MLK.

Interdisciplinary Connections

Student uses Pebblego.com and trade books to research the contributions of a particular famous American. A written report/slide show can be made to present this information.

Assessment

Informal observation

Teacher made written assessment

Written report/biography about a famous historical leader

Texts and Resources

Pebblego.com Scholasticnews.com <http://www.njamistadcurriculum.net/history/>

youtube/ George Washington for Kids/Rosa Parks for Kids/ Abraham Lincoln for kids

brainpopjr.com

Read Aloud Books:

"Abe Lincoln's Hat" by Martha Brenner

"George Washington and the General's Dog" by Frank Murphy

"A Picture Book of Martin Luther King" by David Adler

Easy Reader Biographies Scholastic Series

Heinemann Interactive library

First Biographies- Pebble Books

Rookie Biographies Scholastic Series

Young Martin Luther King

Follow the Drinking Gourd

My Teacher for President

The Flag We Love- Pam Munoz Ryan

Lives and Times Heinemann

Unit #5 Citizenship/Diversity

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Ongoing**
Length: **8 weeks**
Status: **Published**

Enduring Understanding

It is important for individuals to understand cultural differences in order to live in a diverse world.

Essential Questions

Why is diversity necessary to a country?

NJ Student Learning Standards

SOC.6.1.4.D.CS8	Prejudice and discrimination can be obstacles to understanding other cultures.
SOC.6.3.4.CS2	Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
SOC.6.1.4.A	Civics, Government, and Human Rights
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
SOC.6.1.4.A.10	Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.
SOC.6.1.4.A.CS11	In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
SOC.6.3.4.CS5	Develop strategies to reach consensus and resolve conflict.
SOC.6.1.4.D.CS11	People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.D.17	Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.4.D.CS10	The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.
SOC.6.3.4.D	History, Culture, and Perspectives
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

SOC.6.3.4	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.4.D.20 SOC.6.1.4.A.1	Describe why it is important to understand the perspectives of other cultures in an interconnected world. Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.D.16 SOC.6.3.4.CS1	Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.3.4.A.1	Determine what makes a good rule of law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
SOC.6.1.4	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D.19	Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Instructional Activities

Examine the historical significance of oppression on minorities: Black History month; Martin Luther King; Holocaust; Bullying

Discuss effects of adversity and tolerance on societal outcomes: Abraham Lincoln: Gettysburg Address/Civil War;

Rich/poor: <http://www.tolerance.org/activity/how-use-chicken-soup-classroom>

How music divides and unites: <http://www.tolerance.org/activity/stay-mix-music>

The impact of different resources on student achievement: <http://www.tolerance.org/activity/thats-not-fair>

Bullying: <http://www.tolerance.org/activity/bullying-tips-students>

Blind/visually impaired: <http://www.tolerance.org/activity/bringing-sight-sightless>

Fairness/taking turns, honesty, being left out: Fair-Eggs-periment
<http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Janjustice.pdf>

Unit Projects- Students acknowledge their heritage background and share holiday traditions that come from that country. Learn songs and make a cookbook of recipes that come from different countries

Classroom heritage fair, each child brings something from his/her own heritage and has to be prepared to tell others about it.

Cultural awareness bulletinboard:

http://www.ilovethatteachingidea.com/ideas/020207_cultural_awareness_bulletin_board.htm Discuss family contributions throughout the generations

Identify family relationships

Recognize cultural heritage and explore how this has positively impacted our society

Interdisciplinary Connections

Math/art: make a graph of the number of different cultures; make a collage

LAL: Write a rap of how to get along with others; develop a list of rules for being fair to others; write a paragraph of what it would be like to have a disability or belong to a minority

Social Studies/art: make a flag http://www.ilovethatteachingidea.com/ideas/032404_clap_three_times.htm
Classroom heritage fair

World Wide Traveling: http://www.ilovethatteachingidea.com/ideas/010416_world_wide_traveling.htm

Assessment

Students will be able to explain why understanding different cultures is important, and give examples of ways to promote better understandings between individuals.

Classroom observations

Formative and summative assessments

Performance-based projects

Unit tests

Reports

Teacher made written assessments/ teacher observations/ quick pair share buddy discussions/ rubric projects, research project and presentation of set project.

Students match pictorial representations of cultural differences, food, clothing, songs etc. with the people and country they represent.

Give examples of how cultural heritage has positively impacted our society.

Texts and Resources

<http://www.tolerance.org/activity/happy-birthday><https://www.google.com/search?>

Flower art project:

[q=diversity+projects&rlz=1C1CHFX_enUS605US605&espv=2&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahU](http://www.google.com/search?q=diversity+projects&rlz=1C1CHFX_enUS605US605&espv=2&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahU)

<http://familydiv.org/>

<http://sbhihelp.org/files/Diversity88Ways.pdf> <http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Janjustice.pdf>

<http://www.tolerance.org/category/level/grades-1-2>

<http://www.teacherplanet.com/grade-level/grade-two>

Literature:

Everett Anderson's Friend, Lucille Clifton

Alexander Who Used to Be Rich Last Sunday, Judith Viorst

Rosa Parks: First Biography, Lola M. Schaefer

“About Feeling Jewish”

Jean Little

Lens: Religion

Kate wants to *feel* Jewish and goes to her friend, Emily, for help. Emily's suggestion to read some Jewish books seems to do the trick—for both of them.

Little, Jean. “About Feeling Jewish.” In *Hey World, Here I Am!* New York: Harper & Row, 1989.

A Shelter In Our Car

Monica Gunning

Lens: Race, Immigration, Age and Class

Gunning, Monica. *A Shelter In Our Car*. Edited by Ina Cumpiano and Dana Goldberg. New York: Children's Book Press, 2004.

“An Unlikely Friendship” Sue

Carloni

Lens: Ability

This story tells the tale of how Sarah and Natalie became friends. Sarah, both new to class and in a wheelchair, sits at the desk next to Natalie. At first, Natalie has some trouble getting over Sarah's appearance and limitations, but with some help from her teacher and Sarah's aide, she discovers a great, new friend waiting for her.

Carloni, Sue. “An Unlikely Friendship.” *Teaching Tolerance*, Spring 2012.

“Chicken Soup: A Russian Tale of Giving”

Irina Starovoytova

Lens: Class

As the tsar travels across the countryside in disguise, he meets two very different families and learns about the different people living in his land—and about what motivates them.

Starovoytova, Irina. "Chicken Soup: A Russian Tale of Giving." *Teaching Tolerance*, Fall 2007.

"Crocodile and Ghost Bat Have a Hullabaloo: An Australian Tale of Name-Calling" Jeff Sapp
Lens: Community

Although carefully planned at twilight so all animals can attend, things go terribly wrong during this walkabout. The group creates such a terrible hullabaloo that Namarrkun, the lightning man, is forced to show his strength.

Sapp, Jeff. "Crocodile and Ghost Bat Have a Hullabaloo: An Australian Tale of Name-Calling." In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

"Eat, My Fine Coat!"

Barbara Walker

Lens: Class

Which are you more likely to notice: a person's character or his or her clothing? The Hoca, a Turkish lord, has a witty response when the latter is true at a dinner he attends after a day of hard work.

Walker, Barbara. "Eat, My Fine Coat!" *Teaching Tolerance*, Fall 1998.

"Hot, Hot Roti for Dada-Ji"

F. Zia and Ken Min (illustrator)

Lens: Race, Immigration, Ethnicity, Language and Age

Zia, F. Hot, Hot Roti for Dada-Ji. Edited by Jennifer Fox and illustrated by Ken Min. New York: Lee & Low Books, 2011.

Hot, Hot Roti for Dada-Ji

F. Zia and Ken Min (illustrator)

Lens: Race, Immigration, Ethnicity, Language and Age

Zia, F. Hot, Hot Roti for Dada-Ji. Edited by Jennifer Fox and illustrated by Ken Min. New York: Lee & Low Books, 2011.

"How the World Came to Be"

Anita Ganeri

Lens: Religion

These creation myths, from two different cultures, consider how the world came to be.

Ganeri, Anita. "How the World Came to Be." *Teaching Tolerance*, Spring 1999.

Mama Played Baseball

David Adler

Lens: Gender

With her husband away fighting in World War II, Amy's mother gets a job playing baseball in the first professional

women's league.

Adler, David A. *Mama Played Baseball*. San Diego: Gulliver Books, 2003.

My Name Was Hussein

Hristo Kyuchukov

Lens: Race and Ethnicity, Religion

Hussein, the narrator of *My Name Was Hussein*, lives in Bulgaria. His Muslim family takes great pride in their religion and traditions. But soldiers soon arrive in their village and force all of the Muslims to adopt Christian names, thereby inhibiting their freedom and identities.

Kyuchukov, Hristo. *My Name Was Hussein*. Honesdale, PA: Boyds Mills Press, 2004.

“Old Joe and the Carpenter: An Appalachian Tale of Building Bridges”

Pleasant L. DeSpain

Lens: Community

Are material possessions more important than friendship? Should you act on the impulse to get back at someone who hurts you? Will you let pride get in the way of your friendship? This tale about bridges brings these questions to the fore.

DeSpain, Pleasant L. “Old Joe and the Carpenter.” In *Peace Tales, World Folktales To Talk About*. Compiled by Margaret Read MacDonald. Hamden, Connecticut: Linnet Books, 1992.

One Million Men and Me

Kelly Starling Lyons

Lens: Race and Ethnicity, Gender

Based on a personal experience, this story is told from the perspective of a little girl whose father takes her to the Million Man March, where she sees and hears the tears, happiness and chants of African-American men banding together for a common purpose.

Lyons, Kelly Starling. *One Million Men and Me*. East Orange, NJ: Just Us Books, 2007.

“Papalotzin and the Monarchs: A Bilingual Tale of Breaking Down Walls”

Rigoberto González

Lens: Immigration

When a wall is built between the Great North and the Great South, nothing can pass by it, not the clouds or the wind or even the monarch butterflies. When both sides begin to suffer, Papalotzin, Royal Butterfly, breaks down the Great Wall.

González, Rigoberto. “Papalotzin and the Monarchs: A Bilingual Tale of Breaking Down Walls.” In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

“Raspberries! An American Tale of Cooperation”

Mary Newell DePalma

Lens: Ability

With only one wing, the little bird cannot fly to the raspberry patch with her brothers. As luck would have it, she meets a little dog, a chipmunk and a frog who all work together to get across the street to the raspberry patch.

DePalma, Mary Newell. "Raspberries! An American Tale of Cooperation." In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

Sometimes
Rebecca Elliott
Lens: Ability

Toby and Clemmie love each other very much. Sometimes Clemmie has to go to the hospital though, and it can be scary. Luckily, Toby and Clemmie know how to make the best out of every situation—even ones that involve a trip to the hospital.

Elliott, Rebecca. *Sometimes*. England: Lion Hudson plc, 2011.

"Supriya's Bowl: A Buddhist Tale of Giving"

Uma Krishnaswami
Lens: Class

This story speaks of the importance of giving. When hard times fall on his land, Buddha reaches out to the wealthy, asking them to help feed the poor. The rich people grumble and refuse until a young, well-to-do girl steps forward and offers to take her bowl house to house to be filled for those less fortunate than herself. Supriya succeeds, and many in the land fill her bowl and their own to give to the poor.

Krishnaswami, Uma. "Supriya's Bowl: A Buddhist Tale of Giving." In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

"The Blind Man and the Hunter: A West African Tale of Learning From Your Mistakes" Hugh Lupton
Lens: Ability

In this tale, a blind man teaches a hunter to see things in a different light and learn from his mistakes.

Lupton, Hugh. "The Blind Man and the Hunter: A West African Tale of Learning From Your Mistakes." In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL:

Teaching Tolerance, 2006.

"The Clever Boy and the Terrible, Dangerous Animal: An Afghan Tale of Fear" Idries Shah

Lens: Community

A clever boy teaches villagers that they should not be afraid of something just because they have never seen it before.

Shah, Idries. "The Clever Boy and the Terrible, Dangerous Animal: An Afghan Tale of Fear." In *Rhinos & Raspberries:*

Tolerance Tales for the Early Grades. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

“The Emerald Lizard: A Guatemalan Tale of Helping Others”

Pleasant L. DeSpain

Lens: Class

Brother Pedro meets Juan on a dusty road and sees that the man is very troubled. The priest helps Juan secure medicine for his sick wife. After many years, a prosperous and happy Juan travels to help Brother Pedro, yet it is Pedro who shows Juan another miracle.

DeSpain, Pleasant L. “The Emerald Lizard: A Guatemalan Tale of Helping Others.” In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

“The Fiery Tail: A Chinese Tale of True Beauty”

Hua Long

Lens: Class

The Peacock Fairy needs to choose an apprentice, but all of the peacocks look alike. To stand out, most of them decide to add things to their feathers. Little Peacock doesn't follow suit, and his actions catch the Peacock Fairy's attention.

Long, Hua. “The Fiery Tail: A Chinese Tale of True Beauty.” In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

“The Fighting Mynahs”

Leslie Ann Hayashi

Lens: Class

A story from Hawaii about how it's better to share and cooperate than squabble and fight.

Hayashi, Leslie Ann. “The Fighting Mynahs.” In *Fables From the Garden*. Honolulu: University of Hawaii Press, 1998.

“The Prince and the Rhinoceros: An Indian Tale of Speaking Kindly”

Toni Knapp

Lens: Community

A prince and his pet rhinoceros have a special friendship. He showers her with kind words until one day he lets the thought of gold interfere with their bond.

Knapp, Toni. “The Prince and the Rhinoceros: An Indian Tale of Speaking Kindly.” In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

“The Rat's Promise: A Tale From the Fipa People of Zambia”

UNICEF

Lens: Community

This tale about a hunter and a rat exemplifies the importance of showing kindness to others even when it is unlikely they

will be able to return the favor.

UNICEF. "The Rat's Promise: A Tale From the Fipa People of Zambia." In *Global Awareness in the Classroom: African Portraits*. Committee for UNICEF, 1993.

"The Three Billy Goats Gracious"

Jennifer Holladay

Lens: Community

A retelling of "The Three Billy Goats Gruff," this story puts a cooperative twist on the traditional Norwegian tale.

Holladay, Jennifer. "The Three Billy Goats Gracious." *Teaching Tolerance*, Fall 2008.

"This Little Light of Mine"

Harry Dixon Loes and E. B. Lewis

Lens: Race and Ethnicity

In addition to holding a key place in American folk and gospel music, "This Little Light of Mine" has significance as an anthem of the civil rights movement. In this book, E. B. Lewis' illustrations give further depth to Harry Dixon Loes' lyrics.

Loes, Harry Dixon, lyricist, and E. B. Lewis, illustrator. *This Little Light of Mine*. New York: Simon & Schuster, 2005.

"What Is Talmud? A Jewish Tale Set in Medieval Germany"

Nina Jaffe and Steve Zeitlin

Lens: Gender, Religion

This story introduces the Talmud, an important book in the Jewish faith that contains the ideas and teachings of hundreds of rabbis. A father reads a story from the Talmud to his daughter, and they talk about its meaning.

Jaffe, Nina, and Steve Zeitlin. "What Is Talmud? A Jewish Tale Set in Medieval Germany." *Teaching Tolerance*. Spring 1995.

Why Frogs and Snakes Never Play Together: A Pourquoi of Prejudice Jeff Sapp Lens: Community

A chance meeting of a frog family and a snake family in the woods allows wonderful new friendships to be made. Later, when the siblings tell their parents about their new friends, they are told never to play together again. Find out why in this easy-to-produce play that teaches about the serious topic of prejudice.

