

## Theme and Title of Unit: Community and the World

**Grade Level:** 2

**Length of Unit:** 4 weeks

**Unit Rationale:** The fundamental geographic skills of identification and map generation are built off of to apply skills across multiple maps. The scale of geography is enlarged for students to understand more of the broader world and how it relates to their local area.

### Stage 1 - Desired Results

**Understandings:**

*Students will understand that...*

there are many areas of the world besides their school, state and country.

how and why people, goods and ideas move from place to place

there are different types of maps of a local area

there are various cultures within their community as well as within their world.

**Essential Questions:**

How do different types of maps give us information about an area?

How do communities work together to accomplish goals?

**Content:**

*Students will know...*

- the difference between suburban, urban and rural areas.
- there are 7 continents and name most of them
- the location of NJ and North America
- the origin of certain products in the school (ex: cheese on pizza on pizza day!) and how they got to the school
- people from different geographic areas move to other areas for many reasons
- different point of views from people living in different areas
- different landforms and their importance (rivers, plains, mountains, plains)

**Skills:**

*Students will be able to...*

What skills will students need to be able to do to answer the essential questions?

- identify different types of maps (street, topographical, political, population density, etc)
- how to interpret information from different maps and compare and contrast that information
- identify places a product has come from and how it gets to it's destination
- compare and contrast different points of view
- apply knowledge of suburban, urban and rural areas to determine why people and goods move from place to place
- identify geographic features and their impacts

### NJ Student Learning Standards

[https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf)

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).

6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

### **C3 Standards**

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.Civ.1.k-2 - Describe roles and responsibilities of people in authority.

D2.Civ.2.k-2 - Explain how all people, not just official leaders, play important roles in a community.

D2.Civ.3.K-2 - Explain the need for and purposes of rules in various settings inside and outside of school.

D2.Civ.6.K-2 - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D3.1.K-2 - Gather relevant information from one or two sources while using the origin and structure to guide the selection.

D4.4.K-2 - Ask and answer questions about arguments.

D4.1.K-2 - Construct an argument with reasons.

D4.2.K-2 - Construct explanations using correct sequence and relevant information.

D4.3.K-2 - Present a summary of an argument using print, oral, and digital technologies.

D2.Geo.1.K-2 - Construct, maps, graphs and other representations of familiar places.

D2.Geo.3.K-2 - Use maps, globes, and other simple geographic models to identify cultural and environmental and characteristics of places.

D2.Geo.7.K-2 - Explain why and how people, goods, and ideas move from place to place.

D2.Geo.8.K-2 - Compare how people in different types of communities use local and distant environments to meet their daily needs.

D2.Geo.11.K-2 - Explain how the consumption of products connects people to distant places.

D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.

D2.Eco.5.K-2. Identify prices of products in a local market.

### **Learning for Justice - Social Justice Standards**

<https://www.learningforjustice.org/frameworks/social-justice-standards>

ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

### **Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

### **CLKS Practices:**

1. Demonstrate creativity and innovation

2. Utilize critical thinking to make sense of problems and persevere in solving them

**Connected Careers:**

*Anthropologist, Educator, Historian, Sociologist, Urban Planner*

**Explanation of how CLKs connect to the unit:**

Students will use creativity and innovation, as well as critical thinking to create their own community map.

**Explanation of how 9.2 standards connect to the unit:**

By learning about ways in which environments and cultural norms impact peoples' interests and strengths, students will realize that all people are drawn to different professions.

**Explanation of how connected careers connect to the unit:**

In this unit, students will focus on how different groups behave and how it came to be this way (Anthropologist, Historian, Sociologist) and services that people need depending on their environment (Educator, Urban Planner).

**Interdisciplinary Standards**

CCSS.ELA-LITERACY.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RI.2.4

Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

**Explanation of how interdisciplinary standards connect to the unit:**

Students will be reading informational texts about communities and will need to have these skills present and practiced using content specific vocabulary.

**Technology Integration (9.4 Standards) -**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts

**Explanation of how 9.4 standards connect to the unit:**

In creating their own communities, students will create original works of their own. While they study maps, they will compare and contrast a variety of different types of maps and map formats.

**ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>**

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. Capitalize holidays, product names and geographic names.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**Explanation of how ELA Companion standards connect to the unit:**

In this unit, students will focus on capitalization geographic names as they explore the continents, and will use visuals to facilitate their exploration of communities around the world.

**Stage 2- Assessment Evidence:**

**Assessment:**

<p><b>Formative</b></p>	<ul style="list-style-type: none"> <li>• Synthesize different maps of the NJ area to determine why population, geography, etc. play a role in why people live where they do, and why certain areas are better for certain goods and services, over multiple days Students should be given maps, suggested all electronic links on Chrome Books, with guiding questions to notice similarities on different maps of same area. Students should develop five questions they have by looking at the maps. Students then share and the teacher highlights exemplar questions for all students to answer. Using the maps that they have students have to come up with their answer by bringing in information from all the maps, In-class discussions about how maps visualize representation in geography</li> <li>• Basic introduction to vocabulary about geography and maps</li> <li>• Synthesize information from multiple different maps about New Jersey</li> </ul>
<p><b>Summative</b></p>	<p>Students will create map of their own community using all they have learned about types of communities as well as map skills.</p>
<p><b>Alternative</b></p>	<p>An oral storytelling relaying the information learned</p>
<p><b>Benchmark</b></p>	<p>Students will be given pictures of different types of communities and have to describe key characteristics of each, Develop questions by looking at maps.</p>

**Stage 3 - Learning Plan**

<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• analyzing maps - learn how to read, different types of maps, how to compare different maps of the same area. Look at both online and hard copy maps. *compare maps of same area - for example, what do you notice about the NJ maps? Why are there less trees in the northern part vs the southern part? Why are the rivers all near the mountains?</li> <li>• create maps - make a map of the school, make</li> </ul>	<p><b>Differentiation:</b></p> <div data-bbox="828 1648 1510 1795" style="border: 1px solid black; padding: 5px;"> <p><b>ELL:</b> rephrase directions, make connections to home language, use labels and simplify instructions</p> </div> <div data-bbox="828 1795 1510 1963" style="border: 1px solid black; padding: 5px;"> <p><b>G&amp;T:</b> using more types of maps, by using a larger area, exploring more of the countries in the 7 continents, go into more detail in the movement of products. or</p> </div>
--	--

up a town and create map of it - what are the most important elements of a place to include?

- Introduce concepts of urban, suburban, rural - why are some places where they are (ex: cities are usually located near water, why?)
- product movement - how does a product (milk, cheese, etc) get from it's beginning point to it's final destination? Why are all areas important to the development of the product? How does the cost of this product get determined.
- Compare book about city to others - Read the book "A City Is" by Norman Rosten with the class. Then using page 69 of "Every Book is a Social Studies Book" have students read a different book about another city and fill in what they found about that city. Some kids should have urban, some rural, some suburban and then the groups present about their area.
- Using "Every Book is a Social Studies Book" page 72, students use maps and diagrams of geographic features to compare and contrast positive and negative impacts of those geographic features. Then, using diagram on page 75, students apply knowledge of those features to their own town.
- [Explore websites about school days around the world.](#) Use maps to locate place, find characteristics of that location, physical characteristics of that place. Compare and contrast ways people get to school, what they have for lunch, etc.

more specific towns/cities/farms.

**Special Ed:**

support by giving extra resources and partially completed assignments, provide texts at student level

**504:**

provide additional time for assignments as needed

**Students at Risk:**

options of having written work read to them, having resources to refer to when answering questions.

**Strategies and practices for differentiation in social studies can be found in the [linked document](#).**

## Core and Supplementary Instructional Materials

**Teacher Pedagogical Resources:**

[Maps of Only Roads in US States](#) and various types of maps both electronic and hard copy

Chapter 4 "Every Book is a Social Studies Book" - People Places and Environments.

Houghton Mifflin Big Books

Population Map of NJ

<http://www.worldofmaps.net/en/north-america/new-jersey-usa/map-population-density-new-jersey.htm>

Highway Map of NJ

<http://www.state.nj.us/transportation/gis/maps/hwysyst.pdf>

Topographical Map <http://www.mapsofworld.com/usa/topographic-maps/new-jersey-topo-map.html>

Physical Map <http://mypages.valdosta.edu/gtlepage/ebook5.html>

Population map [https://commons.wikimedia.org/wiki/File:US\\_population\\_map.png](https://commons.wikimedia.org/wiki/File:US_population_map.png)

Light Pollution / Population Map

[http://www.santafenewmexican.com/news/local\\_news/earth-week-state-and-local-laws-help-protect-night-from/article\\_1a0b1105-e8eb-5a36-96c4-19e8ded1e3af.html](http://www.santafenewmexican.com/news/local_news/earth-week-state-and-local-laws-help-protect-night-from/article_1a0b1105-e8eb-5a36-96c4-19e8ded1e3af.html)

Road Map <http://www.pigeonforgetoday.com/wp-content/uploads/2015/07/United-States-Road-Map-Highways.jpg>

Road Map <http://www.mapsofworld.com/usa/usa-road-map.html>

A City Is by Norman Roston and other books about particular cities

**Student Materials:**

“A Thirst for Home” by Christine Ieronimo about water around the world (610L)

“On the Town” by Judith Caseley (AD560L)

“At the Same Moment Around the World” by Clotilde Perrin about different locations

**DOE Mandates:**

**Amistad Commission -**

**Holocaust Mandate -**

**Diversity, Equity, and Inclusion Mandate:**

**Gender -**

**Sexual Orientation -**

**Race -**

**Ethnicity -**

**Religious Tolerance -**

**Unconscious Bias Impact on Individuals -**

**Unconscious Bias Impact on Society -**

**Economic Disparity Impact on Individuals -**

**Economic Disparity Impact on Society -**

**LGBTQ and Peoples with Disabilities Mandate -** In this unit, students will learn to appreciate that people of all genders, sexualities, and ability levels contribute to communities.

## Asian American & Pacific Islander Mandate -

**Notes:**

### Theme and Title of Unit: BES Social Studies 2nd Grade Unit 2 Settling of America

**Grade Level: 2**

**Length of Unit: 3 weeks**

**Unit Rationale:** The original settling of America was built around the interactions between colonists and Native Americans. The life of the early settlers and their interactions with Native Americans provide a great lens for students to do historical work by examining the sources of these interactions.

#### Stage 1 - Desired Results

##### Understandings:

*Students will understand that...*

The early development of our country was shaped by Europeans and Native Americans

The Mayflower's voyage and Native Americans receiving of the Pilgrims had very different viewpoints/experiences

Because of resources, the lives of people during the early settlement of America is very different than life today

##### Content:

*Students will know...*

Who the Pilgrims and Native Americans were

What events occurred on the voyage to America

Why the Pilgrims left Europe

The main ideas of the Native American acceptance of the Pilgrims, and the key people involved

Life was very different in the 1600's, including lack of resources (as known by children in the present)

##### Essential Questions:

How was life different for people in the 1600's?

Why were the points of view so different between Native Americans and Pilgrims?

What resources/events/documents contributed to the settlement of early America and how is it similar/different to life today?

##### Skills:

*Students will be able to...*

- Identify key people in the early American settlement
- Understand events in a sequential manner
- identify and synthesize points of view and use details to comprehend early American life
- Use a map to chart a course of the Mayflower and identify where and why certain event occurred to lead them to their final destination
- Apply knowledge of the events and details of the Mayflower, Pilgrims, and Native Americans to create their own viewpoint of the events

How historical events contribute to life today	<ul style="list-style-type: none"> <li>● compare and contrast life of children then and now</li> </ul>
--	--

### NJ Student Learning Standards

[https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf)

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community. 6.1.2.CivicsPI.6: Explain what government is and its function.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

6.1.2.EconET.2: Cite examples of choices people make when resources are scarce.

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).

### C3 Standards

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.His.1.K-2 - Create a chronological sequence of multiple events.

D2.His.2.K-2 - Compare life in the past to life today.

D2.His.4.K-2 - Compare perspectives of people in the past to those of people in the present.

D2.His.6.K-2 - Compare different accounts of the same historical event.

D2.His.9.K-2 - Identify different kinds of historical sources.

D2.His.10.K-2 - Explain how historical sources can be used to study the past.

D2.His.11.K-2 - Identify the maker, date, and place of origin for a historical source from information within the source itself.

D2.His.14.K-2. - Generate possible reasons for an event or development in the past.

D2.His.16.K-2. - Select which reasons might be more likely than others to explain a historical event or development.

D2.CIV.1.K-2 - Describe roles and responsibilities of people in authority.

D2.CIV.2.K-2 - Explain how all people, not just official leaders, play important roles in a community.

D2.CIV.3.K-2 - Explain the need for and purposes of rules in various settings inside and outside of school.

D2.CIV.6.K-2 - Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

D3.1.K-2 - Gather relevant information from one or two sources while using the origin and structure to guide the selection.

D3.2.K-2 - Evaluate a source by distinguishing between fact and opinion.

D4.4.K-2 - Ask and answer questions about arguments.

D4.5.K-2 - Ask and answer questions about explanations

D2.GEO.3.K-2 - Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

D2.GEO.4.K-2 - Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

D2.GEO.5.K-2 - Describe how human activities affect the cultural and environmental characteristics of places or regions.

D2.GEO.6.K-2 - Identify some cultural and environmental characteristics of specific places.

D2.GEO.12.K-2 - Identify ways that a catastrophic disaster may affect people living in a place.

### **Learning for Justice - Social Justice Standards**

<https://www.learningforjustice.org/frameworks/social-justice-standards>

JU.K-2.12 I know when people are treated unfairly.

ID.K-2.1 I know and like who I am and can talk about my family and myself and name some of my group identities.

### **Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.1.2.CAP.4: List the potential rewards and risks to starting a business.

#### **CLKS Practices:**

1. Consider the environmental, social and economic impacts of decisions
2. Model integrity, ethical leadership and effective management

#### **Connected Careers:**

*Educator, Historian, Political Scientist, Sociologist, Urban Planner*

#### **Explanation of how CLKs connect to the unit:**

As students explore the early interactions between American settlers and Native Americans, they will unpack the environmental, social, and economic ramifications of these interactions, as well as what acting with integrity means.

#### **Explanation of how 9.2 standards connect to the unit:**

Seeing as many early European explorers sought out financial gain, students will begin to weigh the rewards of starting a business against the risks that these settlers undertook.

#### **Explanation of how connected careers connect to the unit:**

In this unit, students will think about how early interactions between Europeans settlers and Native Americans are retold (Educator, Historian), the ways in which different groups interact and establish power structures (Political Scientist, Sociologist), and the ways in which early settlements were set up (Urban Planner).

### **Interdisciplinary Standards**

CCSS.ELA-LITERACY.SL.2.1.C

Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a

report; record science observations).

**Explanation of how interdisciplinary standards connect to the unit:**

Students will be creating a project assuming the roles of the Native Americans or Pilgrims. They will be researching and using all they have learned about the topic to create this.

**Technology Integration (9.4 Standards) -**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Explanation of how 9.4 standards connect to the unit:**

Students will be learning about the culture of the Native Americans and Pilgrims and will be comparing and contrasting to each others and their own lives

**ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>**

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Explanation of how ELA Companion standards connect to the unit:**

Students will be using different texts to learn about the Pilgrim's move from England to America.

**Stage 2- Assessment Evidence:**

**Assessment:**

<b>Formative</b>	<ul style="list-style-type: none"> <li>· In-class discussions about early American history</li> <li>· Basic introduction to vocabulary about Pilgrims and Native Americans</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>· Explain and create presentations of what life was like in the early colonies through discussions with partners.</li> </ul>
<b>Alternative</b>	<ul style="list-style-type: none"> <li>· Create an image representing the different perspectives on the first Thanksgiving</li> </ul>
<b>Benchmark</b>	<p>After reading the different perspective writings from the Pilgrims and the Native Americans students in groups will write their own version of events. Two students will be Native Americans, two will be Pilgrims and they will have topics such as: daily life (eg, clothes, school, food) struggling through the winter (1620-21), Squanto teaching pilgrims to grow crops. These articles will take the same topic, but address it from different perspectives.</p>

### Stage 3 - Learning Plan

#### Learning Activities:

- “The First Thanksgiving” Painting by Jean Leon Gerome Ferris
- Mayflower Compact - Discuss the events leading to the Mayflower compact and how it was made because Pilgrims were going to Virginia. What were the pros and cons of being in Massachusetts rather than Virginia? Discussion with students of would you have signed the compact?
- Contrasting letters of Native Americans and Pilgrims from the scholastic website. What do the different perspectives show us about the events.
- Create timeline of events of Pilgrims’ Settlement in America (done throughout unit)
- Compare life today to life then using Venn Diagrams/T-charts. Students can generate questions about how life was for the Pilgrims and generate possible answers.
- Chart course of the Mayflower on a Map - what happened to throw them off course?
- Write a postcard as if students were on the Mayflower - Tour the Ship - what did it look like? What was life like? What supplies could be take with them? If you could only bring a few things with you, what would you bring and why?

#### Differentiation:

##### ELL:

use images to define important vocabulary

##### G&T:

research documents, such as the Mayflower Compact, and the importance of documents in settling a community

##### Special Ed:

use different level texts/images of the events and lives of Pilgrims/Native Americans

##### 504:

purposeful pairings of students for projects

##### Students at Risk:

use pairings with other students to help with discussions of topic

**Strategies and practices for differentiation in social studies can be found in the [linked document](#).**

### Core and Supplementary Instructional Materials

#### Teacher Pedagogical Resources:

[The First Thanksgiving](#) from Scholastic including perspective letter about events sources

[Mayflower Compact](#) - Document created by the Pilgrims on settlement

<http://mayflowerhistory.com/> primary resources

[The First Thanksgiving](#) Painting by Jean Leon Gerome Ferris

[If You Were at the First Thanksgiving](#) by Anne Kamma

#### Student Materials:

If You Were at the First Thanksgiving by Anne Kamma (760L)

The First Thanksgiving Unit on Scholastic.com

**DOE Mandates:**

**Amistad Commission -**

**Holocaust Mandate -**

**Diversity, Equity, and Inclusion Mandate:**

**Gender -**

**Sexual Orientation -**

**Race -**

**Ethnicity -**

**Religious Tolerance -**

**Unconscious Bias Impact on Individuals -**

**Unconscious Bias Impact on Society -**

**Economic Disparity Impact on Individuals -**

**Economic Disparity Impact on Society -**

**LGBTQ and Peoples with Disabilities Mandate -**

**Asian American & Pacific Islander Mandate -**

**Notes:**

**Theme and Title of Unit: BES Social Studies 2nd Grade Unit 3 Human Rights**

**Grade Level: 2**

**Length of Unit: 3 weeks**

**Unit Rationale:** Applying economic concepts to a more global scale creates an environment for students to understand the content, but also grapple with the disparity in wealth around the world. By examining the broader concepts of human rights around the world, children will study how others in the world live, but also what could be done to help others.

<b>Stage 1 - Desired Results</b>	
<p><b>Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● goods and services governments provide</li> <li>● scarcity necessitates decision making</li> </ul>	<p><b>Essential Questions:</b></p> <p>What goods and services does the government provide?</p> <p>How can decisions be made that ensures that all people are provided with basic, human needs?</p>
<p><b>Content:</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● the difference between needs and wants</li> <li>● organizations that work to help children globally</li> <li>● needs and wants in their life vs. other children's</li> <li>● different types of view between children in different areas of the world</li> <li>● government organizations and their importance</li> <li>● resources in different areas affect people's lives</li> </ul>	<p><b>Skills:</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● identify the difference between needs and wants</li> <li>● know organizations that help children (all people) with their rights</li> <li>● explain a right</li> <li>● compare and contrast children's needs and wants around the world</li> <li>● identify goods and services the government provides, how laws and rules help people</li> <li>● understand how the availability of resources can affect children's lives around the world</li> </ul>

### **NJ Student Learning Standards**

[https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_by\\_Standard.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_by_Standard.pdf)

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.

6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy

6.1.4.A.10-Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

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.

6.1.4.C.2 - Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.4.C.7 - Explain how the availability of private and public goods and services is influenced by the global market and government.

6.1.4.A.16 - Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.

6.1.4.C.10 - Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4.C.11 - Recognize the importance of setting long-term goals when making financial decisions within the community.

6.1.4.D.18 -Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19-Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives

6.1.4.D.19-Describe why it is important to understand the perspectives of other cultures in an interconnected world

### **C3 Standards**

<https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf>

D2.CIV.2.K-2 - Explain how all people, not just official leaders, play important roles in a community.

D2.HIS.10.K-2 - Explain how historical sources can be used to study the past.

D2.HIS.12.K-2 - Generate questions about a particular historical source as it relates to a particular historical event or development.

D2.HIS.14.K-2 - Generate possible reasons for an event or development in the past.

D2.HIS.1.K-2 - Create a chronological sequence of multiple events.

D4.5.K-2 - Ask and answer questions about explanations.

D4.6.K-2 - Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.

D4.7.K-2 - Identify ways to take action to help address local, regional, and global problems.

D4.3.K-2 - Present a summary of an argument using print, oral, and digital technologies.

D2.GEO.3.K-2 - Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

D2.GEO.4.K-2 - Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.

D2.CIV.9.K-2 - Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.

D2.CIV.11.K-2 - Explain how people can work together to make decisions in the classroom.

D2.CIV.12.K-2 - Identify and explain how rules function in public (classroom and school) settings.

D2.Eco.1.K-2 - Explain how scarcity necessitates decision making.

D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities.

D2.Eco.10.K-2. Explain why people save.

D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions.

D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services.

D2.Eco.7.K-2. Describe examples of costs of production.

D2.Eco.13.K-2. Describe examples of capital goods and human capital.

### **Learning for Justice - Social Justice Standards**

<https://www.learningforjustice.org/frameworks/social-justice-standards>

DI.K-2.10 I find it interesting that groups of people believe different things and live their daily lives in different ways.

JU.K-2.12 I know when people are treated unfairly.

AC.K-2.16 I care about those who are treated unfairly.

### **Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.1.2.CAP.2: Explain why employers are willing to pay individuals to work.

#### **CLKS Practices:**

1. Consider the environmental, social and economic impacts of decisions
2. Demonstrate creativity and innovation
3. Utilize critical thinking to make sense of problems and persevere in solving them
4. Work productively in teams while using cultural/global competence

#### **Connected Careers:**

*Review the list below. Keep (or add) 1-2 applicable careers connected to this unit.*

*Economist, Educator, Financial Services, Human Resources, Judge*

**Explanation of how CLKs connect to the unit:**

After reviewing selected excerpts from Where the Children Sleep, students will be working in pairs/groups to determine how jobs can't just be 'given', how to help others, realize decisions relate to their future.

**Explanation of how 9.2 standards connect to the unit:**

Students will understand that in order to have needs and wants met, they need to be paid, and therefore need to find employment.

**Explanation of how connected careers connect to the unit:**

In this unit, students will explore the impact of ways to ensure equality and fair treatment (Educator, Human Resources, Judge), as well as ways in which employment can help fill those needs, both personally and on a societal level (Economist, Financial Services).

**Interdisciplinary Standards**

CCSS.ELA-LITERACY.SL.2.1.B

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**Explanation of how interdisciplinary standards connect to the unit:**

This unit is a discussion based unit about needs and wants, and during the group work, students will grow ideas off of eachothers thoughts and ideas.

**Technology Integration (9.4 Standards) -**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

**Explanation of how 9.4 standards connect to the unit:**

Students view children's living situations around the world and come up with plans on how to help.

**ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>**

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

**Explanation of how ELA Companion standards connect to the unit:**

Students will be viewing the text Where the Children Sleep and will be discussing it's photographs as well asking relevant questions.

<b>Stage 2- Assessment Evidence:</b>	
<b>Assessment:</b>	
<b>Formative</b>	In-class discussions about images shown to discuss needs and wants Basic introduction to vocabulary about the concepts of needs and wants.
<b>Summative</b>	Class discussion and project about how class can help students who are not having their needs fulfilled.
<b>Alternative</b>	Create images representing what students think are the needs and wants all kids should have met.
<b>Benchmark</b>	Analysis of different images to examine the ideas of needs and wants.

<b>Stage 3 - Learning Plan</b>						
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Create individual list of needs and wants. Then, as a class, define needs and wants and create a chart with both.</li> <li>● When covering needs and wants examine prices and how to identify prices and that goods that go into making these products including human and capital goods. Explain that people can save instead of buying and how this opportunity cost is decided.</li> <li>● What are rights / human rights and what are organizations that protect people. Why do we as citizens need them? Read <u>We are All Born Free</u> (pick and choose 10-15 that are applicable to 2nd grade) and discuss.</li> <li>● Read <u>A Thirst for Home</u> and pull out what needs and wants the main character has. How are they the same/different from your life?</li> <li>● Human Rights Lesson (see <a href="#">Google Doc</a> for lesson) using <u>Where the Children Sleep</u> by James Mollison. Read <u>We are All Born Free</u> and, thinking about <u>Where the Children Sleep</u> answer the question “Are these children’s needs being met? Why or Why not? How can that be changed?” <a href="#">Daily breakdown of lesson</a></li> <li>● Examining gov’t or other organized groups that help other areas and protect rights - kick off to the community service project. In pairs</li> </ul>	<p><b>Differentiation:</b></p> <table border="1" style="width: 100%;"> <tbody> <tr> <td> <p><b>ELL:</b> Explain concepts in simple language Rephrase all directions and content Make connections for ELL home spoken language with vocabulary</p> </td> </tr> <tr> <td> <p><b>G&amp;T:</b> Students study children’s lives in other countries to compare and contrast daily living</p> </td> </tr> <tr> <td> <p><b>Special Ed:</b> rephrase and modify work in groups</p> </td> </tr> <tr> <td> <p><b>504:</b> pairings of students for support</p> </td> </tr> <tr> <td> <p><b>Students at Risk:</b> orally accept discussion points as assessment</p> </td> </tr> </tbody> </table> <p><b>Strategies and practices for differentiation in social studies can be found in the <a href="#">linked document</a>.</b></p>	<p><b>ELL:</b> Explain concepts in simple language Rephrase all directions and content Make connections for ELL home spoken language with vocabulary</p>	<p><b>G&amp;T:</b> Students study children’s lives in other countries to compare and contrast daily living</p>	<p><b>Special Ed:</b> rephrase and modify work in groups</p>	<p><b>504:</b> pairings of students for support</p>	<p><b>Students at Risk:</b> orally accept discussion points as assessment</p>
<p><b>ELL:</b> Explain concepts in simple language Rephrase all directions and content Make connections for ELL home spoken language with vocabulary</p>						
<p><b>G&amp;T:</b> Students study children’s lives in other countries to compare and contrast daily living</p>						
<p><b>Special Ed:</b> rephrase and modify work in groups</p>						
<p><b>504:</b> pairings of students for support</p>						
<p><b>Students at Risk:</b> orally accept discussion points as assessment</p>						

description of ways that they can help student they studied.	
--	--

## Core and Supplementary Instructional Materials

### Teacher Pedagogical Resources:

#### **We are All Born Free**

[The Convention of the Rights of the Child in Child Friendly Language](#)

### Student Materials:

#### **A Thirst for Home by Christine Ieronimo (610L)**

Menzel, P. (1995) Material World, A Global Family Portrait. *Counterpoint*.

Parker-Pope, T. (August 1, 2011) Breaking Bread Everywhere, Plentifully or Pitifully. *The New York Times*.

<http://well.blogs.nytimes.com/2011/08/01/breaking-bread-everywhere-plentifully-or-pitifully/>

#### **Where the Children Sleep**

## DOE Mandates:

### **Amistad Commission -**

**Holocaust Mandate** - This issue address the NJDoE Holocaust Mandate N.J.S.A. 18A:35-28 to address "issues of bias, prejudice, and bigotry including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K-12th grade." Students will examine the images of other children around the world and in their own community. Students will discuss how all people are the same around the world even though they may have different needs and wants. Students will also examine the United Nations Declaration of Human Rights and examine how all these can be met around the world.

### **Diversity, Equity, and Inclusion Mandate:**

#### **Gender -**

#### **Sexual Orientation -**

#### **Race -**

**Ethnicity** - Students will explore ways in which ethnicities create cultural differences, while identifying rights that all people are entitled to

#### **Religious Tolerance -**

**Unconscious Bias Impact on Individuals** - Students will be exposed to why some nations don't have the same opportunity for individuals that others do

**Unconscious Bias Impact on Society** - Students will consider ways in which preconceived notions about other people and cultures may negatively affect the effort toward equality

**Economic Disparity Impact on Individuals** - Students will consider the impact that economic disparities have on individuals when needs are not met

**Economic Disparity Impact on Society** - Students will explore what helps economies limit disparities and limit global inequality

**LGBTQ and Peoples with Disabilities Mandate** -

**Asian American & Pacific Islander Mandate** -

**Notes:**

## Theme and Title of Unit: **BES Social Studies 2nd Grade Unit 4 Historical Figures Around the World**

**Grade Level: 2**

**Length of Unit: 3 weeks**

**Unit Rationale:** The unit introduces with the concept of diversity and different races within the students communities and expand this understanding to how major leaders throughout history have dealt with racial inequalities. Students will understand the diversity exists in the world, but that we have overcome much to come to an accepting society, but changes can still happen.

### Stage 1 - Desired Results

**Understandings:**

*Students will understand that...*

People in history thought it was important for us to understand parts of their culture and fought to share it.

People's opinions of past events have changed as time passes.

Diversity is what has made our lives what it is.

**Content:**

*Students will know...*

Diverse figures in world history

What diversity is

How different views of the same event can affect our understanding

**Essential Questions:**

- How do we see diversity in our daily lives?
- Why is it important to accept and understand everyone's culture?
- How has our understanding of race changed throughout time?

**Skills:**

*Students will be able to...*

- identify relevant figure from world history
- How diversity has impacted our everyday life
- similarities and differences between children/people and the importance to have differences
- synthesize different viewpoints of an event to gain understanding

How other cultures are relevant to our own	<ul style="list-style-type: none"> <li>● realize how viewpoints and opinions were made at one time and can change over time.</li> </ul>
<b>NJ Student Learning Standards</b>	
<a href="https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by_Standard.pdf">https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-by_Standard.pdf</a>	
<p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.4.A.15 - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges</p> <p>6.1.4.D.13 - Describe how culture is expressed through and influenced by the behavior of people.</p> <p>6.1.4.D.15 - Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.</p> <p>6.1.4.D.16 - Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>6.1.4.D.18 - Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19 - Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 - Describe why it is important to understand the perspectives of other cultures in an interconnected world</p>	
<b>C3 Standards</b>	
<a href="https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf">https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf</a>	
<p>D2.CIV.1.K-2 - Describe roles and responsibilities of people in authority.</p> <p>D2.CIV.2.K-2 - Explain how all people, not just official leaders, play important roles in a community.</p> <p>D2.CIV.9.K-2 - Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.</p> <p>D2.CIV.10.K-2 - Compare their own point of view with others' perspectives</p> <p>D2.HIS.9.K-2 - Identify different kinds of historical sources.</p> <p>D2.HIS.10.K-2 - Explain how historical sources can be used to study the past.</p> <p>D2.HIS.12.K-2 - Generate questions about a particular historical source as it relates to a particular historical event or development.</p> <p>D2.HIS.14.K-2 - Generate possible reasons for an event or development in the past.</p> <p>D2.HIS.1.K-2 - Create a chronological sequence of multiple events.</p> <p>D2.HIS.2.K-2 - Compare life in the past to life today.</p> <p>D2.HIS.3.K-2 - Generate questions about individuals and groups who have shaped a significant historical change.</p> <p>D2.HIS.4.K-2 - Compare perspectives of people in the past to those of people in the present.</p> <p>D2.HIS.6.K-2 - Compare different accounts of the same historical event.</p> <p>D3.1.K-2 - Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>D3.2.K-2 - Evaluate a source by distinguishing between fact and opinion.</p> <p>D4.4.K-2 - Ask and answer questions about arguments.</p> <p>D4.5.K-2 - Ask and answer questions about explanations.</p> <p>D4.6.K-2 - Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.</p> <p>D4.7.K-2 - Identify ways to take action to help address local, regional, and global problems.</p> <p>D4.8.K-2 - Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.</p> <p>D4.1.K-2 - Construct an argument with reasons.</p> <p>D4.2.K-2 - Construct explanations using correct sequence and relevant information.</p> <p>D4.3.K-2 - Present a summary of an argument using print, oral, and digital technologies.</p>	
<b>Learning for Justice - Social Justice Standards</b>	
<a href="https://www.learningforjustice.org/frameworks/social-justice-standards">https://www.learningforjustice.org/frameworks/social-justice-standards</a>	

DI.K-2.7 I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.

JU.K-2.13 I know some true stories about how people have been treated badly because of their group identities, and I don't like it.

**Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship.

**CLKS Practices:**

1. Act as a responsible and contributing community members and employee
2. Utilize critical thinking to make sense of problems and persevere in solving them
3. Model integrity, ethical leadership and effective management

**Connected Careers:**

*Educator, Historian, Human Resources, Judge, Librarian, Lawyer*

**Explanation of how CLKs connect to the unit:**

Students will study Historical Figures around the world from different cultures. They will see how these people were role models in contributions in their communities, they persevere in problem solving and showed leadership and integrity.

**Explanation of how 9.2 standards connect to the unit:**

By exploring ways that diverse figures in the past have advocated for change and equality, students will gain an appreciation for the concept of social entrepreneurship.

**Explanation of how connected careers connect to the unit:**

In this unit, students will explore the ways in which historical figures are memorialized (Educator, Librarian), and what constitutes fair treatment (Human Resources, Judge, Lawyer).

**Interdisciplinary Standards**

CCSS.ELA-LITERACY.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

**Explanation of how interdisciplinary standards connect to the unit:**

Students will learn about different cultures and therefore new vocabulary, using this new vocabulary in purposeful discussions about the topic.

**Technology Integration (9.4 Standards) -**

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-9.4LifeLiteraciesandKeySkills.pdf>

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan

**Explanation of how 9.4 standards connect to the unit:**

In this unit, students will be exposed to choices historical figures have made, and as students themselves can make, as well as learning about the perspectives of groups of people throughout history.

**ELA Companion Standards - <https://www.nj.gov/education/standards/ela/Index.shtml>**

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Explanation of how ELA Companion standards connect to the unit:**

Students will be exposed to different books on similar topics and will compare and contrast them. They will discuss how the events develop through each book.

**Stage 2- Assessment Evidence:**

**Assessment:**

<b>Formative</b>	In-class discussions about characters from history · Basic introduction to vocabulary about figures in the unit.
<b>Summative</b>	Create a short biography on selected person
<b>Alternative</b>	Biography can be done orally or digitally
<b>Benchmark</b>	Summarize key ideas from reading about overcoming challenges.

**Stage 3 - Learning Plan**

**Learning Activities:**

- Read The Sandwich Swap by Kelly DiPucchio. Discuss ways in which the main characters were different. Apply to children's lives - what are ways that make you special (sports, music, art, etc) and were there times where you felt different (glasses, clothes, freckles, etc). In what other ways could people be thought of as different in a good way/not so good way?
- Underground Railroad - Explore Harriet Tubman's life and reasons for creating the

**Differentiation:**

**ELL:**

rephrase as needed. Simplify vocabulary.

**G&T:**

project to research another historical figure

**Special Ed:**

rephrase and have appropriate level readings

**504:**

provide extra time and additional clarifiers for

<p>Underground RR.</p> <ul style="list-style-type: none"> <li>● Create character web on historical people from selected resource books.</li> <li>● Compare two books about the same person - how are sources important to understanding a historical event. Using page 93 of <u>Every Book is a Social Studies Book</u>. <a href="#">Document on comparing Malala, Ghandi and MLK</a></li> <li>● Using the Read Aloud Books below, explore each leader and the problems they faced, then how they overcame their conflicts. Discuss their impacts on our everyday life now.</li> <li>● Towards end of the unit, create a multicultural Statue of Liberty (puzzle pieces of a silhouette of the Statue of Liberty) where students take pieces and illustrate one culture of each studied to put together.</li> <li>● <u>Star Bellied Sneetches</u> (page 16/17 of <u>Every Book is a SS Book</u>)</li> <li>● <a href="#">Questions/Discussion Points to pose after reading picture books</a></li> </ul>	<p>students</p> <p><b>Students at Risk:</b> pair with students for assistance in projects</p> <p><b>Strategies and practices for differentiation in social studies can be found in the <a href="#">linked document</a>.</b></p>
--	---

### Core and Supplementary Instructional Materials

#### Teacher Pedagogical Resources:

Stand There! She Shouted by Julia Margaret Cameron

Freedom Summer by Deborah Wiles

Malala Yousafzai - Warrior with Words by Karen Leggett Abouraya

The Cosmo - Biography of Sun Ra by Chris Raschela

Separate is Never Equal - by Duncan Tonatiuh

A Taste of Freedom - by Elizabeth Cody Kimmel

Star Bellied Sneeches by Dr. Seuss

#### Student Materials:

The Sandwich Swap by Kelly DiPucchio (AD570L)

A Thirst for Home by Christine Jeronimo (610L)

### DOE Mandates:

**Amistad Commission - This unit addresses the NJDoE Amistad Commission requirement for "the infusion of Africans and African-Americans into the social studies curriculum in order to provide an**

accurate, complete and inclusive history." The unit focuses on important figures from different races in American history and around the world. There is a large section on African American in the US including figures such as Freedom Summer by Deborah Wiles and The Cosmo - Biography of Sun Ra by Chris Raschela.

**Holocaust Mandate -**

**Diversity, Equity, and Inclusion Mandate:**

**Gender** - Students will discuss the fight for gender equality throughout history

**Sexual Orientation** - Students will explore various movements that have pushed for equality and acceptance of all people, regardless of factors such as sexual orientation

**Race** - Students will explore the ways in which historical figures have fought for racial equality

**Ethnicity** -

**Religious Tolerance** - Students will learn to appreciate the importance of being able to freely express beliefs and customs

**Unconscious Bias Impact on Individuals** -

**Unconscious Bias Impact on Society** -

**Economic Disparity Impact on Individuals** -

**Economic Disparity Impact on Society** -

**LGBTQ and Peoples with Disabilities Mandate -**

**Asian American & Pacific Islander Mandate - Students will listen to reading of A Taste of Freedom which is about Ghandi and his protest of freedom for India**

**Notes:**