

In this unit, students will explore classic fairy tales and tall tales and the well-known lessons they teach.

What's the story?

Students will listen to classic stories such as "**Beauty and the Beast**" and "**Paul Bunyan**," which will lay the foundation for understanding stories in future grades.

What will my student learn?

Students will review the **elements of fiction** they learned about in previous grades. They will take the **lessons** that are learned from the stories and use them to **relate to the problems** the **characters face**. Students will also be introduced to the **American frontier** as they listen to various tall tales and explore the elements of that genre.

Students will use their knowledge of the elements and characteristics of fairy tales and tall tales to **write about a scene** from a story and **rewrite a fairy tale** of their own.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are some of the characteristics you have learned about fairy tales?
Follow up: How did you know that "The Emperor's New Clothes" or "Beauty and the Beast" was a fairy tale?
2. In the story "Beauty and the Beast," the Beast is described as fearsome. What does *fearsome* mean?
Follow up: What made him seem fearsome? Can you think of other words that are synonyms (that is, have the same meaning) of *fearsome*?
3. Is "Paul Bunyan" a fairy tale or a tall tale?
Follow up: How did you know? What is one of the exaggerations you talked about when you read the story?
4. What were your two favorite tall tales you read? ("Paul Bunyan," "Pecos Bill," "John Henry," "Casey Jones")
Follow up: What was the same about the two main characters? What was different? What made each of them seem larger than life? What parts of each of the tall tales could really happen? What parts could not really happen?

In this unit, students will be introduced to the continent of Asia and its two most populous countries.

What's the story?

Students will learn about the early civilizations in **India** and **China** and how they were both able to form because of **mighty rivers**.

What will my student learn?

Students will explore the impact that **farming**, the **establishment of cities** and **government**, **religion**, and **writing** had on the development of civilizations in India and China.

Throughout this domain, students will explore **informational writing**. They will **identify** important information from their daily Read-Alouds to **improve writing skills**. They will also focus on using the **writing process** in their independent writing as well as in small-group work with their classmates.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are some of the different components of civilizations you have learned about?
2. How did rivers help with the formation of civilizations in these regions?
Follow up: If you have access to a map of Asia, ask your student to show you where India and Asia are. Ask them to show you the rivers they have been learning about.
3. You learned about the word *unjust*. What does *unjust* mean? (not right or unfair)
Follow up: Can you use that word in a sentence? What does the prefix *un-* mean? (not) So, what does *unhappy* (or unharmed or unbelievable) mean?
4. Tell me what you learned about the Chinese writing system and how the people of ancient China contributed to writing.
5. What do people celebrate and hope for during Chinese New Year's celebrations?
Follow up: What are some of the symbols of good luck that are displayed?

Welcome!

Grade 2, Domain 3

The Ancient Greek Civilization

In this unit, students will be introduced to an ancient civilization whose contributions can be seen in many areas of our lives today.

What's the story?

Students will explore how **Greece contributed to democracy** and how its ideals are still used in many governments today, including their own.

What will my student learn?

Students will learn about **gods** and **goddesses** of the **ancient Greeks**, explore places like **Sparta** and **Athens**, and be introduced to philosophers such as **Socrates** and **Plato**.

Students will work to **collect** and **synthesize information** as they read, and they will work independently to **write an opinion piece** based on what they have read. They will also explore **fictional writing** as they use the writing process to **develop a piece of their own**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What is a civilization?
Follow up: How did the land affect how the ancient Greek civilization developed?
2. Name one of the gods or goddesses you have been reading about.
Follow up: What is he/she the god/goddess of? What adjectives would you use to describe that god/goddess?
3. What events were included in the first Olympic Games?
Follow up: Which event would you have participated in? Why?
4. You learned about the word *democracy* in this domain. What is a democracy?
Follow up: How did Athens come up with the idea of democracy?

In this unit, students will be introduced to several well-known Greek myths that will help give them insight into ancient Greek culture.

What's the story?

Students will be introduced to many **well-known mythical characters**, including the gods and goddesses that were worshipped in ancient Greece.

What will my student learn?

This domain provides an opportunity for students to **understand literary allusions** and the **meaning of common words** and **expressions**. It will also help them understand **modern retellings** of these ancient stories.

Students will **write in a journal**, recording important information about the myths they will read. They will use this information to **write a summary** of one of the myths, which will prepare them to **write their own Greek myth**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. You have been learning that Greek myths are fiction. How do you know they are fiction?
2. What was Zeus known for?
Follow up: What were his special powers? Why was he important to the ancient Greeks?
3. Who were some of the supernatural characters you have been reading about?
Follow up: Who has been your favorite? Why? What are they the god/goddess of? How would you describe them?
4. How would you describe Mount Olympus?
Follow up: Can you draw a picture of what you imagine it to look like? Who did the Greeks believe lived there?

In this unit, students will be introduced to an important period in the history of the United States: the time during the War of 1812.

What's the story?

Students will learn why the **War of 1812** is often called America's second war for independence.

What will my student learn?

Students will learn about **James and Dolley Madison** and their direct **connection** to the **War of 1812**. They will also learn about **Great Britain's three-part plan** to win back the United States.

Students will **plan, draft, and present a persuasive speech**. They will also create a **Picture Gallery of important people and events** connected with the War of 1812.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Can you describe some of the events that caused the United States to go to war with Great Britain in 1812?
Follow up: Why is the War of 1812 sometimes called America's second war for independence?
2. What role did James Madison play in the War of 1812?
Follow up: What role did Dolley Madison play? What things in their lives prepared them for these roles?
3. What was the USS *Constitution*?
Follow up: Why was it called Old Ironsides? Why do you think knowledge of our waterways was helpful for the Americans in the War of 1812?
4. Why did the British want to attack Washington, D.C.?
Follow up: What did the British do when they reached the capital?
5. How are pirates and privateers the same?
Follow up: How are they different?

In this unit, students will be introduced to the many natural cycles that make life on Earth possible.

What's the story?

Students will learn about **seasonal** cycles, **plant and tree** cycles, **animal life** cycles, and the **water** cycle.

What will my student learn?

Students will explore the developmental stages of the **life cycle** in organisms. They will also learn about how these organisms depend on the **earth's water supply** and how their growth and development relate to **Earth's seasonal cycles**.

In this domain, students will use note-taking tools to **collect and synthesize** information they have learned. They will work on a **shared research project** with their class and will **practice summarizing** what they have learned about the cycles of nature.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. How are plants and animals affected by seasons?
Follow up: Why do some animals migrate south in the fall? Why do plants grow more quickly in the summertime?
2. How are seasons different for the parts of the earth that are near the equator? And for those that are far from the equator?
Follow up: What are the seasons like where we live? How do we adapt to the different seasons?
3. Tell me about pollination.
Follow up: How do flowering plants attract honey bees? What would happen if honey bees didn't pollinate flowers?
4. How are the life cycles of a chicken, a frog, and a butterfly similar to one another?
Follow up: How are they different? How does the seasonal cycle affect the life cycles of living things?
5. Can you draw a picture of the water cycle? (or act out)
Follow up: What is precipitation? What are some examples of different types of precipitation?

In this unit, students will learn about an important period in the history of the United States—the time of westward expansion during the 1800s.

What's the story?

Students will explore what **life was like** for families on the frontier and why **pioneers** decided to **move westward**.

What will my student learn?

Students will learn why pioneers were willing and eager to **endure hardships** to **move westward**. They will also learn about important **innovations** in both **transportation** and **communication** during that time, such as Fulton's steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express.

In writing, students will take part in a fun experience that conveys what they have learned throughout the unit by **writing informational text** in the format of a **Westward Expansion Quilt**.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Why did families decide to travel west on the Oregon Trail in the 1800s?
Follow up: What was the Oregon Trail? What were some of the difficulties they had during their travels?
2. What did you learn about the importance of the invention of the steamboat?
Follow up: What were the advantages of a boat that was powered by steam rather than by people or wind? What were the disadvantages?
3. Tell me about Sequoyah.
Follow up: What did you learn about him? Why was his invention important? Why was he so important to the Cherokee people?
4. You have been learning about the word *territory* during this domain.
Follow up: What does it mean? Can you use it in a sentence for me? What is something you have learned about the Oregon Territory?
5. What was the Pony Express?
Follow up: How did it operate? Why did it only last eighteen months?

In this unit, students will be introduced to the largest group of animals on Earth: insects. The Read-Alouds in this domain are narrated by different insect characters and even by an entomologist, making the reading even more engaging and fun.

What's the story?

Students will learn about the **characteristics and life cycles** of insects. They will also explore how **important** this **group of animals** is and how we view them.

What will my student learn?

Students will learn about the different **characteristics, life cycles, and classification** of insects. They will also learn how they are viewed as **harmful or helpful** and how important they are to **pollination** and the production of **honey, cosmetics, and medicines**.

Students will **classify** and **categorize** insects based on their defining characteristics. They will also **identify** ways in which insects can be harmful or helpful. Students will use the writing process to **plan, draft, and edit** an **informational narrative** in the same style of the Read-Alouds.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Name an insect you have learned about and the habitat it lives in.
Follow up: How does that insect survive in its habitat?
2. Draw a picture of an ant for me.
Follow up: Can you label the body parts of an ant? What do each of these parts do for the ant? Do all insects have similar parts? What are some things they all have that make them an insect?
3. What is the life cycle of a praying mantis? (Describe it or draw it.)
Follow up: Why is it called an incomplete metamorphosis?
4. Why are honeybees considered social insects?
Follow up: Tell me about their waggle dance. What other insects are considered social insects? Why?
5. What is your favorite insect you learned about?
Follow up: Why? How does that insect communicate? Is it considered a social insect or a solitary insect? Why?

In this unit, students will be introduced to an important time period in the history of the United States: the Civil War.

What's the story?

Students will learn about the **controversy over slavery** between the **North and the South**, which eventually led to the **U.S. Civil War**.

What will my student learn?

Students will learn about the **U.S. Civil War** and how the end of the war also meant the **end of slavery**. They will also study about men and women who were significant during this time, including **Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant**.

In this domain, students will write entries into a **Civil War journal**. They will have the opportunity to **write about** the various events and people they have been learning about who were associated with the Civil War.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What did it mean to be enslaved?
Follow up: What was life like for enslaved people? What types of work did enslaved people do?
2. Tell me what you have learned about Harriet Tubman.
Follow up: Why did she decide to fight against slavery? How did she gain her freedom? What did she do for other enslaved people?
3. What differences were there between the North and the South before the Civil War?
Follow up: What were some of the similarities?
4. What important things did Abraham Lincoln do as an adult?
Follow up: How did he feel about slavery? Tell me about the Lincoln-Douglas debate. If you could have been at the debate, what things would you have said to Lincoln or asked him?
5. Who was Clara Barton?
Follow up: What were her accomplishments? What was the nickname she earned during the Civil War? How did she earn that nickname? What organization did she found?

6. What did the Emancipation Proclamation do?

Follow up: Who wrote it? What does the word *abolished* mean? Can you use it in a sentence related to what you have been studying?

The Human Body: Building Blocks and Nutrition

In this unit, students will be introduced to a number of topics related to the human body.

What's the story?

Students will learn about how **cells** are the **building blocks of life** on Earth. They will also explore how cells form tissues, tissues form organs, and organs work within various **body systems**.

What will my student learn?

Students will learn about the **digestive and excretory systems**, focusing on the fundamental parts and functions of these body systems. They will also be taught the **five keys to good health**, the importance of **good nutrition**, and how to eat a well-balanced diet.

In this domain, students will create several entries in the *My Human Body Journal*, including entries where they **describe** the **five senses** and the important discovery **Anton van Leeuwenhoek** made.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. Why is the human body sometimes called *the human machine*?
Follow up: Do you think that is a good name for it? Why? Name one of the systems that is a part of your body.
2. What did Anton van Leeuwenhoek discover?
Follow up: What instrument did he use to make that discovery?
3. What are the four types of tissue you read about?
Follow up: How are cells connected to tissue? Why are cells called *microscopic*? How would you describe cells and tissues? Can you draw a picture of them?
4. Describe or draw a picture of a meal that contains a lot of nutrients.
Follow up: Why are nutrients important? What types of nutrients would you be getting if you ate that meal? Why is it important to eat a balanced diet?

In this unit, students will explore the concept of immigration in the United States and why this country is often referred to as a country of immigrants.

What's the story?

Students will discover why people immigrated to the United States. They will learn about the **factors** that pushed them from their homelands and **brought them to the United States** and why many immigrants settled in particular cities and regions upon their arrival.

What will my student learn?

Students will explore what it means to become a **citizen**. They will learn about the **Constitution** and the **Bill of Rights** and will be introduced to one of the key creators of these documents: **James Madison**. Learning about immigration is an opportunity for students from immigrant families to find out more about their **family history, customs, and traditions** and what brought them and/or their ancestors to this country.

Students will write **short summaries** of what they have learned about immigration. They will also explore the genre of **letter writing** as they plan and draft a letter to a fictional family member or friend in the country from which they emigrated. Finally, students will work with their classmates to craft their own "**Classroom Constitution**."

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What is an immigrant?
Follow up: What were some of the reasons why immigrants chose to leave their countries and come to the United States? Why did immigrants often choose to live in big cities in the United States? If you had been an immigrant, what do you think you would have liked about living in a big city?
2. Who was Charles Steinmetz?
Follow up: Why did he immigrate to the United States? Where did his ship dock when he came to this country? Tell me what you have learned about Ellis Island.
3. What kinds of jobs did Chinese immigrants have?
Follow up: What immigration center did they come through when they arrived in the United States? What are some factors that made them leave China?

4. Why is the United States known as the land of opportunity?

Follow up: What are some of the pull factors that caused people to immigrate to the United States? What are some of the difficulties that immigrants face when coming to a new country?

In this unit, students will learn about several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds.

What's the story?

Students will learn about some key historical figures who fought for various causes, such as the **abolition of slavery**, the **right for women to vote**, and the **welfare of migrant workers**. They helped change many laws, and they all practiced **nonviolence**.

What will my student learn?

Students will learn how historical figures, including **Cesar Chavez**, **Eleanor Roosevelt**, and **Jackie Robinson**, impacted the ability of others in the United States to exercise their **individual rights**. They will also learn the terms **civil rights** and **human rights** and what they mean. Students will explore the connection between ideas and actions, and how **ordinary people can do extraordinary things**.

In this domain, students will have the chance to **write free verse poetry** to express their thoughts and opinions. They will also **revise, edit, and publish** one of their poems.

Conversation starters

Ask your student questions about the unit to promote discussion and continued learning:

1. What are some of the civil rights we are guaranteed by the United States?
Follow up: Why were certain groups of people excluded from some of these rights throughout American history? What do you think it means to fight for what you believe in?
2. Who was Susan B. Anthony? (also Eleanor Roosevelt, Martin Luther King Jr., Jackie Robinson, Mary McLeod Bethune, Rosa Parks, and Cesar Chavez)
Follow up: How did he/she help people? What causes did he/she fight for? What did he/she accomplish? What do you admire about him/her?
3. In what ways was Jackie Robinson similar to Susan B. Anthony, Eleanor Roosevelt, and Mary McLeod Bethune?
Follow up: How was the way Jackie Robinson fought for civil rights different from the way the others did?
4. Can you think of or share a time you had to fight for something that you believed in?
Follow up: Tell me about it. How did it feel? What did you accomplish?