Unit of Study: My America

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 2
Grade 2 – Unit 2 - Week at a Glance

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<th>Writing Workshop</th>
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</table>

➢ These skills can be integrated into the social studies curriculum during vocabulary building and writing opportunities.

GENERAL INFORMATION TEACHER NEEDS TO KNOW

★ The lessons in this unit are geared toward the 2nd grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. **INSS objectives should be visible.**

★ Lessons can be integrated into the reading/writing workshop schedule during the following times; poetry, independent reading & writing times, read aloud, and social studies content time (15 min.). See the suggested components of balanced literacy in iXplore.

★ Resources from the new social studies adoption, **Exploring Social Studies**, are included in this unit and available on iXplore.

★ Please see **Dates of Remembrance & Heritage PPTs** document in iXplore for required days to recognize as stated by CFISD policy.

★ Vocabulary & current events resources are located in iXplore in **INSS Year-round Resources**.

★ In the **Unit Overview**, the Bloom’s verbs have been underlined and critical skills have been color-coded.
Grade 2 - Integrated Social Studies Curriculum

<table>
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<tr>
<th>Unit 2: My America</th>
<th>Unit Length: 4 Weeks</th>
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### Social Studies TEKS:

- **2.1(A)** explain the significance of various community, state, and **national** celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving
- **2.1(B)** identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings
- **2.13(D)** identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom
- **2.14(A)** recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag
- **2.14(B)** identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful”
- **2.14(C)** identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam
- **2.14(D)** identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom

### Unit Overview:

Students continue to acquire knowledge of customs, symbols, and celebrations that represent American beliefs and principles.

### Literature Selections:

Teachers may choose a variety of literature for the read aloud selections to develop students’ understanding of the social studies concepts. See Appendix A for suggested literature selections.

### Celebrations Overview: Week 1

<table>
<thead>
<tr>
<th>Enduring Understandings/Generalizations</th>
<th>Guiding/Essential Questions</th>
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</thead>
</table>
| Celebrations unite us and remind us of what is important. They emphasize what makes us unique as a people and help forge a bond through shared experiences. | • Why do we celebrate certain days?  
• What is your favorite holiday and why?  
• What makes those days more important than other days? |

**Students will be able to . . .**

- participate in discussions and express ideas in a written format about the unit’s enduring understandings and guiding questions
- use primary and secondary sources to gain information about a topic
- understand key vocabulary terms
- explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving
**Instructional Resources: Week 1**

<table>
<thead>
<tr>
<th>Teacher Materials</th>
<th>Teacher Notes</th>
<th>Assessments (%)</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exploring Social Studies: Washington’s Birthday p. 22-25 Thanks for Serving – p. 11 of the You Can Count on Me lesson plan • Appendix A – Literature Resources for read-aloud • American Indian Heritage Day PPT</td>
<td>• Teachers may choose to create an anchor chart to use for vocabulary terms during this unit. • Veteran’s Day – a legal holiday in the United States; formerly Armistice Day but called Veterans’ Day since 1954. The day honors and thanks all who served in the United States Armed Forces. Celebrated November 11 (in remembrance of the signing of the Armistice that ended World War I on the 11th hour of the 11th day of the 11th month in 1918) • Memorial Day – (formerly Decoration Day) celebration to remember soldiers who died in war. Decorate their graves with flowers. Always on the last Monday in May. • Independence Day – celebrate declaring independence from Britain in 1776; July 4th • Thanksgiving – remember arrival of Pilgrims, give thanks for living in country where you are free and can celebrate with family. Always the last Thursday in November. • American Indian Heritage Day – Sept. 25th</td>
<td>• Read Aloud discussion and participation • Written Response to guiding questions • Written response to independent reading • Anchor chart participation • Comparing activity • Lesson plan activities from the Exploring Social Studies readers (iXplore)</td>
<td>• VA for Kids – teachers can use as a read aloud • Veteran’s Day Poetry • Veteran’s Day Literature Lists</td>
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</table>

**Celebrations Pacing Guide: Week 1**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Current Events</strong></td>
<td><strong>Current Events</strong></td>
</tr>
<tr>
<td>Teacher can conduct activities using suggested vocabulary words to build background knowledge.</td>
<td>• The teacher can conduct a read aloud about different types of celebrations using one of the literature selections from Appendix A or a selection from the campus or classroom library. • During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%)</td>
<td>• Students may also stop and jot answers to the guiding questions in their ISN. (%) • Teachers may choose to enhance the lesson by using a link or video from the Technology selection. • Students can compare and contrast two of the holidays using a Venn diagram. (%)</td>
<td>Enrichment Activity: Create a timeline of local, state, or national celebrations. (%)</td>
<td>American Indian Heritage Day Teachers can use the PPT in iXplore to celebrate this important day.</td>
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</table>
Landmarks Overview: Week 2

<table>
<thead>
<tr>
<th>Enduring Understandings/Generalizations</th>
<th>Guiding/Essential Questions</th>
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</table>
| Some monuments and buildings have great meaning and importance to a community, state, or nation. | • What is a landmark?  
• Why are some landmarks significant to American history?  
• What is a monument?  
• Why are some monuments important to Americans? |

Students will be able to . . .

• participate in discussions and express ideas in a written format about the unit’s enduring understandings and guiding questions  
• use primary and secondary sources to gain information about a topic  
• understand key vocabulary terms  
• identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings

<table>
<thead>
<tr>
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<th>Assessments (%)</th>
<th>Technology</th>
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</thead>
</table>
| • Exploring Social Studies: Building Up The White House (reader’s theater)  
Postcards from Bosley Bear (reader’s theater)  
• Appendix A – Suggested Literature selections – see new resources  
• Landmarks PPT (iXplore) | Monuments  
• Community – statues, parks, bridges, cemeteries, and historic locations  
• State – San Jacinto Monument, The Alamo, Kennedy Memorial Plaza  
• Nation – WW II Navajo Code Talker Monument, WASP memorial at Avenger Field in Sweetwater, TX  
Statue of Liberty  
Government buildings  
• Community – county courthouse, city hall  
• State – capitol building  
• Nation – U.S. Capitol building, White House, U.S. Supreme Court, pentagon | • Read Aloud discussion and participation  
• Written Response to guiding questions  
• Written response to independent reading  
• Anchor chart participation  
• Letter writing activity | • BrainPop Jr. Free Movie-Statue of Liberty  
• Landmarks of the US |
<table>
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<tr>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Read Aloud</strong></td>
<td><strong>Focus: Community</strong></td>
<td><strong>Focus: State</strong></td>
<td><strong>Focus: National</strong></td>
</tr>
</tbody>
</table>
| Teacher can conduct activities using suggested vocabulary words to build background knowledge. |  |  |  | Students can write a letter to their favorite monument explaining why they think they are important. Use facts learned during the week’s lessons to enhance the writing. (%)
| • Landmark – a place marking a turning point in history |  |  |  |  |
| • Monument – something that is built in memory of a person or an event |  |  |  |  |
| • Significance-why something is important |  |  |  |  |
| • Community – Cypress Fairbanks, Houston |  |  |  |  |
| • State – Texas |  |  |  |  |
| • National – the United States |  |  |  |  |
|  | • The teacher can conduct a read aloud about different types of landmarks using one of the literature selections from Appendix A or a selection from the campus or classroom library. |  |  | Incorporate common and proper nouns for R&E. |
|  | • During the read aloud, focus on the guiding questions from the lesson. Have students turn and talk about possible predictions and answers to the questions. (%) |  |  |  |
|  | • Students may also stop and jot answers to the guiding questions in their ISN. (%) |  |  |  |
|  | • Teachers may choose to enhance the lesson by using a link or video from the Technology selection. |  |  |  |
### Customs Overview: Week 3

<table>
<thead>
<tr>
<th>Enduring Understandings/Generalizations</th>
<th>Guiding/Essential Questions</th>
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</thead>
</table>
| Customs represent American beliefs and principles that contribute to or national identity. | • What is a custom?  
• Why do we stand and put out hand over our heart for the Pledge to the Texas Flag and American Flag?  
• Why is The Star Spangled Banner so important?  
• What does the song America the Beautiful represent? |

### Students will be able to . . .

- participate in discussions and express ideas in a written format about the unit’s enduring understandings and guiding questions
- use primary and secondary sources to gain information about a topic
- understand key vocabulary terms
- **recite** the Pledge of Allegiance to the Texas and United States Flag
- **identify** the “Star Spangled Banner” and “American the Beautiful”

### Instructional Resources: Week 3

<table>
<thead>
<tr>
<th>Teacher Materials</th>
<th>Teacher Notes</th>
<th>Assessments (%)</th>
<th>Technology</th>
</tr>
</thead>
</table>
| • Exploring Social Studies: *You Can Count on Me*, p. 29  
• Patriotic Music activity from *You Can Count on Me* lesson plan – p. 14  
• Customs, Symbols PPT (iXplore)  
• Appendix A – Suggested Literature selections  
• Appendix B – Who Am I? | • Before the lesson, run off Appendix B or have students copy it into their ISN. | • Read Aloud discussion and participation  
• Written Response to guiding questions  
• Written response to independent reading  
• Anchor chart participation  
• Who Am I? activity  
• Letter Writing activity  
• Patriotic Music activity  
• Lesson plan activities from the Exploring Social Studies primary sources reader (iXplore) | • The National Anthem  
• The Pledge of Allegiance |
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Focus: Pledge of Allegiance to the American &amp; Texas Flag</strong></td>
<td><strong>Read Aloud w/ Accountable Talk</strong></td>
<td><strong>Focus: Star Spangled Banner</strong></td>
<td><strong>Current Events Writing</strong></td>
</tr>
<tr>
<td>Teacher can conduct activities using suggested vocabulary words to build background knowledge.</td>
<td>• Custom-Use PPT slide 2 to review the meaning of this term.</td>
<td>• Have students use Appendix B. Have them write their inference to the Who Am I? questions on slides 3 &amp; 5 before you show the answer. ( (%) )</td>
<td>• On slide 7, click on the icon to play the Star Spangled Banner. Asked the students if they have ever heard it before and where?</td>
<td>• Use slide 8 to build background knowledge on the importance of this song and what it means to Americans. ( * )</td>
</tr>
<tr>
<td>• Pledge</td>
<td>• After reciting the Pledge to the Allegiance to the American &amp; State Flag as part of your morning routine, discuss the reason we say the pledge (to show love for our country) and why we stand (to show respect).</td>
<td>• Have them write their inference to the Who Am I? before you show the answer on slide 8. ( (%) )</td>
<td>• Use p. 14 from <em>You Can Count on Me</em> lesson plan- Patriotic Music. Conduct whole group, small group, or use as an independent writing activity. ( (%) )</td>
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State & National Symbols Overview: Week 4

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<th>Guiding/Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbols represent American beliefs and principles that contribute to or national identity.</td>
<td>• What is a symbol?</td>
</tr>
<tr>
<td></td>
<td>• What is a patriotic symbol?</td>
</tr>
<tr>
<td></td>
<td>• Who is Uncle Sam?</td>
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</table>

**Students will be able to . . .**

- participate in discussions and express ideas in a written format about the unit’s enduring understandings and guiding questions
- use primary and secondary sources to gain information about a topic
- understand key vocabulary terms
- identify state and national symbols

### Instructional Resources: Week 4

<table>
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<tr>
<th>Teacher Materials</th>
<th>Teacher Notes</th>
<th>Assessments (%)</th>
<th>Technology</th>
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</thead>
</table>
| • Exploring Social Studies:  
  You Can Count on Me,  
  Reader-pp.22-25  
  Customs, Symbols PPT  
  (iXplore)  
  Appendix B – Who Am I? | • Once you have completed reading You Can Count on Me, use p. 10 – Author’s Purpose as a whole group, small group, or independent writing activity. (%) | • Read Aloud discussion and participation  
• Written Response to guiding questions  
• Written response to independent reading  
• Anchor chart participation  
• BrainPop Jr. quiz for U.S. Symbols  
• Who Am I? activity  
• Lesson plan activities from the Exploring Social Studies primary sources reader (iXplore)  
  Author’s Purpose – p.10 | • The U.S. Flag  
• The Bald Eagle  
• BrainPOP Jr. – Symbols of the United States |
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<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Holiday</td>
<td>Vocabulary</td>
<td>Read Aloud</td>
<td>Focus: Texas Symbols</td>
<td>Focus: American &amp; Patriotic Symbols</td>
</tr>
<tr>
<td>Columbus Day</td>
<td>Teacher can conduct activities using suggested vocabulary words to build background knowledge.</td>
<td>• Symbol – use PPT slide 10 and discuss the meaning of this term.</td>
<td>• Have students use Appendix B to write their inference to the Who Am I? slides 11, 13, 15 before you show the answer. (%)</td>
<td>• Have students use Appendix B to write their inference to the Who Am I? slides 17, 19, 21, 23 before you show the answer. (%)</td>
</tr>
<tr>
<td>Observe Columbus Day in the United States that commemorates the voyage of Christopher Columbus to the Americas in 1492. Federal observation of the holiday began in 1937 but Americans have been observing the anniversary of the voyage since colonial times.</td>
<td>Freedom</td>
<td>• Students can turn and talk about the images on the slide before jotting down the answer.</td>
<td>• Teacher can offer interesting facts about the symbols.</td>
<td>• Students can turn and talk about the images on the slide before jotting down the answer.</td>
</tr>
<tr>
<td>Topics</td>
<td>Suggested Literature</td>
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<tr>
<td>Celebrations</td>
<td>Consult your campus librarian for related titles that are available at your campus.</td>
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</tbody>
</table>
| Landmarks              | - *Ben’s Dream* by Chris Van Allsburg ([RWT Lesson that goes along with the book](#))  
- Any picture book related to the landmarks mentioned in the TEKS.                                    |
| Symbols and Customs    | - *The Flag We Love*, Pam Munoz Ryan  
- *Pledge Allegiance*, June Swanson  
- *Red, White, and Blue: The Story of the American Flag*, John Herman  
- *By the Dawn’s Early Light: The Story of the Star-Spangled Banner*, Steve Knoll-Smith  
- *Purple Mountain Majesties: The Story of Katharine Lee Bates and “America the Beautiful”*, Barbara Younger  
- *America: A Patriotic Primer* Lynne Cheney                                                                                                         |
| Journeys Main Selections | - *Officer Buckle and Gloria*  
- *A Model Citizen*  
- *Jackie Robinson*  
- You can access online copies of these readers through the [Think Central](#) website.                                                               |
| Journeys Leveled/Vocabulary Readers | - *Superheroes Save the Day*  
- *Friendship Rules*                                                                                                                                                                                                 |
| Time for Kids Readers  | - *World Landmarks*                                                                                                                                                                                                   |
| (New) Exploring Social Studies: Leveled Readers & Reader’s Theater | - *Washington’s Birthday* by Kelly Rodgers  
- *Building Up the White House* by Christi E. Parker  
- *Postcards from Bosley Bear* by Christi E. Parker  
- *You Can Count On Me* by Joanne Mattern  
- You can access online copies of the readers, audio files, and lesson plans through the [Teacher Created flash drive](#) you received or in [IXplore](#). |

Consult your campus librarian for related titles that are available at your campus.
Who Am I Response Worksheet

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

7. __________________________________________

8. __________________________________________

9. __________________________________________

10. _________________________________________