

**Belvidere Cluster Wide  
Social Studies Curriculum  
2nd Grade  
Updated November, 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSL) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Mathematics
- Science/ Next Generation
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Online resources

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Integrated Accommodations and Modifications**

#### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

#### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives

- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes

- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

## Grade 2

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### Unit #1 Governing the People

Content Area: **Social Studies**  
 Course(s): **Social Studies**  
 Time Period: **1st Marking Period**  
 Length: **40 days**  
 Status: **Published**

### Enduring Understanding

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Government and its citizens from communities/countries.

### Essential Questions

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What is the purpose of governments?  
 What are the responsibilities of a citizen?

### NJ Student Learning Standards

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|                 |  |
|-----------------|--|
| SOC.6.1.4.D.6   | Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.                     |
| SOC.6.1.4.A.11  | Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels. |
| SOC.6.1.4.A.CS1 | Rules and laws are developed to protect people's rights and the security and welfare of society.   |
| SOC.6.1.4.D.17  | Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.   |
| SOC.6.1.4.A.CS5 | In a representative democracy, individuals elect representatives to act on the behalf of the people.   |
| SOC.6.3.4.A.3   | Select a local issue and develop a group action plan to inform school and/or community members about the issue.  |
| SOC.6.1.4.A.7   | Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.             |

|                                |  |
|--------------------------------|--|
| SOC.6.1.4.A.3                  | Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.  |
| SOC.6.3.4.CS3<br>SOC.6.1.4.A.1 | Are aware of their relationships to people, places, and resources in the local community and beyond. Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good. |
| SOC.6.1.4.A.14                 | Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.   |
| SOC.6.3.4.A                    | Civics, Government, and Human Rights   |

## Instructional Activities

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

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

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

Do a mach election/ candidate representation, speeches/

Graph the results of the election.

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

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

How are laws created:

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

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

Discovery Ed video: This Is Our:Government

City Hall Tour website [http://www.hud.gov/kids/ch/ch3s\\_intro.html](http://www.hud.gov/kids/ch/ch3s_intro.html)

Activities & worksheets:

[http://commoncore2012.homestead.com/Grade\\_Level\\_Files/Second/SocialStudies/Q1/Resources/CG1\\_Second\\_Grade\\_Government\\_and\\_Leadership\\_Unit.pdf](http://commoncore2012.homestead.com/Grade_Level_Files/Second/SocialStudies/Q1/Resources/CG1_Second_Grade_Government_and_Leadership_Unit.pdf)

## Interdisciplinary Connections

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

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

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

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

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## Assessments :

### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader’s Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

## **Alternative:**

Portfolio

Role play

Conferences

Concept Map

Learning Centers

Demonstration station

## Texts and Resources

Texts:

Will You Sign Here, John Hancock?

Shh! We're Writing the Constitution by Jean Fritz

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

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

"The Statue of Liberty" by Lucille Recht Penner

"The Story of Liberty" by Mitzi Simons

"My Flag"/ Newbridge

"Lincoln Memorial"/ Zaner-Bloser

"Symbols of America" by Etta Johnson

America's Symbols" by Judith Bauer Stamper

Pebblego.com

Scholastic News - paper/digital [www.freedomtrainforkids.com](http://www.freedomtrainforkids.com).

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

Content Area: **Social Studies**

Course(s): **Social Studies**

Time Period: **2nd Marking Period**

Length: **40 days**

Status: **Published**

### Enduring Understanding

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

### Essential Questions

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Why are families important?

How are cultures and traditions different around the world?

How do these differences affect society?

### NJ Student Learning Standards

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

SOC.6.1.4.A.14

Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

SOC.6.1.4.D.12

Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.

## Instructional Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## Interdisciplinary Connections

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

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

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

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

## Assessment

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### Formative:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."



**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader's Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

#### **Additional Formative**

Teacher made written assessment.

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

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

#### **Benchmark:**

ELA Research based benchmark

#### **Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

## **Alternative:**

Portfolio  
Role play  
Conferences  
Concept Map  
Learning Centers  
Demonstration station

## **Texts and Resources**

Read Aloud Books:

"Squanto's First Thanksgiving"

"The Legend of the Indian Paintbrush" by Tomie dePaola

"Popcorn"

"The First Thanksgiving"

"If You Lived in Colonial Times" by Ann McGovern

"Christmas Around the World" by Lankford

"Together for Kwanzaa" by Juwanda

"The Story of Hanukkah" by David Adler

"The Legend of the Poinsettia" retold by Tomie dePaola

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

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

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

[www.Mayflowerhistory.com/passenger](http://www.Mayflowerhistory.com/passenger) <http://www.socialstudiesforkids.com/subjects/holidays.htm>

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

[http://www.census.gov/schools/pdf/materials/cis\\_lesson\\_k4US.pdf](http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf)

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

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

## **Unit #3 Our World, Exploring Geography**

Content Area: **Social Studies**

Course(s): **Social Studies**

Time Period: **3rd Marking Period**

Length: **40 days**

Status: **Published**

### **Enduring Understanding**

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

### **NJ Learning Standards**

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SOC.6.1.4.A.CS9

SOC.6.1.4.B.1

SOC.6.1.4.B

The world is comprised of nations that are similar to and different from the United States.

Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Geography, People, and the Environment

SOC.6.1.4.B.4

Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

SOC.6.1.4.B.CS3

The physical environment can both accommodate and be endangered by human activities.

SOC.6.1.4.B.7

Explain why some locations in New Jersey and the United States are more suited for settlement than others.

## Essential Questions

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How is location relative to us?

## Instructional Activities

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

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

Recognize how a legend relates to the location of a place; utilize a legend to locate landforms:

<http://web.compton.k12.ca.us/pages/departments/curriculum/pdf/2ndgradessunit2.pdf>

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

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

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

Use maps to understand population, create maps of a fictional town to reinforce community;

Recognize absolute and relative location; understand ideas about civic life and government;

[http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons\\_K-3.aspx#Grade2](http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons_K-3.aspx#Grade2)

Know the absolute and relative location of a community and places within it:

[http://www.census.gov/schools/pdf/materials/cis\\_lesson\\_k4US.pdf](http://www.census.gov/schools/pdf/materials/cis_lesson_k4US.pdf)

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

## Interdisciplinary Connections

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

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

### Assessment

#### Formative:

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**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

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#### Reader’s Theater:

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of

performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

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<http://www.graphic.org/concept.html>

## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period assessment/ Performance task

Culminating Learning Project

End-of-year Assessment

## **Alternative:**

Portfolio

Role play

Conferences

Concept Map

Learning Centers

Demonstration station

## **Texts and Resources**

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pebblego.com

Dr. Jean songs [www.superteacherworksheets.com/landforms](http://www.superteacherworksheets.com/landforms)

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

<http://lizardpoint.com/geography/landforms/>  
[https://www.youtube.com/watch?v=BsqKTJtK\\_vw](https://www.youtube.com/watch?v=BsqKTJtK_vw)  
<https://www.youtube.com/watch?v=LwNfvyCXh1k>  
[https://www.youtube.com/watch?v=KWTDMg8OI\\_Y](https://www.youtube.com/watch?v=KWTDMg8OI_Y)  
[http://www.teachertube.com/video/types-of-landforms-94543?utm\\_source=video-google&utm\\_medium=video-view&utm\\_term=video&utm\\_content=video-page&utm\\_campaign=video-view](http://www.teachertube.com/video/types-of-landforms-94543?utm_source=video-google&utm_medium=video-view&utm_term=video&utm_content=video-page&utm_campaign=video-view)  
[page http://www.watchknowlearn.org/Category.aspx?CategoryID=799](http://www.watchknowlearn.org/Category.aspx?CategoryID=799)

#### Literature:

Maps by [Aleksandra Mizielinska](#) (Author), [Daniel Mizielinski](#)  
National Geographic Kids Ultimate U.S. Road Trip Atlas by National Geographic Children's books  
Little Kids First Big Book of the World by [Elizabeth Carney](#)  
Looking at Maps and Globes- Carmen Bredeson Maps and Globes- Jack Knowlton  
"Me on the Map" Google Earth iLearn-  
Continents & Oceans (Free App)  
The Nystrom Nystronaut Atlas by Nystrom Education  
Looking at Maps and Globes- Carmen Bredeson  
Maps and Globes- Jack Knowlton”  
Nystrom resources  
National Geographic Map Essentials  
Learn 360 “Map Skills for Beginners-Maps” & “Map Skills for Beginners- Globes  
“Hungry Kid” – Shel Silverstein  
Can You Read A Map?-Rozanne Lanczak Williams  
Reading Maps- David Rhys  
Map It - Elspeth Leacock  
Map Parts-Kate Torpie  
Around and About: Maps and Journeys – Grade 2 Map Skills :Building Skills by Exploring Maps Creative  
Teaching Press  
Maps for the Overhead: Neighborhoods and Communities- Scholastic –Catherine Tamblyn  
Learn 360-“Map Skills for Beginners- Maps” LJ Interactive-“Kids World Maps” iPad App Flat  
Stanley  
Cows Can’t Fly Learn 360-“Continents and Oceans of the World”  
Globe for iPad App iLearn- Continents & Oceans (Free App)  
Name the Continents Game [http://www.softschools.com/social\\_studies/continents/maps.jsp](http://www.softschools.com/social_studies/continents/maps.jsp) Around the  
World Webquest <http://warrensburgk12.mo.us/webquest/continents/index.htm> Find the Continents  
<http://www.playkidsgames.com/games/findContinent>  
Walk on the Map- Mel Campbell

## **Unit #4 Famous Leaders of America**

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **Ongoing**  
Length: **40 days**  
Status: **Published**

### **Enduring Understanding**

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

## Essential Questions

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Why is leadership important?

What characteristics make a good leader?

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

## NJ Student Learning Standards

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SOC.6.1.4.A.10

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

SOC.6.1.4.D.6

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

## Instructional Activities

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

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

Continue several times so students have books to compare.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Interdisciplinary Connections

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

## Assessment

### Formative:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

### Reader's Theater:

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

### Benchmark:

ELA Research based benchmark

### Summative:

End-of-marking period assessment/ Performance task  
Culminating Learning Project

End-of-year Assessment

### **Alternative:**

Portfolio  
Role play  
Conferences  
Concept Map  
Learning Centers  
Demonstration station

### **Texts and Resources**

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Pebblego.com Scholasticnews.com <http://www.njamistadcurriculum.net/history/>  
youtube/ George Washington for Kids/Rosa Parks for Kids/ Abraham Lincoln for kids  
brainpopjr.com  
Read Aloud Books:  
"Abe Lincoln's Hat" by Martha Brenner  
"George Washington and the General's Dog" by Frank Murphy  
"A Picture Book of Martin Luther King" by David Adler  
Easy Reader Biographies Scholastic Series  
Heinemann Interactive library  
First Biographies- Pebble Books  
Rookie Biographies Scholastic Series  
Young Martin Luther King  
Follow the Drinking Gourd  
My Teacher for President  
The Flag We Love- Pam Munoz Ryan  
Lives and Times Heinemann

## **Unit #5 Citizenship/Diversity**

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **Ongoing**  
Length: **40 days**  
Status: **Published**

### **Enduring Understanding**

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

### **Essential Questions**

Why is diversity necessary to a country?

### **NJ Student Learning Standards**

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SOC.6.1.4.D.CS8  
SOC.6.3.4.CS2  
SOC.6.1.4.A

Prejudice and discrimination can be obstacles to understanding other cultures.  
Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.  
Civics, Government, and Human Rights



|   |   |
|---|---|
| SOC.6.3.4.CS6<br>SOC.6.1.4.A.10                       | Demonstrate understanding of the need for fairness and take appropriate action against unfairness.<br>Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.   |
| SOC.6.1.4.A.CS11                                      | In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.   |
| SOC.6.3.4.CS5<br>SOC.6.1.4.D.CS11                     | Develop strategies to reach consensus and resolve conflict.<br>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.   |
| SOC.6.3.4.D.1   | Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.  |
| SOC.6.1.4.A.CS1<br>SOC.6.1.4.D.17<br>SOC.6.1.4.D.CS10 | Rules and laws are developed to protect people's rights and the security and welfare of society.<br>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.<br>The cultures with which an individual or group identifies change and evolve in response to interactions with other groups and/or in response to needs or concerns.      |
| SOC.6.3.4.D<br>SOC.6.1.4.D.18<br>SOC.6.3.4            | History, Culture, and Perspectives<br>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.<br>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.   |
| SOC.6.1.4.D.20<br>SOC.6.1.4.A.1                       | Describe why it is important to understand the perspectives of other cultures in an interconnected world.<br>Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.  |
| SOC.6.1.4.D.16<br>SOC.6.3.4.CS1                       | Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.<br>Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.  |
| SOC.6.1.4.A.14  | Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.  |
| SOC.6.3.4.A.1   | Determine what makes a good rule of law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).  |
| SOC.6.1.4   | All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| SOC.6.1.4.D.19  | Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.   |

## Instructional Activities

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

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

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

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

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

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

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

Fairness/taking turns, honesty, being left out: Fair-Eggs-periment

<http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Janjustice.pdf>

Unit Projects- Students acknowledge their heritage background and share holiday traditions that come from that country.

Learn songs and make a cookbook of recipes that come from different countries

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

Cultural awareness bulletinboard:

[http://www.ilovethatteachingidea.com/ideas/020207\\_cultural\\_awareness\\_bulletin\\_board.htm](http://www.ilovethatteachingidea.com/ideas/020207_cultural_awareness_bulletin_board.htm) Discuss family contributions throughout the generations

Identify family relationships

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

## Interdisciplinary Connections

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

LAL: Write a rap of how to get along with others; develop a list of rules for being fair to others; write a

paragraph of what it would be like to have a disability or belong to a minority

Social Studies/art: make a flag [http://www.ilovethatteachingidea.com/ideas/032404\\_clap\\_three\\_times.htm](http://www.ilovethatteachingidea.com/ideas/032404_clap_three_times.htm)

Classroom heritage fair

World Wide Traveling: [http://www.ilovethatteachingidea.com/ideas/010416\\_world\\_wide\\_traveling.htm](http://www.ilovethatteachingidea.com/ideas/010416_world_wide_traveling.htm)

## Assessment

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## **Alternative:**

Portfolio

Role play

Conferences

Concept Map

Learning Centers

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

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

## **Texts and Resources**

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

Flower art project:

[q=diversity+projects&rlz=1C1CHFX\\_enUS605US605&espv=2&biw=1366&bih=667&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahU](http://www.tolerance.org/category/level/grades-1-2)

<http://familydiv.org/>

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

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

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

### **Literature:**

Everett Anderson's Friend, Lucille Clifton

Alexander Who Used to Be Rich Last Sunday, Judith Viorst

Rosa Parks: Fist Biography, Lola M. Schaefer

"About Feeling Jewish"

Jean Little

Lens: Religion

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

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

*A Shelter In Our Car*

Monica Gunning

Lens: Race, Immigration, Age and Class

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

"An Unlikely Friendship" Sue

Carlioni

Lens: Ability

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

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

"Chicken Soup: A Russian Tale of Giving"

Irina Starovoytova

Lens: Class

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

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

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

Lens: Community

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

Sapp, Jeff. "Crocodile and Ghost Bat Have a Hullabaloo: An Australian Tale of Name-Calling." In *Rhinos &*

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

"Eat, My Fine Coat!"

Barbara Walker

Lens: Class

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

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

"Hot, Hot Roti for Dada-Ji"

F. Zia and Ken Min (illustrator)

Lens: Race, Immigration, Ethnicity, Language and Age

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

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"How the World Came to Be"

Anita Ganeri

Lens: Religion

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

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

*Mama Played Baseball*

David Adler

Lens: Gender

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

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

*My Name Was Hussein*

Hristo Kyuchukov

Lens: Race and Ethnicity, Religion

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

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

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

Pleasant L. DeSpain

Lens: Community

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

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

*One Million Men and Me*

Kelly Starling Lyons

Lens: Race and Ethnicity, Gender

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

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

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

Rigoberto González

Lens: Immigration

When a wall is built between the Great North and the Great South, nothing can pass by it, not the clouds or the wind or even the monarch butterflies. When both sides begin to suffer, Papalotzin, Royal Butterfly, breaks down the Great Wall. González, Rigoberto. "Papalotzin and the Monarchs: A Bilingual Tale of Breaking Down Walls." In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

"Raspberries! An American Tale of Cooperation"

Mary Newell DePalma

Lens: Ability

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

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

*Sometimes*

Rebecca Elliott

Lens: Ability

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

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

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

Uma Krishnaswami

Lens: Class

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

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

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

Lupton

Lens: Ability

In this tale, a blind man teaches a hunter to see things in a different light and learn from his mistakes. Lupton, Hugh. "The Blind Man and the Hunter: A West African Tale of Learning From Your Mistakes." In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

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

Lens: Community

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

Shah, Idries. "The Clever Boy and the Terrible, Dangerous Animal: An Afghan Tale of Fear." In *Rhinos & Raspberries: Tolerance Tales for the Early Grades*. Edited by Jeff Sapp. Montgomery, AL: Teaching Tolerance, 2006.

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

Pleasant L. DeSpain

Lens: Class

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

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

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

Hua Long

Lens: Class

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

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

“The Fighting Mynahs”

Leslie Ann Hayashi

Lens: Class

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

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

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

Toni Knapp

Lens: Community

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

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

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

UNICEF

Lens: Community

This tale about a hunter and a rat exemplifies the importance of showing kindness to others even when it is unlikely they will be able to return the favor.

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

“The Three Billy Goats Gracious”

Jennifer Holladay

Lens: Community

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

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

“This Little Light of Mine”

Harry Dixon Loes and E. B. Lewis

Lens: Race and Ethnicity

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

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

“What Is Talmud? A Jewish Tale Set in Medieval Germany”

Nina Jaffe and Steve Zeitlin

Lens: Gender, Religion

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

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

1995.

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

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