

## Grade Two - Introduction to History and Social Science

### STANDARD 2.2- Innovations

The student will demonstrate knowledge of the United States by describing important developments and **innovations** in United States history, including developments and innovations related to **communication** and **transportation**.

#### ESSENTIAL UNDERSTANDINGS

Innovations in methods of communication and modes of transportation have changed the way that people live and work.

Communities change over time for a variety of reasons.

#### Terms to know

- **community:** A place where **people live, work, and play**
- **innovation:** Something **new** or different
- **communication:** A way of **sending information** to people
- **transportation:** A way of **moving** people and things from one place to another
- **population:** The **number of people** living in a community

In United States history, important developments and innovations in communication and transportation have occurred over time.

The way people live **today is different** from the way people lived long ago.

**New inventions** have led to changes in buildings, jobs, modes of transportation, and populations of communities over time.

**Communication** systems that have been used in the United States over time include

- telegraph
- telephone
- radio
- television
- cell phone

#### Timeline of Communication



- Internet

**Transportation** systems that have been used in the United States over time include

- horses
- covered wagons
- steamboats
- railroads
- automobiles
- airplanes



# STANDARD 2.3 – American Indian Culture – Past & Present

The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on

- the Powhatan of the Eastern Woodlands;
- the Lakota of the Plains; and
- the Pueblo peoples of the Southwest.

## ESSENTIAL UNDERSTANDINGS

American Indian peoples have lived in Virginia and in other regions of America for thousands of years.

American Indians developed different cultures because they lived in different environments of North America.

American Indians made contributions to life in America in the past and continue to make contributions in the present

## Terms to know

- culture:** The beliefs, customs, and way of life of a group of people
- regions:** Places that have common (the same) characteristics
- environment:** Surroundings

## Contributions of American Indians

- Arts (pottery, weaving, carving)
- Knowledge of the environment
- Respect for nature
- Farming of corn and tobacco

## Changes in American Indian culture

- American Indian cultures have **changed** over time.
- Today**, American Indians live and work preserve their culture and teach people about past and present contributions to Virginia and the United States.

	REGIONS	HOMES	JOB	TRANSPORTATION
POWHATAN				
LAKOTA				
PUEBLO				

# STANDARD 2.4 - Important Americans

The student will describe how the contributions of selected individuals changed the lives of Americans.

## ESSENTIAL UNDERSTANDINGS

Individuals in the past have worked successfully to improve the lives of other Americans in the United States.

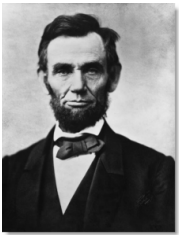


### Contributions of selected individuals

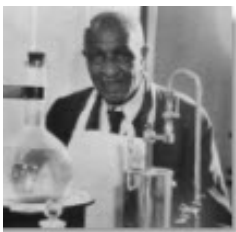
**Christopher Columbus:** He led the way for European **exploration** and colonization of the Americas.



**Benjamin Franklin:** He proved that **electricity** was present in **lightning** through his kite experiment. He started the first library and the **first volunteer fire department** in America.



**Abraham Lincoln:** He was the **President** of the United States who helped **free African American slaves**.



**George Washington Carver:** He was an African American man who **studied science and plants**. He became a teacher. He developed hundreds of uses for peanuts, sweet potatoes, and soybeans.



**Helen Keller:** She overcame disabilities and worked to help others who were **blind and deaf**.



**Thurgood Marshall:** He was a lawyer who defended people at a time when not all people had equal rights. He was the first **African American justice** of the United States Supreme Court.



**Rosa Parks:** She was an African American woman who refused to give up her seat on a **public bus**, as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights.



**Jackie Robinson:** He was the first African American player in the major leagues of **baseball**. His actions helped to bring about other opportunities for African Americans.



**Cesar Chavez:** He was a **Mexican American** leader who worked to improve conditions for **farm workers**.



**Martin Luther King, Jr.:** He was an African American minister who worked so that all people would be **treated fairly**. He led peaceful marches and gave speeches.

# STANDARD 2.5 - Holidays

The student will describe why United States citizens celebrate major holidays.

## ESSENTIAL UNDERSTANDINGS United States citizens celebrate major holidays.

### Martin Luther King, Jr., Day:



- This is a day to remember an African American minister who worked so that all people would be treated fairly.
- It is observed in **January**.

### George Washington Day (Presidents' Day):



- This is a day when we honor **all presidents** of the United States, especially **George Washington**.
- It is observed in **February**.

### Memorial Day:



- This is a day for the recognition of and respect for Americans who **died in wars** while they were serving their country.
- It is observed in **May**.

### Independence Day (Fourth of July):



- This is a day to remember when the United States became a new country. It is sometimes called **America's birthday**.
- It is observed on **July 4th**.

### Labor Day:



- This is a day dedicated to appreciating the contributions of the **working class** and how they help build our country's strength.
- It is observed in **September**.

### Columbus Day:



- This is a day to remember **Christopher Columbus**, who led the way for European exploration and colonization of the Americas.
- It is observed in **October**.

### Veterans Day:



- This is a day for the recognition of and respect for Americans who **served in the military**.
- It is observed on **November 11th**.

### Thanksgiving Day:



- This is a day to remember the sharing of the harvest with the **American Indians**.
- It is observed in **November**.

# STANDARD 2.6 – Map Locations

The student will develop map skills by using globes and maps of the world and the United States to locate

- a) the seven continents, and the five oceans ;
- b) the equator, the Prime Meridian, and the four hemispheres; and
- c) major rivers, mountain ranges, lakes, and other physical features in the United States.

## ESSENTIAL UNDERSTANDINGS

Maps can be used to locate land and water features.

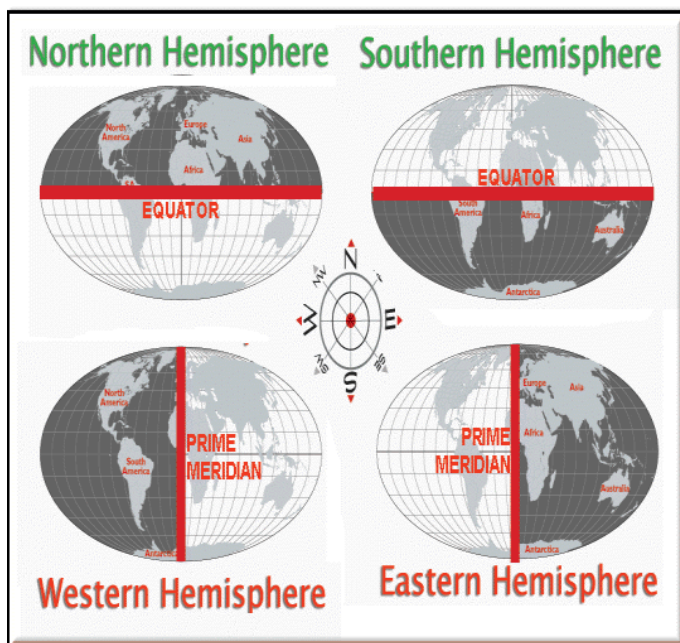
Maps and globes help people study the Earth.

Terms to know

- **land:** The solid surface of Earth
- **continent:** A large body of land on Earth
- **equator:** An imaginary line around the middle of Earth that divides it into the Northern and Southern Hemispheres
- **Prime Meridian:** An imaginary line that divides Earth into the Eastern and Western Hemispheres
- **hemisphere:** Half of a sphere (globe); created by the Prime Meridian or the equator

## The four hemispheres

- Northern
- Southern
- Eastern
- Western



## The seven continents

- North America
- South America
- Europe
- Asia
- Africa
- Australia
- Antarctica



## The five oceans

- Arctic Ocean,
- Atlantic Ocean
- Indian Ocean
- Pacific Ocean
- Southern Ocean



## Selected rivers, mountain ranges, and lakes in the United States

- James River,
- Mississippi River,
- Rio Grande,
- Appalachian Mountains,
- Rocky Mountains,
- the Great Lakes

## STANDARD 2.7 – American Indians & Environment



Ways American Indians related to their environment

- The **Powhatan** farmed, **fished**, **hunted**, used **trees** for homes and **canoes**, and gathered **plants** for food.
- The **Lakota** moved around the region to hunt for **buffalo**. They later used **horses** for transportation.
- The **Pueblo** people farmed the land. They lived in villages in houses made of **adobe (clay)**.

The student will locate and describe the relationship between the environment and culture of

- the **Powhatan** of the Eastern Woodlands;
- the **Lakota** of the Plains; and
- the **Pueblo** Indians of the Southwest.

### ESSENTIAL UNDERSTANDINGS

In the past and present, American Indians have respected and protected the environments that make up their homelands.

Environments of three American Indian cultures of the past.

	Climate	Land
<b>Eastern Woodlands (Powhatan)</b>	Mild winters; hot, humid summers	Rivers, hills, mountains, coastland
<b>Plains (Lakota)</b>	Hot summers; harsh, cold winters	Plains, prairies, rolling hills
<b>Southwest (Pueblo people)</b>	Hot days, cold nights, little rainfall	High flatlands

## STANDARD 2.8 - Resources

### NATURAL RESOURCES



### CAPITAL RESOURCES



### HUMAN RESOURCES



The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

### ESSENTIAL UNDERSTANDINGS

The three main types of resources are natural, human, and capital.

Terms to know

- **Natural resources:** Materials that come directly from nature
- **Human resources:** People working to produce goods and services
- **Capital resources:** Goods

made by people and used to produce other goods and services

Examples of resources

- **Natural:** Water, soil, wood, coal
- **Human:** Farmers, miners, builders, painters
- **Capital:** Hammers, computers, trucks, lawn mowers, factory buildings

## STANDARD 2.9 – Barter & Money

The student will distinguish between the use of barter and the use of money in the exchange for goods and services.

### ESSENTIAL UNDERSTANDINGS

People acquire goods and services through barter or through the exchange of money.



Terms to know

- **Barter:** The exchange of goods and services without the use of money
- **Money:** Coins, paper bills, and checks used in exchange for goods and services

## STANDARD 2.10 – Producers, Consumers, Scarcity



The

student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.

### ESSENTIAL UNDERSTANDINGS

People are both producers and consumers.

People must make economic choices because resources are limited (scarcity).

### Terms to know

- **Scarcity:** Not being able to meet all wants at the same time because **resources are limited**
- **Consumer:** A person who **uses goods** and services
- **Producer:** A person who uses resources to **make goods** and/or provide services

People must make **economic choices** because resources and goods and services are scarce.

## STANDARD 2.11 – Good Citizens

The student will explain the responsibilities of a good citizen, with emphasis on

- respecting and protecting the rights and property of others
- taking part in the voting process when making classroom decisions;
- describing actions that can improve the school and community;
- demonstrating self-discipline and self-reliance;
- practicing honesty and trustworthiness
- describing the purpose of rules and laws.

### Responsibilities of a good citizen

- Respecting and protecting the **rights** and **property** of others
- Taking part in the **voting process** when making classroom decisions
- Describing actions that can improve the **school** and **community**
- Demonstrating **self-discipline** and **self-reliance**
- Practicing **honesty** and **trustworthiness**

ESSENTIAL UNDERSTANDINGS  
A good citizen has a variety of responsibilities.

A good citizen understands the need for rules and laws.



**Laws keep us safe!**

### Terms to know

- **rules:** **Guidelines** for how people should act or behave
- **laws:** Important **rules** written and carried out by the **government**

The purpose of **rules and laws** is to keep people **safe** and maintain **order**.

## STANDARD 2.12- Communities

The student will understand that the people of the United States of America

- make contributions to their communities;
- vote in elections;
- are united as Americans by common principles; and
- have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.

### ESSENTIAL UNDERSTANDINGS

**The people of the United States contribute to their communities by practicing the responsibilities of good citizens.**

People contribute to their communities by practicing the responsibilities of **good citizens**.

Voters in the United States **elect officials to make decisions** for them in the national government.

People share the principles of respecting and

protecting the **rights** and **property** of others, participating in school and community activities, demonstrating **self-discipline** and **self-reliance**, and practicing **honesty** and **trustworthiness**.

The American people have different **ethnic origins** and come from **different countries** but are united as

Americans by the basic principles of a **republican form of government**, including the **individual rights** to life, liberty, and the pursuit of happiness as well as equality under the law.



## STANDARD 2.13 – Patriotism

The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by

- explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and
- learning the words and meaning of the Pledge of Allegiance.

### ESSENTIAL UNDERSTANDINGS

**The United States has a national flag.**

**The United States has a national pledge to the flag..**

### American symbols

- American flag
- Bald eagle
- Washington Monument
- Statue of Liberty

The United States has a national **pledge** to the flag.

The Pledge of Allegiance reads, “I **pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.**”

