



2008

Curriculum Framework

Grade Two Introduction to History and Social Science

Commonwealth of Virginia
Board of Education
Richmond, Virginia
Approved – July 17, 2008

STANDARD 2.1

The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Essential Understandings	Essential Questions	Essential Knowledge			Essential Skills
Ancient people made contributions that affect the present world.	What contributions did the people of ancient China and Egypt make to the development of written language?	Terms to know <ul style="list-style-type: none"> • Ancient: Long, long ago • Architecture: The design of buildings • Contribution: The act of giving or doing something 			Locate and use information from print and non-print sources. Gather, classify, and interpret information. Use resource materials. Collect, organize, and record information.
	What inventions came from ancient China and Egypt?	Contributions of Ancient China and Egypt			
	What examples of architecture from ancient China and Egypt are still present today?	<i>Written Language</i>	China	Egypt	
	<i>Inventions</i>	Kite Silk cloth Compass Bronze Fireworks	Paper made from papyrus 365-day calendar Clock		
	<i>Architecture</i>	Great Wall	Pyramids		
	Many inventions of ancient China and Egypt are still used today.				

STANDARD 2.2

The student will compare the lives and contributions of three American Indians (First Americans) cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota Sioux of the Plains, and the Pueblo peoples of the Southwest.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																				
<p>Many American Indian (First American) tribes <u>peoples have</u> lived in Virginia and in other regions of America for thousands of years.</p> <p>American Indians (First Americans) <u>met their basic needs in different ways, developed different cultures because they lived in different environments of North America.</u></p> <p>American Indians (First Americans) <u>have made and continue to make</u> contributions to present-day life.</p>	<p>In what ways were <u>past the</u> American Indians (First Americans) <u>lifestyles in Virginia similar to like</u> and different from <u>those of the</u> Sioux Lakota and Pueblo Indians?</p> <p>Who are some of the three American Indians (First Americans) peoples who that lived in Virginia and in other regions of the United States?</p> <p>What are some contributions of <u>the</u> American Indians (First Americans)? <u>culture to present-day life?</u></p> <p><u>How are American Indians of the past different from those of today?</u></p>	<p>Terms to know</p> <ul style="list-style-type: none"> • <u>Culture: The beliefs, customs, and way of life of a group of people</u> • <u>Regions: Places that have common (the same) characteristics</u> • <u>Environment: Surroundings</u> <table border="1" data-bbox="894 591 1665 972"> <thead> <tr> <th>Region</th> <th>Indians</th> <th>Homes</th> <th>Occupations</th> <th>Transportation</th> </tr> </thead> <tbody> <tr> <td><i>Eastern Woodlands</i></td> <td>Powhatan</td> <td>Wood frame and bark houses <u>with bark/reed covering</u></td> <td>Fishermen Hunters Farmers</td> <td>Walked Paddled canoes</td> </tr> <tr> <td><i>Plains</i></td> <td>Sioux Lakota</td> <td>Teepees</td> <td>Hunters Horsemen Warriors</td> <td>Walked Later <u>Used</u> horses</td> </tr> <tr> <td><i>Southwest</i></td> <td>Pueblo</td> <td>Multi-story terraced buildings</td> <td>Farmers <u>Hunters</u></td> <td>Walked</td> </tr> </tbody> </table> <p>Contributions of American Indians (First Americans)</p> <ul style="list-style-type: none"> • Arts (<u>jewelry, pottery, weaving, carving</u>) • Legends and stories <u>Knowledge of the environment</u> • Respect for nature • <u>Farming of corn and tobacco</u> <p>Changes in American Indian culture</p> <ul style="list-style-type: none"> • <u>American Indian cultures have changed over time.</u> • <u>Today, American Indians live and work in Virginia and the United States.</u> 	Region	Indians	Homes	Occupations	Transportation	<i>Eastern Woodlands</i>	Powhatan	Wood frame and bark houses <u>with bark/reed covering</u>	Fishermen Hunters Farmers	Walked Paddled canoes	<i>Plains</i>	Sioux Lakota	Teepees	Hunters Horsemen Warriors	Walked Later <u>Used</u> horses	<i>Southwest</i>	Pueblo	Multi-story terraced buildings	Farmers <u>Hunters</u>	Walked	<p>Compare and contrast differing sets of ideas.</p> <p>Gather, classify, and interpret information.</p> <p>Construct and explain simple charts.</p> <p>Collect, organize, and record information.</p>
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STANDARD 2.3

The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Communities change over time for a variety of reasons.</p>	<p>How and why have communities changed over time?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Community: A place where people live, work, and play • Population: The number of people living in a community • Transportation: A way of moving people and things from one place to another <p>The way people live today is different from the way people lived long ago.</p> <p>New inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.</p>	<p>Make and explain graphs.</p> <p>Compare and contrast information.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 2.4

The student will develop map skills by

a) locating the United States, China, and Egypt on world maps;

~~e) comparing the climate, land, and plant life of these regions;~~

b) understanding the relationship between the environment and the culture of ancient China and Egypt;

~~b) c) locating the regions of the Powhatan, Lakota Sioux, and Pueblo Indians on United States maps;~~

~~d) describing how the people in these regions adapted to their environment.~~

d) understanding the relationship between the environment and the culture of the Powhatan, Lakota Sioux, and Pueblo Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills																								
<p>People adapt <u>relate</u> to their environment in different ways.</p> <p>The Powhatan lived in the Eastern Woodlands region.</p> <p>The Lakota lived in the Plains region.</p> <p>The Pueblo lived in the Southwest region.</p>	<p>Where are <u>the United States, China,</u> and Egypt located on a world map?</p> <p>Where are the regions of the Powhatan, Sioux <u>Lakota</u>, and Pueblo people located on a United States map?</p> <p><u>How did the environment affect the culture of Egypt and China?</u></p> <p><u>How did the environment affect the Powhatan, Lakota, and Pueblo Indians?</u></p> <p>How are the climates, land, and plant life of these regions similar and different?</p> <p>How did the ancient Chinese, Egyptians, Powhatan, Sioux <u>Lakota</u>, and Pueblo people adapt <u>relate</u> to their environments?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> Climate: The kind of weather an area has over a long period of time Land: The shape of the land's surface Environment: Surroundings <p>China is located in Asia. Egypt is located in Africa. <u>The United States is located in North America.</u></p> <table border="1"> <thead> <tr> <th></th> <th>Climate</th> <th>Land</th> <th>Plant Life</th> </tr> </thead> <tbody> <tr> <td><i>China</i></td> <td>Seasons</td> <td>Forests, Hills, Mountains, Deserts</td> <td>Great variety of plant life</td> </tr> <tr> <td><i>Egypt</i></td> <td>Hot, dry</td> <td>Nile River Valley, Deserts, Flooding</td> <td>Grasses along the Nile River</td> </tr> <tr> <td><i>Eastern Woodland (Powhatan)</i></td> <td>Mild winters Hot, humid summers</td> <td>Rivers, Hills, Mountains, Coastland</td> <td>Forests Variety of plant life</td> </tr> <tr> <td><i>Plains (Sioux) (Lakota)</i></td> <td>Hot summers Harsh, cold winters</td> <td>Plains, Prairies, Rolling hills</td> <td>Grasses</td> </tr> <tr> <td><i>Southwest (Pueblo people)</i></td> <td>Hot days Cold nights Little rainfall</td> <td>High flatlands mesas</td> <td>Cactus-</td> </tr> </tbody> </table>		Climate	Land	Plant Life	<i>China</i>	Seasons	Forests, Hills, Mountains, Deserts	Great variety of plant life	<i>Egypt</i>	Hot, dry	Nile River Valley, Deserts, Flooding	Grasses along the Nile River	<i>Eastern Woodland (Powhatan)</i>	Mild winters Hot, humid summers	Rivers, Hills, Mountains, Coastland	Forests Variety of plant life	<i>Plains (Sioux) (Lakota)</i>	Hot summers Harsh, cold winters	Plains, Prairies, Rolling hills	Grasses	<i>Southwest (Pueblo people)</i>	Hot days Cold nights Little rainfall	High flatlands mesas	Cactus-	<p>Locate regions on maps and globes.</p> <p>Locate and use information from print and non-print sources.</p> <p>Use resource materials.</p> <p>Collect, organize, and record information.</p> <p>Gather, classify, and interpret information.</p>
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STANDARD 2.4 (continued)

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- ~~d) describing how the people in these regions adapted to their environment.~~
- d) understanding the relationship between the environment and the culture of the Powhatan, Lakota Sioux, and Pueblo Indians.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p>Ways people <u>adapted</u> <u>related</u> to their environment</p> <ul style="list-style-type: none"> • The ancient Chinese <u>settled</u> along the Huang He. They fished, farmed, and irrigated the land. • The ancient Egyptians farmed and irrigated the land near the Nile River. • The Powhatans <u>Powhatan</u> farmed, fished, hunted, used trees for homes and canoes, and gathered plants for food. • The Sioux <u>Lakota</u> moved around the region to hunt for buffalo. They <u>later</u> used horses for transportation. • The Pueblo <u>people</u> farmed the land. They lived in villages in adobe (clay) houses. 	

STANDARD 2.5

The student will develop map skills by

- a) locating the equator, the seven continents, and the ~~five~~ four oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Maps can be used to locate land and water features.</p> <p>Maps and globes help people study the Earth.</p>	<p>Where are the seven continents, the four <u>five</u> oceans, and the equator located on maps and globes?</p> <p>Where are these major rivers, lakes, and mountain ranges located on a map of the United States <u>and the world</u>?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Equator: An imaginary line around the middle of the Earth • Continent: A large body of land on the Earth <p>The seven continents Locate North America, South America, Europe, Asia, Africa, Australia, and Antarctica on maps and globes.</p> <p>The four <u>five</u> oceans Locate the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, and the Pacific Ocean, <u>and the Southern Ocean</u> on maps and globes.</p> <p>Selected rivers, mountain ranges, and lakes in the United States Locate the James River, the Mississippi River, the Rio Grande, the Appalachian Mountains, the Rocky Mountains, and the general area of the Great Lakes on a United States map.</p> <p><u>Selected world rivers:</u> <u>Locate the Huang He in China and the Nile River in Egypt.</u></p>	<p>Locate areas (regions) on maps and globes.</p>

STANDARD 2.6

The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People who make maps include a title, map legend, and compass rose.</p> <p>A map is a drawing that shows what places look like from above and where they are located.</p> <p>A map legend includes symbols that represent objects and places.</p>	<p>What is included when making a map?</p>	<p>Maps include the following:</p> <ul style="list-style-type: none"> • Title—The name or kind of map • Map legend—A list of shapes and symbols used on a map and an explanation of what each stands for • Compass rose—A symbol that shows direction (north, east, south, and west) on a map 	<p>Use a map legend.</p> <p>Draw maps of familiar areas.</p> <p>Make and use simple map symbols.</p> <p>Use a compass rose to identify directions.</p>

STANDARD 2.7

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The three main types of resources are natural, human, and capital.</p> <p>Resources influence what people produce both in the past and present.</p> <p>Resources influence how people produce goods and services both in the past and present.</p>	<p>What are natural, human, and capital resources?</p> <p>How did resources influence what people produced in the past?</p> <p>How do resources influence what people produce in the present?</p> <p>How did resources influence how people produced in the past?</p> <p>How do resources influence how people produce goods and services in the present?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Natural resources: Materials that come <u>directly</u> 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 <p>Examples of resources</p> <ul style="list-style-type: none"> • Natural: Water, soil, wood, coal • Human: Farmers, miners, builders, painters • Capital: Hammers, computers, trucks, lawn mowers, factory buildings <p>Resources influence what is produced and how it is produced.</p> <ul style="list-style-type: none"> • The food, shelter, and clothing produced by the Powhatan were different from the Lakota and Pueblo people. • Builders today build different types of houses and use different tools and other resources from builders in the past. 	<p>Gather, classify, and interpret information.</p>

STANDARD 2.8

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People acquire goods and services through barter or through the exchange of money.</p>	<p>What is the difference between using barter and using money in exchange for goods and services?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • 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 	<p>Compare and contrast different concepts.</p>

STANDARD 2.9

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>People are both producers and consumers.</p> <p>People must make economic choices because resources are limited (scarcity).</p>	<p>What is scarcity?</p> <p>What is a consumer?</p> <p>What is a producer?</p> <p>Why do people have to make economic choices?</p>	<p>Terms to know</p> <ul style="list-style-type: none"> • Scarcity: Not being able to meet all wants at the same time <u>because resources are limited</u> • Consumer: A person who uses goods and services • Producer: A person who uses resources to make goods and/or provide services <p>People <u>must</u> make economic choices because resources and goods and services are <u>scarce</u> (limited).</p>	<p>Make decisions based on information.</p> <p>Gather, classify, and interpret information.</p>

STANDARD 2.10

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

- a) respecting and protecting the rights and property of others;
- b) taking part in the voting process when making classroom decisions;
- c) describing actions that can improve the school and community;
- d) demonstrating self-discipline and self-reliance;
- e) practicing honesty and trustworthiness.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A good citizen has a variety of responsibilities.	What are some responsibilities of a good citizen?	<p>Responsibilities of a good citizen</p> <ul style="list-style-type: none"> • 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 	<p>Participate in groups and democratic society.</p> <p>Make decisions.</p>

STANDARD 2.11

The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Individuals in the past have worked successfully to improve the lives of other Americans in the United States.</p>	<p>How did George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. help to improve the lives of other Americans?</p>	<p>Famous Americans and their contributions</p> <ul style="list-style-type: none"> • George Washington: He led the fight for freedom from England and helped establish a new country. • Abraham Lincoln: He was the President of the United States who helped free African American slaves. • Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote. • Helen Keller: She overcame disabilities and worked to help others who were blind and deaf. • 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. • 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. 	<p>Collect, organize, and record information.</p> <p>Gather, classify, and interpret information.</p> <p>Compare and contrast different personalities and behaviors.</p> <p>Explain cause and effect relationships.</p>

STANDARD 2.12

The student will understand that the ~~people of Virginia United States is a land of people who~~

a) have state and local government officials who are elected by voters;

b) have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p><u>Virginia cities and counties have elected state and local government officials.</u></p> <p>The United States <u>The people of Virginia is a land of people who have diverse ethnic origins, customs, and traditions- and are united as Americans by common principles and traditions.</u></p> <p>They contribute to their community by practicing the responsibilities of good citizens.</p> <p>Americans are a people of diverse ethnic origins, customs, and traditions who are united as Americans by common principles and traditions.</p> <p><u>Americans are a people of diverse ethnic origins, customs, and traditions who are united as Americans by common principles and traditions.</u></p>	<p><u>How do are state and local government officials get into office elected?</u></p> <p>How do people of diverse ethnic origins, customs, and traditions, participate and contribute to their communities in the United States?</p> <p>How are people of different ethnic origins and customs united as Americans?</p>	<p><u>Voters in Virginia elect officials to make decisions for them in the state and local governments.</u></p> <p>People living in the United States <u>Virginia</u> who have diverse ethnic origins, customs, and traditions <u>and</u> participate in and contribute to their communities.</p> <p>People contribute to their community by practicing the responsibilities of good citizens.</p> <p>While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.</p> <p><u>While people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.</u></p> <p>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.</p>	<p>Compare and contrast differing sets of ideas.</p> <p>Make generalizations of data.</p> <p>Gather and classify information.</p>