

**SECOND GRADE CONTENT STANDARDS**

**TOPICS FROM THE CALIFORNIA STATE HISTORY~SOCIAL SCIENCE  
FRAMEWORK**

What students should know:

**People Who Make a Difference**

**PEOPLE WHO SUPPLY OUR NEEDS**

- Demonstrate an understanding of geography, economics, and the interdependence of people by focusing on people who supply our needs.

**OUR PARENTS, GRANDPARENTS, AND ANCESTORS FROM LONG AGO**

- Demonstrate an understanding of the many ways in which parents, grandparents, and ancestors have made a difference.
- Begin to develop a sense of history

**PEOPLE FROM MANY CULTURES, NOW AND LONG AGO**

- Begin to appreciate the importance of individuals from many cultures\$ now and long ago, who have made a difference for the better in people's lives.

**Second Grade Skills Based on Standardized Tests**

~ Recognize the symbol for capitals on maps

~ Locate North and South Poles on a world map

**SECOND GRADE CONTENT STANDARDS - HISTORICAL THINKING  
PRIMARY GRADES, KINDERGARTEN - 3RD GRADE**

What students should be able to do:

**Chronological/Spatial Thinking**

- Students understand the terms past, present, future, "a long time ago."
- Students place elements of a simple story in chronological sequence and discuss which happened first, second, third, etc.
- Students understand that some things change over time and some things remain the same.
- Students identify places on maps of classrooms, simple buildings, and neighborhoods.

**Evidence**

- Students become familiar with artifact~ photographs, maps, music and stories from other times and other peoples.
- Students speculate about or determine the uses of an artifact. They identify parts of the artifact and how they might contribute to its usefulness.
- Students identify the main subject of a photograph. They also identify details in a photograph and explain how they contribute information to the picture (e.g. "What do you notice here? What does that tell us about...?").
- Students understand that primary sources like artifacts tell us about the person or people who created them.

**Diversity/Multiple Perspectives**

- Students examine lives of a variety of different people from different times and places. Using visual clues, they identify differences between their own circumstances and those of people in other times and places.
- Given a situation or a story today, students imaginatively place themselves in the position of others.

**Historical Interpretation**

- Students understand that stories may be about real people, places, or fictional characters.
- Students understand that it is possible to tell different stories about the same events and places.
- Students tell a simple narrative of an event.

**Historical/Geographic Significance**

- Students select important events and places in their own lives They identify important events and places for their own families They explain why the events and places are important

## **HISTORICAL THINKING: SAMPLE ASSIGNMENTS - SECOND GRADE**

### **Chronological and Spatial Thinking**

- Make a family tree, including parents and grandparents.
- Chart on a map where relatives are located (cities, states, countries, etc.).
- Place flags on a wall map indicating where people that the class studied lived.
- Read a piece of historical fiction and create a storyboard.
- Create an ongoing time line of important events in the past.

### **Examining Evidence**

- Examine family photos to show changes in daily life (clothing, transportation, toys, etc.).
- Share and discuss family artifacts.
- Look at the pictures and written clues in books and hypothesize about when the subject of the book lived (past, present, future).
- Visit a workplace like a post office, factory, or bakery to understand how the workplace connects to the home.
- Look at pictures of modes of transportation and categorize into long ago and now.

### **Diversity/Multiple Perspectives**

- Read stories about diverse family groups that reflect the make-up of your class, which might include single parents, same-sex parents, and blended families.
- Make a class book of family recipes or customs or traditions.
- Invite a family member to class to share experiences (e.g. school long ago, growing up in another place).
- Read many different Cinderella stories to compare and contrast different cultures' views of Cinderella.

### **Interpretation**

- Interview two or more family members about the same event (family picnic, reunion, birthday party, wedding, etc.) and compare their perspectives.
- Read and listen to biographies, then make a class display of people who have made a difference in the world, especially in the lives of children (children's authors, toymakers).
- In a group, make a flow-chart showing how a product (e.g., an orange) moves from a farm to the home.
- Learn and retell a family story by interviewing a family member.

### **Determining Historical/ Geographical Significance**

- Choose a family member they admire and write a simple biography about the important events in that person's life.
- Make a time line of important events in their life and share significance of those events.
- Keep a memory box of keepsakes and tell the significance of the items.
- Meet and interview people of many cultures who make a difference in children's lives today (such as teachers, librarians, doctors, firefighters, police officers).

**MODEL UNIT FOR SECOND GRADE — OUR PARENTS, GRANDPARENTS, AND ANCESTORS FROM LONG AGO**  
**Sample Question: What important roles do relatives or friends play in our family histories?**

Historical Thinking Standard	Assignments/Activities
<p>To show evidence of standards, students might:</p> <p><b>Chronological/Spatial Thinking</b></p> <ul style="list-style-type: none"> <li>✓ Location</li> <li>✓ Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>■ Make a family tree, including parents and grandparents.</li> <li>■ Create a collage of pictures of family members.</li> <li>■ Chart on a map where relatives are located (cities, states, countries, etc.).</li> </ul>
<p><b>Examining Evidence</b></p> <ul style="list-style-type: none"> <li>✓ Examining primary sources (such as photos, artifacts, and documents)</li> <li>✓ Relationship between primary sources and historical/geographical context</li> <li>✓ Author's intentions/perspective</li> </ul>	<ul style="list-style-type: none"> <li>■ Examine family photos to show changes in daily life (clothing, transportation, toys, etc.).</li> <li>■ Share and discuss family artifacts.</li> </ul>
<p><b>Diversity/Multiple Perspectives</b></p> <ul style="list-style-type: none"> <li>✓ Influences (such as location, race, gender, class, age, sexual orientation)</li> <li>✓ Empathy</li> </ul>	<ul style="list-style-type: none"> <li>■ Read stories about diverse family groups.</li> <li>■ Make a class book of family recipes, customs, or traditions.</li> <li>■ Invite a family member to class to share experiences (such as school long ago, growing up in another place, etc.).</li> </ul>
<p><b>Interpretation</b></p> <ul style="list-style-type: none"> <li>✓ Constructing historical accounts</li> <li>✓ Comparing historical accounts</li> <li>✓ Moral judgment</li> </ul>	<ul style="list-style-type: none"> <li>■ Interview two or more family members about the same event (family reunion, picnic, birthday party, wedding, etc.) and compare their perspectives.</li> <li>■ Learn and retell a family story by interviewing a family member.</li> </ul>
<p><b>Determining Historical/Geographical Significance</b></p> <ul style="list-style-type: none"> <li>✓ Connect past and present</li> <li>✓ Causation</li> <li>✓ Evaluation</li> <li>✓ Location</li> </ul>	<ul style="list-style-type: none"> <li>■ Choose a family member they admire and write a biography.</li> <li>■ Make a timeline of important events in the life of a family member and share the significance of those events.</li> <li>■ Collect a memory box of keepsakes. Tell or write about how the items in the memory box connect to family history.</li> </ul>

## **GRADE TWO-PEOPLE WHO MAKE A DIFFERENCE**

Children in the second grade are ready to learn about people who make a difference in their own lives and who made a difference in the past. People who make a difference in the child's world are, first, those who care for him or her; second, those who supply the goods and services that are necessary for daily life; and third, those extraordinary men and women who have made a difference in our national life and in the larger world community.

### **People Who Supply Our Needs**

This first study develops children's appreciation of the many people who work to supply their daily needs. Emphasis in this unit is given to those who supply food: people who grow and harvest food crops on wheat and vegetable farms, fruit orchards, or the banana plantations of Central America; dairy workers who supply dairy products; and processors and distributors who move the food from farm to market. In addition, students should consider the interdependence of all these people, consumers and producers, processors and distributors, in bringing these foods to market.

In visits to their local market and to a regional central market, if available, children should observe and identify the great variety of foods that workers in these markets make available to buyers on a daily basis.

Questions of where these foods come from, who produces them, and how they reach these markets give focus to this unit.

To engage children's interest and to help them develop an understanding of the complex interdependence among many workers in the food industry, teachers should guide children in creating large three-dimensional floor or table maps. Children can begin these maps with small models of the school, nearby homes, and the local market as well as the major streets, roads, freeways, or highways in the immediate neighborhood of the school. These models can be constructed of wood, small building blocks, or even milk cartons, and they can be painted with poster paints to simulate the buildings they represent. Then, by adding model structures, highways, and railroad lines as the study proceeds, children can observe the many linkages between their homes, the markets that supply their food, the places where people work to produce their food, and the transportation systems that move these products from farm to processor to market.

Picture maps and flowcharts should be introduced to help children analyze the sequences and interrelationships in all these activities. Air photos and regional maps of the immediate and the extended geographic region can be introduced to help children locate the places where these activities occur and observe how farmlands, railroads, highways, and urban markets are distributed in the geographic landscape. In the course of these geographic learnings, children should differentiate between these maps and the globe, understand and use cardinal directions, identify and distinguish between physical

geographic features in the natural landscape and on maps, and read and interpret map symbols with the use of a legend.

As part of these studies, children should explore such geographic questions as the following: How does climate affect the crops a farmer can grow? Why are some areas more fertile than others? How do farmers protect their crops against untimely frosts or drought? Why is water such an important resource for farmers? How do irrigation systems work? What can happen to our food supply when any part of the total system breaks down because of a flood or natural disaster or a strike of transportation workers? What can happen to our food supply if farmlands are overused or rich farmlands are changed or rezoned for urban development?

Throughout this study children should be developing basic economic understandings of human wants and needs, scarcity and choice; the importance of specialization in work today and the economic interdependence that results; the need for exchange in the market system; and the importance of international trade as they learn about bananas from Central America or cocoa products from Ghana. Comparative studies can be based on episodes drawn from the past—episodes, for example, that introduce young children, through stories, to the domestication of wild grasses by the early peoples of Mesopotamia; the tools and technology people invented long ago to grind their grain and bake their bread; and the important invention of the mill for grinding grain, and, much later, of refrigeration for preserving food. Specific historic dates are meaningless to children of this age, but young children can grasp the drama of humankind's great achievement in taming the wild grasses for a steady food supply and the long history of the use of bread products, along with the inventions that have made the task of producing food easier and more reliable. To place these events in historical sequence, children can differentiate between those that happened long long ago, long ago, and yesterday. Children should explore the benefits of technology in food production.

Other comparative studies can center on the foods indigenous to one or more of the cultures represented in the classroom group; the production of these foods; their use in daily diets, ceremonies, and festivals; and their enjoyment by many families in California today. Literature should be richly used throughout these studies to bring alive the people who produce and who enjoy the fruits of all these labors. Among the literary selections to be read to children and to be dramatized by them, when appropriate, are the stories of the first Thanksgiving, *The Adventures of Johnny Appleseed*, and a wide selection of folktales, myths, legends, and stories from many cultures, Western and non-Western.

### **Our Parents, Grandparents, and Ancestors from Long Ago**

To understand and appreciate the many ways that parents, grandparents, and ancestors have made a difference is the central purpose of this unit of the second grade curriculum. Another purpose is to help children develop a beginning sense of history through an approach that is understandable and interesting to children. One way to help children understand how parents and grandparents made a difference is to have them construct a family history. A child may choose to develop a history of his or her own family, a

relative's or neighbor's family, or a family from books or personal experience. In developing these activities, teachers should be sensitive to family privacy and protect the wishes of children and parents who prefer not to include their families in these activities. Where did the family come from? What was it like to live there? Who was in the family then? Do photos or letters from that time still exist? When did the family come here? How did they make the trip? Were there any adventures? Are there any family legends about the journey? Through children's dictation, later recorded by the teacher in individual storybooks, children might tell the story of the family's transit and its adventures getting here. The children might be invited to illustrate the family history, either painting or coloring pictures themselves or using photos (if the family agrees) to show how the family has changed over one or more generations.

Class discussions can center on the many places, groups, and nations represented among classmates. A globe and world map can be used to locate places of family origin and to study possible routes followed in getting here. Transportation methods of earlier days should be compared with those a family traveling today might use.

Members of children's families can be invited to tell about the experiences of their families. Readings from literature can be shared to help children acquire deeper insights into the cultures from which the families came; the stories, games, and festivals parents or grandparents might have enjoyed as children; the work that children as well as their families would have been expected to do; their religious practices; and the dress, manners, and morals expected of family members at that time. Comparisons can be drawn with children's lives today to discover how many of these family traditions, practices, and values have carried forward to the present and what kinds of changes have occurred.

### **People from Many Cultures, Now and Long Ago**

In this unit of study, the children will be introduced to the many people, ordinary and extraordinary, who have contributed to their lives and "made a difference." Among the people children should meet are those men and women whose contributions can be appreciated by seven-year olds and whose achievements have directly or indirectly touched their lives or the lives of others like themselves. Included, for example, are scientists who have found a cure for childhood diseases; scientists and inventors, such as George Washington Carver, Marie Curie, Louis Pasteur, Charles Drew, and Thomas Edison; authors, musicians, and artists whose works are great favorites of children and who have brought beauty into their lives; athletes such as Jackie Robinson who have brought pleasure to sports fans and who have become role models for young people to follow; leaders from all walks of life who have helped to solve community problems, worked for better schools, or improved living conditions and lifelong opportunities for workers, families, women, and children; and children, as well as adults, who have been honored locally for the special courage, responsibility, and concern they have displayed in contributing to the safety, welfare, and happiness of others. Through reading and listening to biographies, children can learn about the lives of those from many cultures who have made a difference. They should conclude from their studies of this year that

people matter: those we know, those who lived long ago, and those who help us even though we do not know their names.