

Inquiry Title	Compelling & Supporting Questions	Description	Standards
<p>How did the citizens of America and the world unite after the tragedy of September 11, 2001?</p>	<ul style="list-style-type: none"> <li>• What happened September 11, 2001? Where was the event? Who was there?</li> <li>• How did different groups of people respond when the Twin Towers collapsed?</li> <li>• Why is it important to remember the events that happened on September 11, 2001? What does September 11, 2001 tell us about American citizens?</li> </ul>	<p>September 11, 2001 was a significant event in our nation's history and it shaped our national identity. After the tragedy of that day and the days that followed, citizens of America and the world came together in a collective effort to support one another in grieving and healing. Throughout this inquiry, students will learn about September 11, 2001, but more importantly, they will learn how it united us as a country through the positive contributions made by people around the world.</p> <p>If this inquiry unit is taught at the beginning of the school year, it can be used to tie into creating and building your classroom community/culture.</p>	<p><b>NVACS-SS</b>                      Disciplinary Skills: SS.2.2, 3, 4, 5, 6, 7                      Content Themes: SS.2.9, 11, 13, 15, 18, 20, 21</p> <p><b>NVACS-ELA:</b>                      RI.2.1, 3, 4, 6, 10                      RF.2.4                      W.2.7, 8                      SL.2.1, 2, 6                      L.2.6</p>
<p>How did America's Founders impact the birth of our nation?</p>	<ul style="list-style-type: none"> <li>• Do you know what it takes to found a country? How would you define a Founding Father?</li> <li>• What events were happening in our country at this time that drove these people to make the decision to make a change?</li> <li>• How does an ordinary person accomplish something extraordinary? What were the characteristics of the Founders that were similar and different?</li> </ul>	<p>Responsible citizens are able to identify major political leaders that have impacted U.S. history and the difference they have made in their communities. Student inquiry on this topic will lead to the understanding of America's Founders and their significant contributions to the founding of our country, therefore encouraging students to be more active participants in historical learning.</p>	<p><b>NVACS-SS</b>                      Disciplinary Skills: SS.2.1, 2, 4, 5, 6                      Content Themes: SS.2.10, 11</p> <p><b>NVACS-ELA:</b>                      RI.2.1, 2, 3, 4, 5, 7                      W.2.1, 2, 8                      SL.2.1, 2, 3, 4, 6</p>

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What is the real story of the first Thanksgiving?	<ul style="list-style-type: none"> <li>• What do we actually know about: Who was there? What did they eat? What did they do?</li> <li>• How did Squanto become the hero of Thanksgiving?</li> <li>• How does the story change when we learn from many different voices?</li> </ul>	The traditional story of Thanksgiving can be enlarged, complicated, and vivified for students as they analyze multiple perspectives and begin to understand why different groups of people may view a historical event differently. Student inquiry into this particular event promotes questioning about why certain voices have traditionally been underrepresented in our telling of the past.	<p><b>NVACS-SS</b> Disciplinary Skills: SS.2.2, 3, 4, 5, 6 Content Themes: SS.2.9, 13, 15, 22</p> <p><b>NVACS-ELA:</b> RI.2.1, 2, 3, 7, 9 W.2.2 SL.2.1, 2</p>
How has the Star Spangled Banner become a symbol for what America stands for?	<ul style="list-style-type: none"> <li>• How was the Star Spangled Banner created?</li> <li>• When did the Star Spangled Banner become the National Anthem? When was it first used at sporting events?</li> <li>• How is the Star Spangled Banner portrayed today?</li> </ul>	Second graders should be familiar with the Star Spangled Banner but may be more familiar with the term National Anthem. Students will have the opportunity to explore how the Star Spangled Banner was created and when it became the National Anthem. Students will examine why people choose to protest the National Anthem throughout history.	<p><b>NVACS-SS</b> Disciplinary Skills SS.2.1, 4, 5 Content Themes SS.2.9, 14, 16</p> <p><b>NVACS-ELA</b></p>
How has the Civil Rights movement contributed to our freedoms today? 1954-1968 Civil Rights	<ul style="list-style-type: none"> <li>• What is freedom? What is segregation?</li> <li>• What is discrimination? What is oppression?</li> <li>• What is ethnic diversity?</li> </ul>	The Civil Rights Movement can be enlarged, complicated, and vivified for students as they analyze multiple sources and begin to understand how racially and ethnically diverse people made significant contributions to positively impact U.S. history.	<p><b>NVACS-SS</b> Disciplinary Themes SS.2.3, 4, 6 Content Themes SS.2.9, 10, 12, 13, 15, 21</p> <p><b>NVACS-ELA</b> RI.2.1, 2, 3, 9 RF.2.4 SL.2.1, 2 L.2.2</p>

Inquiry Title	Compelling & Supporting Questions	Description	Standards
<p>How should we remember Abraham Lincoln?</p>	<ul style="list-style-type: none"> <li>• Who was “Honest Abe?”</li> <li>• How have Lincoln’s words lived on?</li> <li>• How do we already memorialize Abraham Lincoln?</li> </ul>	<p>The goal is to go beyond the traditional understanding of Abraham Lincoln and see how his words and actions helped to shape him into the political leader we have memorialized today.</p>	<p><b>NVACS-SS</b>                      Disciplinary Skills                      SS.2.2, 3, 4, 6                      Content Themes                      SS.2.10, 12</p> <p><b>NVACS-ELA</b>                      RI.2.1, 5, 6, 8, 9                      W.2.2                      SL.2.2</p>
<p>Should kids have to work a full-time job?                      Child Labor in the Industrial Revolution</p>	<ul style="list-style-type: none"> <li>• Why did the Industrial Revolution create a need for more workers? Why did children work?</li> <li>• Where did children work? What kinds of jobs did they have?</li> <li>• Who was Lewis Hine? What did he do about child labor in America?</li> </ul>	<p>Second graders may find it surprising to learn that during the Industrial Revolution children as young as five were working long hours instead of attending school. Students will explore the diverse jobs children had during this time period and learn about how the photographs of Lewis Hine changed the way Americans viewed child labor.</p>	<p><b>NVACS-SS</b>                      Disciplinary Themes                      SS.2.2, 3, 4, 5, 6                      Content Themes                      SS.2.9, 13, 23, 24</p> <p><b>NVACS-ELA</b>                      RI.2.1, 2, 3, 4, 5, 7                      W.2.1, 2, 8                      SL.2.1, 2, 3, 4, 6</p>

2ND GRADE SOCIAL STUDIES CURRICULUM RESOURCES

Type	Name of Resource	Standards	Description of Resource
Read Aloud Project	14 Cows for America <a href="https://achievethecore.org/page/2560/14-cows-for-america">https://achievethecore.org/page/2560/14-cows-for-america</a>	SS.2.9, SS.2.11, SS.2.15, SS.2.20, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, W.2.2, W.2.8, SL.2.1, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4	A Maasai man relates his 9/11 experiences with his African villagers. After asking for permission from the elders, he offers his precious cow (which represents life to the Maasai people) to the American people as a symbol of life and hope. The tribe responds in turn with another offering of 13 more sacred cows.
	Amelia and Eleanor Go for a Ride <a href="https://achievethecore.org/page/3049/amelia-and-eleanor-go-for-a-ride">https://achievethecore.org/page/3049/amelia-and-eleanor-go-for-a-ride</a>	SS.2.9, SS.2.11, SS.2.15, SS.2.20, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, W.2.2, W.2.8, SL.2.1, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4	This picture book celebrates the pioneering spirit of two friends, Amelia Earhart and Eleanor Roosevelt, whose passion for life gave them the courage to defy convention in the name of fulfillment, conviction, and fun.
	My Side of the Mountain <a href="https://achievethecore.org/page/2562/my-side-of-the-mountain">https://achievethecore.org/page/2562/my-side-of-the-mountain</a>	SS.2.11, SS.2.23, RL.2.1, R.L.2.2, RL.2.3, RL.2.4, W.2.2, W.2.8; SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.4, L.2.5, L.2.6	Sam Gibley leaves his home and family in New York City and establishes a home on his family's wild land in the Catskill Mountains. He finds shelter in a tree cavity, eats wild plants, and hunts for his own food to survive a sometimes lonely year in the wilderness.
	Of Thee I Sing: A Letter to My Daughters <a href="https://achievethecore.org/page/2578/of-thee-i-sing">https://achievethecore.org/page/2578/of-thee-i-sing</a>	SS.2.9, SS.2.10, SS.2.11, SS.2.12, SS.2.14, SS.2.15, SS.2.16, RI.2.1, RI.2.2, RI.2.4, RI.2.6, RI.2.7; W.2.2, W.2.8, SL.2.1, SL.2.2, SL.2.5, SL.2.6, L.2.1, L.2.2, L.2.4	This is a letter from President Barack Obama to his daughters, where he poses reflective questions regarding the character of his daughters and gives an example of historical significance to illustrate each characteristic. The letter ends with an explanation that all American generations are made up of different religions, backgrounds, beliefs, and races, and that President Obama's daughters are part of the future.
	The Ox-Cart Man <a href="https://achievethecore.org/page/3057/ox-cart-man">https://achievethecore.org/page/3057/ox-cart-man</a>	SS.2.11, SS.2.14, SS.2.23, SS.2.25, RL.2.1, RL.2.2, RL.2.3, RL.2.7, L.2.10, W.2.8, SL.2.1, SL.2.2, SL.2.6, L.2.1, L.2.2	The story begins in the 1900s with the ox-cart man and his family loading his cart with goods they produced over the year. He journeyed to the market to sell these things, including his ox and cart. He also purchased a few items to take back to his family. After he returned home the family began their cycle of producing goods that will be sold at the market the next year. The economic survival of the farmer is dependent upon the condition of each season.
	Rachel Carson and Her Book that Changed the World <a href="https://achievethecore.org/page/3046/rachel-carson-and-her-book-that-changed-the-world">https://achievethecore.org/page/3046/rachel-carson-and-her-book-that-changed-the-world</a>	SS.2.11, SS.2.15, SS.2.16, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7; W.2.2, W.2.8; SL.2.1, SL.2.2, SL.2.6; L.2.1, L.2.2, L.2.4	This is an illustrated biography of Rachel Carson's life. All her life she was curious and determined to make a difference in the world. She was a seeker of truth and wanted to find out about our world through science, a field where few women ventured at that time.

2ND GRADE SOCIAL STUDIES CURRICULUM RESOURCES

Core Knowledge Domains	<p>Sit In</p> <p><a href="https://achievethecore.org/page/3040/sit-in">https://achievethecore.org/page/3040/sit-in</a></p>	<p>SS.2.9, SS.2.11, SS.2.12, SS.2.13, SS.2.15, SS.2.16, SS.2.18, SS.2.19,</p> <p>RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.7; W.2.3, W.2.8, SL.2.1, SL.2.2, SL.2.3, L.2.1, L.2.2, L.2.4</p>	<p>Four young black men stand up against segregation by participating in a sit-in at the Woolworth’s lunch counter. Their actions influence how others view segregation. The text includes quotes from Martin Luther King Jr. to support the viewpoint and actions of the young men.</p>
	<p>The Keeping Quilt</p> <p><a href="https://achievethecore.org/page/2561/the-keeping-quilt">https://achievethecore.org/page/2561/the-keeping-quilt</a></p>	<p>SS.2.14, SS.2.16, SS.2.23, RL.2.1, RL.2.2, RL.2.3, RL.2.6; W.2.1, W.2.8, SL.2.1, SL.2.2; L.2.1, L.2.2, L.2.4</p>	<p>In this story, there are six generations of women descended from a woman who emigrated from Russia to America. The book begins with Anna, the Great-Gramma, and ends with Traci Denise, the sixth -generation. Throughout the story, each generation of the family begins to embrace the American way of life, yet they still maintain the customs and traditions of Russia and their Jewish heritage. The family quilt helps them to keep the core of their Russian culture, even though they have adapted to the American way of life.</p>
	<p>The War of 1812</p> <p><a href="https://drive.google.com/file/d/0B2lfdEmxalZFblBybjA4RURqcms/view">https://drive.google.com/file/d/0B2lfdEmxalZFblBybjA4RURqcms/view</a></p>	<p>SS.2.9, SS.2.10, SS.2.11, SS.2.13, SS.2.14, SS.2.15, SS.2.16, SS.2.17, SS.2.20, SS.2.21, SS.2.22, SS.2.24, RL.2.4, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.9, RI.2.10, W.2.1,W.2.2, W.2.7, W.2.8, SL.2.1a, b, c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.4c, L.2.5a,b, L.2.6</p>	<p>In this domain, students will learn about the “second war for independence”. They will learn about the roles James Madison, Dolly Madison, Francis Scott Key, and Andrew Jackson played. They will also learn about how trade routes and the geography of the United States impacted our role and eventual victory in the war.</p>
	<p>Westward Expansion</p> <p><a href="https://drive.google.com/file/d/0B2lfdEmxalZFbnhOSkRBDhxTGs/view">https://drive.google.com/file/d/0B2lfdEmxalZFbnhOSkRBDhxTGs/view</a></p>	<p>SS.2.9, SS.2.10, SS.2.11, SS.2.12, SS.2.13, SS.2.14, SS.2.15, SS.2.16, SS.2.17, SS.2.20, SS.2.21, SS.2.22, SS.2.23, SS.2.24, RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.7, RI.2.9, RI.2.10, W.2.2, W.2.7,W.2.8, SL.2.1a, b, c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.4c, L.2.5a, L.2.6</p>	<p>This domain focuses on the reasons and the ways people moved west in the 1800’s. They will learn about different modes of transportation including steamboats, covered wagons, and the transcontinental railroad. They will also learn about the contribution of immigrants during this time as well as the impact on Native Americans, specifically the Cherokee.</p>
	<p>The Civil War</p> <p><a href="https://drive.google.com/file/d/0B2lfdEmxalZFcEpNNjhSLURGSIk/view">https://drive.google.com/file/d/0B2lfdEmxalZFcEpNNjhSLURGSIk/view</a></p>	<p>SS.2.9, SS.2.10, SS.2.11, SS.2.12, SS.2.13, SS.2.14, SS.2.15, SS.2.16, SS.2.17, SS.2.18, SS.2.20, SS.2.21, RL.2.2, RL.2.7, RI.2.1, RI.2.3, RI.2.4, RI.2.7, RI.2.9, RI.2.10, W.2.2, W.2.8, SL.2.1a, b, c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.4c, L.2.5a, L.2.6</p>	<p>Students will learn about the causes, battles, and ending of the Civil War. This will include learning about the people who impacted the war including Abraham Lincoln, Harriet Tubman, Ulysses S. Grant, Robert E. Lee, and Clara Barton. They will also learn about slavery, its causes, and its effects on our nation.</p>

2ND GRADE SOCIAL STUDIES CURRICULUM RESOURCES

<p>Immigration</p> <p><a href="https://drive.google.com/file/d/0B2lfdEmxalZFY2RJMmJOOXJ2V1U/view">https://drive.google.com/file/d/0B2lfdEmxalZFY2RJMmJOOXJ2V1U/view</a></p>	<p>SS.2.9, SS.2.11, SS.2.12, SS.2.14, SS.2.14, SS.2.15, SS.2.16, SS.2.17, SS.2.19, SS.2.20, SS.2.21, SS.2.25, RL.2.1, RL.2.3, RL.2.7, RI.2.1, RI.2.3, RI.2.4, RI.2.7, RI.2.8, RI.2.9, RI.2.10, W.2.3, W.2.5, W.2.7, W.2.8, SL.2.1a, b, c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.4c, L.2.5a, L.2.6</p>	<p>This domain will introduce the topic of immigration. Students will learn about the wave of immigration between 1880 and 1920. They will learn about the push and pull factors that brought immigrants to the U.S. They will learn about why immigrants settled in certain areas of the U.S.</p>
<p>Fighting for a Cause</p> <p><a href="https://drive.google.com/file/d/0B2lfdEmxalZFWUVvcWVZQjZxeDg/view">https://drive.google.com/file/d/0B2lfdEmxalZFWUVvcWVZQjZxeDg/view</a></p>	<p>SS.2.9, SS.2.10, SS.2.11, SS.2.12, SS.2.13, SS.2.14, SS.2.15, SS.2.16, SS.2.18, SS.2.21, RL.2.4, RI.2.1, RL.2.2, RI.2.3, RI.2.4, RL.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10, W.2.1, W.2.5, W.2.6, W.2.8, SL.2.1a, b, c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6, L.2.5a,b, L.2.6</p>	<p>In this domain, students will learn about ordinary individuals who have fought for a cause against many odds including: Martin Luther King Jr., Rosa Parks, Eleanor Roosevelt, and Cesar Chavez, to name a few. They will learn about groups who have excluded members of other groups from certain rights.</p>