# Second Grade Social Studies Units

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<th>September: Communities &amp; Cultures</th>
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<th>December: Communities &amp; Cultures</th>
<th>January: Map Skills</th>
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<td><strong>Communities (Unit 1)</strong></td>
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<td><strong>U.S. History/People Long Ago (Unit 4)</strong></td>
<td><strong>Communities &amp; Traditions Around the World (Unit 4)</strong></td>
<td><strong>The World Around Us/Map Skills (Unit 2)</strong></td>
</tr>
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</table>
| - My Community and Region Today   | - Citizenship (Rights, Roles, & Responsibilities) | - Native Americans  
- Thanksgiving  
- Pioneers  
- People & Places Change  
- Early America  
- Independence | - American Heritage  
- Heroes & Holidays  
- Kwanzaa  
- Las Posadas  
- Hanukkah  
- Christmas  
- Chinese New Year | - Symbols, key, direction, etc.  
- Identify their own state, country, oceans, and continents on maps and globes  
- Seasons and climate  
- World Regions |
| - Compare Deposit to other NY Communities  
- September 11th-Patriot Day  
- September 17th-Constitution Day | - Symbols  
- Election  
- Columbus Day  
- Community officials  
- Making and changing laws | - | - | |

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<tr>
<th>February: Geography</th>
<th>March: Geography</th>
<th>April: Communities &amp; Cultures</th>
<th>May: History &amp; Cultures</th>
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<td><strong>A World of Many People (Unit 5)</strong></td>
<td><strong>People in the Marketplace (Unit 6)</strong></td>
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</table>
| - Land and Water Resources  
- People Settle | - Changing the Environment  
- Connecting Communities | - World Cultures  
- Many People, One Country  
**Earth Day** | - Celebrating Culture  
- Recognizing Americans  
**Community Service**  
- Community Book Swap | - Economic Decision Making  
- Challenging of Meeting Needs and Wants  
- Flag Day  
- Career Day |
Second Grade
Social Studies
Vocabulary
List

September-
Communities
calendar
change
citizen
city
city
community
cooperate
country
east
fair
location
map
map key
map symbol
neighborhood
north
responsibility
role
rule
rural
south
state
suburb
transportation
west

October-Our Country
(Government &
History)
anthem
citizen
Congress
election
flag
justice
laws
patriotic symbol

November-U.S.
History & People Long
Ago (History)
change
colony
fact
fiction
future
heritage
hero
history
independence
landmark
legend
longhouse
memorial
non-fiction
past
present
pueblo
settler
source
tepee
tribe
wigwam

December-
Communities &
Traditions Around the
World (Communities
& Cultures)
celebration
Chinese New Year
Christmas
country
culture
customs
Hanukkah
holidays

Patriotism
peace
pledge
President
public service
rules

Kwanzaa
Las Posados
tradition

January-The World
Around Us (Map
Skills)
atlas
canyon
cardinal directions
compass rose
conservation
continent
desert
direction
Earth
Equator
geography
glacier
globe
gulf
hill
industry
island
lake
landform
location
map
map key
mountain
ocean
peninsula
plain
region
river
symbol
valley

February & March-
Using Our Resources
(Geography)
cause and effect
communication
conservation
environment
fuel
natural resources
picture graph
product
product map
region
route
rural
suburb
technology
transportation
urban

April & May-A World of Many People (Communities & Cultures)
calendar
culture
custom
diversity
immigrant
language
recall
retell
tradition

June-People in the Marketplace (Economics)
barter
budget
business
consumer
economy
factory
goods
income
needs
producer
services
taxes
trade
transportation
wants
# President Report Grading Rubric

**Student’s Name:** _______________________  **Date:** ________________

| Expository REPORT Paragraph |  
|-----------------------------|--------------------------------------------------|
| Makes or uses a Prewriting Notes | (10 points) |
| **Topic Sentence** | (10 points) |
| Information is complete and well organized | (10 points) |
| Includes at least three details | (10 points) |
| Writes complete sentences | (15 points) |
| Uses punctuation correctly | (10 points) |
| Uses capitals correctly | (10 points) |
| Writes a conclusion sentence | (10 points) |
| **Indents** | (5 points) |
| Writes neatly | (10 points) |

<table>
<thead>
<tr>
<th><strong>Total Points</strong></th>
<th>(100 possible)</th>
</tr>
</thead>
</table>

**Grade** _______

- **Exemplary** 94 – 100
- **Competent** 87 – 93
- **Developing** 76 – 86
- **Emerging** 70 – 75
## Essential Questions:
1. What is a community?
2. How are communities alike and different?

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<th>Performance Indicators</th>
<th>Guided Questions</th>
<th>Essential Knowledge &amp; Skills SWBAT:</th>
<th>Classroom Ideas (Instructional Strategies)</th>
<th>Assessment Ideas (Evidence of Learning)</th>
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</thead>
<tbody>
<tr>
<td>- My rural, urban, or suburban community can be located on a map.</td>
<td>- How do I locate my community on a map?</td>
<td>- Identify their community on a map.</td>
<td>- Label a New York State map and a Deposit Map.</td>
<td>- Teacher observation</td>
</tr>
<tr>
<td>- Rural, urban, and suburban communities differ from place to place.</td>
<td>- How do rural, urban, and suburban communities differ from place to place?</td>
<td>- Tell the difference between rural, urban, and suburban communities.</td>
<td>- Use Deposit’s website to take a photo tour of the community.</td>
<td>- Unit Test</td>
</tr>
<tr>
<td>- Events, people, traditions, practices, and ideas make up my rural, urban, suburban community.</td>
<td>- What events, people, traditions, practices, and ideas make up my rural, urban, suburban community?</td>
<td>- Compare and contrast rural, urban, and suburban communities.</td>
<td>- Make a Venn Diagram to compare and contrast different types of communities.</td>
<td>- Venn Diagram</td>
</tr>
<tr>
<td>- Communities in the future may be different in many ways.</td>
<td>- How will communities in the future be different?</td>
<td>- Name the events, people, traditions, practices, and ideas that make up their community.</td>
<td>- Make a list of events celebrated in the community.</td>
<td>- Futuristic Map Drawing</td>
</tr>
<tr>
<td>- My rural, urban, or suburban community has changed over time.</td>
<td>- How has my community changed over time?</td>
<td>- Predict how communities may be different in the future.</td>
<td>- Read, “The Historic Coloring Book: Deposit Days Bicentennial”.</td>
<td>- History Paragraph</td>
</tr>
<tr>
<td>- Roles and responsibilities of families in rural, urban, and suburban communities change over time.</td>
<td>- What are the roles and responsibilities of families in rural, urban, and suburban communities?</td>
<td>- Explain how their community has changed over time.</td>
<td>- Use their imagination to draw a futuristic map of Front Street.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- List how roles and responsibilities of families in rural, urban, and suburban communities change over time.</td>
<td>- Take a field trip to Deposit Historical Society Museum.</td>
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<td>- Read, “The Little House” and make a chart of how the community changed over time.</td>
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<td>- Interview elder community members.</td>
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<td>- Eno Board Activities-Brain Pop Jr. Communities Video</td>
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</tr>
</tbody>
</table>

### Connections to Text:
**Harcourt Text: People We Know-Unit 1**

### Connections to Technology:
www.depositchamber.com, How Communities Grow & Change Video, Mysteries of Town Histories Video, City & Suburb Videos (1 & 2), Google Earth, City, Suburb and Rural Communities Video

### Key Vocabulary:
community, citizen, role, map, cooperate, country, rule, fair, responsibility, neighborhood, location, city, suburb, state, rural, map key, map symbol, north, south, east, west, change, calendar, transportation, city
## Essential Questions:
1. What are the responsibilities and roles of a good citizen?
2. What are our national symbols? What is the importance of the national symbols?
3. What is a citizen’s role in electing leaders?
4. What is the significance of Columbus to the history of our country?

### Performance Indicators

<table>
<thead>
<tr>
<th>Rights, responsibilities, and roles of citizenship</th>
<th>Guided Questions</th>
<th>Essential Knowledge &amp; Skills SWBAT:</th>
<th>Classroom Ideas (Instructional Strategies)</th>
<th>Assessment Ideas (Evidence of Learning)</th>
</tr>
</thead>
</table>
| - People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities. | - What is a citizen? | - Identify the characteristics of a citizen. | - Teacher observation |- Teacher observation
| - Citizens can participate in decision making, problem solving, and conflict resolution. | - What are the responsibilities of a good citizen? | - Identify the responsibilities of a good citizen. | - Unit Test |
| - Symbols of citizenship | - What are the rights of a citizen? | - Identify the rights of a citizen. | - Unit Jeopardy |
| - Citizenship includes understanding the significance of the flag of the United States of America, including an understanding about its display and use. | - How do good citizens solve conflict? | - Discover ways to solve conflict. | - Art projects |
| - People living in urban, rural, and suburban communities celebrate various holidays. | - What is the significance of the United States flag? | - Identify the American Flag and explain the significance of it to our country. | |
| - Election | - How do you properly display the U.S. flag? | - Properly display the U.S. flag. | |
| - Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws. | - What holidays are celebrated in our country? | - List holidays celebrated in the United States. | |
| - Columbus | - How are laws made? | - Explain the law-making process. | |
| - The European settlement of our country was the result of the exploration of Christopher Columbus. | - Who makes the laws? | - Identify who makes the laws. | |
| | - How American citizens vote to create change in our country? | - Tell different ways to create change in our country’s government. | |
| | - Who was Columbus? | - Practice voting in an election. | |
| | - Why was Columbus’ discovery important to our country? | - Name and identify Columbus. | |
| | | - Explain the importance of Columbus to our country’s development. | - Columbus craft project (make ships) |

### Connections to Text:
- Harcourt Text/People We Know: Unit 1, Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 7 pg. 82-87
- Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 6, pg. 74-79
- "The Flag We Love" by Pam Munoz Ryan
- "Red, White, and Blue: The Story of the American Flag" by John Herman
- National Geographic Book on Tape: Who was Christopher Columbus?

### Key Vocabulary:
- patriotism, patriotic symbol, anthem, peace, justice, public service, citizen, laws, rules, election, President, Congress, flag, pledge

### Connections to Technology:
- United States Flag Video, U.S. Symbols Video, Washington monuments Video
- I Can Read About Christopher Columbus books on tape
## Performance Indicators

- **SS1.E.1A**: Students know the roots of American culture, its development from many different traditions, and the ways many people form a variety of groups and backgrounds played a role in creating it.
- **SS1.E.1C**: Students explain those values, practices, and traditions that unite all Americans.
- **SS1.E.2B**: Students recognize how traditions and practices were passed from one generation to the next.
- **SS1.E.3A**: Students gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities.
- **SS1.E.4B**: Students explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, community, and state.

## Guided Questions

- What groups played an important role in forming the American culture?
- How did the many different traditions of groups form the roots of our country?
- What values, practices, and traditions unite all Americans?
- In what ways were traditions and practices passed from one generation to the next?
- What were the accomplishments of the Native Americans and Pioneers?
- How did Native Americans and Pioneers view their world through art, writings, music, and artifacts?
- What holidays or traditions did Pioneers and Native Americans celebrate?
- Understand that people long ago had the same basic needs people have today.
- Name the Native American groups that were the first people to live in the United States.
- Describe how the settlements of long ago grew into towns and cities of today.
- Explain how pioneers cleared and developed the land and started new settlements.
- Tell why the First Thanksgiving was celebrated.
- Describe the traditions that were celebrated at the First Thanksgiving.

## Essential Knowledge & Skills

- **SWBAT**: Understand that people long ago had the same basic needs people have today.
- Name the Native American groups that were the first people to live in the United States.
- Describe how the settlements of long ago grew into towns and cities of today.
- Explain how pioneers cleared and developed the land and started new settlements.
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- Describe the traditions that were celebrated at the First Thanksgiving.

## Classroom Ideas

- **Instructional Strategies**
  - Harcourt Text/People We Know: Unit 4
  - Videos
  - Brain Pop Jr.
- **Evidence of Learning**
  - Map regions of the four major groups of Native Americans
  - Native American Crafts:
    - Make Native American pottery
    - Make Sand Painting Bookmarks
    - Make models of four homes of each Native American group
    - Beaded necklaces
  - Classroom Thanksgiving Feast
  - Thanksgiving Reader’s Theater
  - Response Journals
  - Make a story quilt “The Josephina Story Quilt”
  - Make a covered wagon
  - Eno Board Activities

## Assessment Ideas

- **Evidence of Learning**
  - Teacher observation
  - Unit Test
  - Unit Jeopardy
  - Art projects

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### Connections to Text:
- Harcourt Text/People We Know: Unit 4
- Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 7 pg. 82-87
- Read, Harcourt Horizons Big Book: Our Government, Unit 2, Lesson 6, pg. 74-79
- Read, “The Flag We Love” by Pam Munoz Ryan.
- Read, “Red, White, and Blue: The Story of the American Flag” by John Herman

### Connections to Technology:
- I Can Read About Pioneers Book on Tape
- Videos: Early Settlers, Pilgrim Journey, Thanksgiving, Native American Heritage, Native American Life, Thanksgiving Day

### Key Vocabulary:
- History, colony, settler, source, heritage, landmark, memorial, hero, legend, fact, non-fiction, fiction, change, independence, past, present, future, tribe, tepee, longhouse, pueblo, wigwam
**Essential Questions:**
1. How do cultures around the world celebrate holidays?
2. How do we honor people and events in our country’s history?
3. How do we honor people and events of other cultures?

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<tr>
<td>• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it</td>
<td>1. What groups of people helped to form our country’s culture?</td>
<td>-Make a family timeline to distinguish near and distant past</td>
<td>-Teacher Observation</td>
</tr>
<tr>
<td>• explain those values, practices, and traditions that unite all Americans</td>
<td>2. What contributions did each group make?</td>
<td>-Culture Day/Around the World Celebrations</td>
<td>-Unit test</td>
</tr>
<tr>
<td>• recognize how traditions and practices were passed from one generation to the next</td>
<td>3. What traditions do Americans share and practice?</td>
<td>-Native American Play</td>
<td>-Timeline</td>
</tr>
<tr>
<td>• distinguish between near and distant past and interpret simple timelines</td>
<td>4. How are your traditions similar or different from your parents and grandparents’ traditions?</td>
<td>-Roberson Museum Christmas Around the World tour</td>
<td>-Writing project</td>
</tr>
<tr>
<td>• gather and organize information about the important individuals and groups, around the world, living in their neighborhoods and communities</td>
<td>5. What is the difference between near and distant past?</td>
<td>-Holiday cooking and craft projects</td>
<td></td>
</tr>
<tr>
<td>• study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions</td>
<td>6. What are some different cultures of the world?</td>
<td>-Compare and contrast different cultures and countries using a Venn Diagram</td>
<td></td>
</tr>
<tr>
<td>• explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State</td>
<td>7. What contributions have those different cultures made that affect your traditions?</td>
<td>-Class Holiday Display Project</td>
<td></td>
</tr>
<tr>
<td>Connections to Text (Resources): Harcourt Text: People We Know- Unit 4 (People Long Ago), Classroom Read Alouds- Examples: The Hanukkah Guest, Las Posados, The Legend of the Poinsetta, The Wild Christmas Reindeer, Kwanzaa, Chinatown, A Christmas Carol, etc.</td>
<td>Connections to Technology: <a href="http://www.deposithistoricalsociety.org/">http://www.deposithistoricalsociety.org/</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time: One month</td>
<td>Key Vocabulary: holidays, country, culture, tradition, celebration, customs, Kwanzaa, Christmas, Las Posados, Hanukkah, Chinese New Year, etc.</td>
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</table>
### Essential Questions:
How do maps help us learn about the different kinds of land, water, and places around us? How do the various landforms affect how people live?

### Essential Knowledge & Skills
**SWBAT:**
- identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994)
- investigate how people depend on and modify the physical environment
- locate places within the local community, state, and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians
- ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places
- gather and organize geographic information from a variety of sources and display in a number of ways.
- investigate why people and places are located where they are and what patterns can be perceived in these locations
- describe the relationships between people and environments and the connections between people and places

### Guided Questions
- What are the various landforms?
- What are the continents?
- What countries and landforms make up North America?
- What are the major oceans?
- What are the major regions in our country?
- How do the regions affect cultural differences?
- What are some of the reasons people choose to live in place?
- What is a compass rose?
- What are the cardinal directions?
- How do you read and use a map?
- What is an Atlas?
- How do you use an Atlas?
- Where in the world do you live?

### Classroom Ideas
**(Instructional Strategies)**
- Determine the type of landform or body of water in each picture and write a caption for each picture
- Make clay representation of a landform
- Display photos of landforms in correct regions on a U.S. map
- Displaying and studying of maps
- Color and label the continents and oceans on a blank world map
- Label the United States natural resources on a map
- Read country, city, and state maps
- Food activity/Continents Cookies
- Travel booklet/brochure
- Make a compass rose
- School mapping/scavenger hunt
- Use children’s atlases to find where on earth we live
- Eno Board Activities: BrainPop Jr.: Geography, Reading Maps

### Assessment Ideas
**(Evidence of Learning)**
- Unit Test
- Travel Brochures
- Teacher observation
- Geography Game Show
- BrainPop Jr. Online quiz
- Maps
- Graphs

### Connections to Text (Resources):
Harcourt Text: People We Know: Unit 2, Children’s Atlas

### Time:
January

### Connections to Technology:
Google Earth, Landforms Webmax videos, BrainPop Jr.

### Key Vocabulary:
location, landform, region, cardinal directions, compass rose, Earth, globe, map, atlas, continent, map key, symbol, glacier, plain, peninsula, island, gulf, lake, river, valley, desert, mountain, hill, ocean, canyon, Equator, direction, geography, industry, conservation
### Essential Knowledge & Skills (SWBAT):
- Identify natural resources in our country
- State the reasons people choose to live in a place
- Tell how people change their environment
- Explain how transportation and communication have changed over time
- Compare and contrast farming today with farming long ago
- Describe how people use technology to change the environment
- Identify changes in transportation and communication
- Describe how new methods of transportation and communication link people, places, and ideas

### Guided Questions
1. What is natural resource?
2. What natural resources do people use and how do they use them?
3. How can people conserve and replenish natural resources?
4. How do people change their environment?
5. Why and how should we “go green”?
6. What are America’s natural resources?
7. What are some reasons people choose to live in a place?
8. How do people change the environment?
9. How has transportation and communication changed over time?
10. How is farming today different from farming long ago?
11. How do people use technology to change the environment?
12. How are transportation and communication different today compared to long ago?
13. How have new methods of transportation and communication linked people, places, and ideas?

### Classroom Ideas (Instructional Strategies)
- Identify the natural resources of each region of the country on a map
- Earth’s resources flow chart
- Use Google Earth to identify regions
- Make a Venn Diagram to compare and contrast transportation and communication
- Videos: Natural resources, Changing the Environment, etc.
- BrainPop Jr. videos in computer lab
- Make a picture/timeline of how farming has changed
- Eno Board Activities
- Label the United States natural resources on a map
- Choose a natural resource and track where it comes from and where it goes
- Recycling: Have students track how many cans or bottles they use per week and graph results.
- Earth Day Trash Collection Walk

### Assessment Ideas (Evidence of Learning)
- Teacher observation
- Unit Test
- Project Rubric

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### Connections to Text (Resources):
*Harcourt Text: People We Know Unit 3*

**Time:** 4 weeks  February-March

**Connections to Technology:** Google Earth, BrainPop Jr., Maps

**Key Vocabulary:** natural resources, conservation, technology, product, product map, cause and effect, region, fuel, picture graph, rural, urban, suburb, environment, transportation, communication, route
Essential Questions: Who are the people and what are the cultures that make up our country?

**Essential Knowledge & Skills**
**SWBAT:**
- Define culture
- Identify the different cultures of the United States
- Explain why the United States is a country of many cultures
- Compare and contrast families in the United States
- Identify important Americans who have made significant contributions to our country
- Describe cultures from around the world
- Identify the features of a culture, including dress, art, language, food, music, and beliefs
- Compare and contrast cultures
- Find locations of different cultures on a world map or globe
- Identify hemispheres, equators, and the poles
- Examine cultural items from around the world
- Determine future and past dates and events by using a calendar

**Guided Questions**
- What is culture?
- Why is the United States a country of many cultures?
- How are families different and how are they alike?
- Who are some Americans who have made a difference in our lives?
- What are some cultures from around the world?
- What are the features of these cultures?
- How are cultures around the world different and alike?
- Where are these countries or cultures located on a map?
- Where are the poles, hemispheres, and equator?

**Classroom Ideas (Instructional Strategies)**
- Family history storyboard
- Make cultural hall of fame
- Invite children to share songs from their families culture
- Introduce students to some basic foreign language vocabulary
- Eno Board activities

**Assessment Ideas (Evidence of Learning)**
- Project rubrics
- Unit Test
- Teacher observation

**Connections to Text (Resources):** Harcourt Text: People We Know-Unit 5

**Time:** 2 months

**Connections to Technology:** [www.harcourtschool.com/ss1](http://www.harcourtschool.com/ss1)

**Key Vocabulary:** recall, retell, culture, language, immigrant, diversity, conflict, custom, tradition, calendar
## Essential Questions:
How do people earn money to provide for their needs and wants? How do producers and consumers depend on each other in my community, state, country, and world?

## Essential Knowledge & Skills
- **SWBAT:**
  - know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
  - explain how people’s wants exceed their limited resources and that this condition defines scarcity
  - know that scarcity requires individuals to make choices and that these choices involve costs
  - study about how the availability and distribution of resources is important to a nation’s economic growth
  - understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
  - investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal

## Guided Questions
- What are the basic needs and wants?
- What is the difference between basic needs and wants?
- Why can’t you have everything you want?
- How can a budget help you make good choices?
- Where are goods made?
- How are goods moved from place to place?
- What are different ways people acquire goods?
- Why do we make, sell, and buy more of some things than others?
- How are countries linked by trade and transportation?

## Classroom Ideas (Instructional Strategies)
- Bring in pictures of needs and wants and make collages
- Make a list of needs and wants
- Make pie graph of needs and wants
- Create a sample class budget
- Use play money to follow a budget at stations: bank, store, & giving
- Role-playing banking activity: making a deposit
- Visit a factory or virtual factory field trip
- Choose a product (from other countries) and trace its route from its origin to its distribution
- Research types of workers in a community and decide whether they provide a good or a service
  - Job Booklet
  - Chart
- Choose a raw material from your community or state and make a poster to show the things that can be made from it
- Show where products are from on a World Map
- Track the route of products from the U.S. to other countries
- Eno Board Activities

## Assessment Ideas (Evidence of Learning)
- Teacher observation
- Collage
- Posters
- Graphs
- Journal
- Unit Test
- Performance at stations

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### Connections to Text (Resources):

### Time:
June

### Connections to Technology:
BrainPop Jr.: Needs and Wants, Economics Webmax videos

### Key Vocabulary:
goods, services, needs, wants, income, budget, factory, taxes, trade, transportation, barter, producer, consumer, business, economy