

## Introduction

Welcome to *Unit One: Political Systems in Action*, the first of three instructional guides to support instruction of second grade social studies. Each guide is designed to show how to meet and exceed Maryland State Department of Education standards in a meaningful manner and allow time for individual teacher extension. The guides are *not* designed to be the “*end all and be all*” of social studies. As with all new curriculum, time for extension may only become available after the teacher has used the guide once or twice and familiarized him/herself with the content and instructional materials.

Begin by reading the **Enduring Understanding** and **Essential Questions**. These items encapsulate the whole idea or **WHY** of the unit. Why as in “Why study this?” As you read through the guide, you will see the unit sequentially builds the ideas expressed in the Enduring Understanding. Next, review the **What** on page IV, the indicators that build the MSDE Content Standards for this unit. The rest of the guide and what you do in the classroom is the **How**. The indicators that are specific to each session are restated at the beginning of each Lesson Sequence and session. In addition, on these pages you will find **Content Focus Statements** that define and clarify the standard.

*Unit Two: Economics: Making Important Decisions* and *Unit Three: Biographies: Leadership Past and Present* will follow a similar format.

## Why?

### Enduring Understanding

- In a democracy, people create governments to provide order, security, and protect individual rights. For a democratic system to be effective, citizens must fulfill civic responsibilities such as participating, staying informed, voting, and following laws.
- U.S. culture and geography are often represented in symbols, landmarks, and stories from history.
- The Wampanoag changed and adapted to the Eastern Woodlands geography to meet their wants.
- The interactions between the Pilgrims and Wampanoag led to cultural diffusion.

### Possible Essential Questions

1. How can rules promote personal responsibility and help the whole society?
2. How do geographic characteristics influence culture?
3. What democratic principles do symbols and landmarks represent?
4. How is history like a story?
5. How do individuals and groups within a society gain and use power?
6. How can the decisions and actions of individuals and groups affect others?

## *What?*

### MCPS CURRICULUM FRAMEWORK GRADE 2 UNIT 1

#### SKILLS

- describe how individuals have contributed to change in communities, drawing from maps, photographs, newspapers, and other sources. [1.1.2.4]

#### HISTORY

- describe the daily life of Native Americans who interacted with the earliest settlers. [2.1.2.2]

#### GEOGRAPHY

- identify the physical and human characteristics that make up the United States, including major rivers, mountain ranges, and political divisions. [4.1.2.3]
- identify regions of the United States. [4.2.2.1]
- identify regions of the world; name and locate on a map the continents and the Atlantic and Pacific Oceans. [4.2.2.1]

#### POLITICAL SYSTEMS

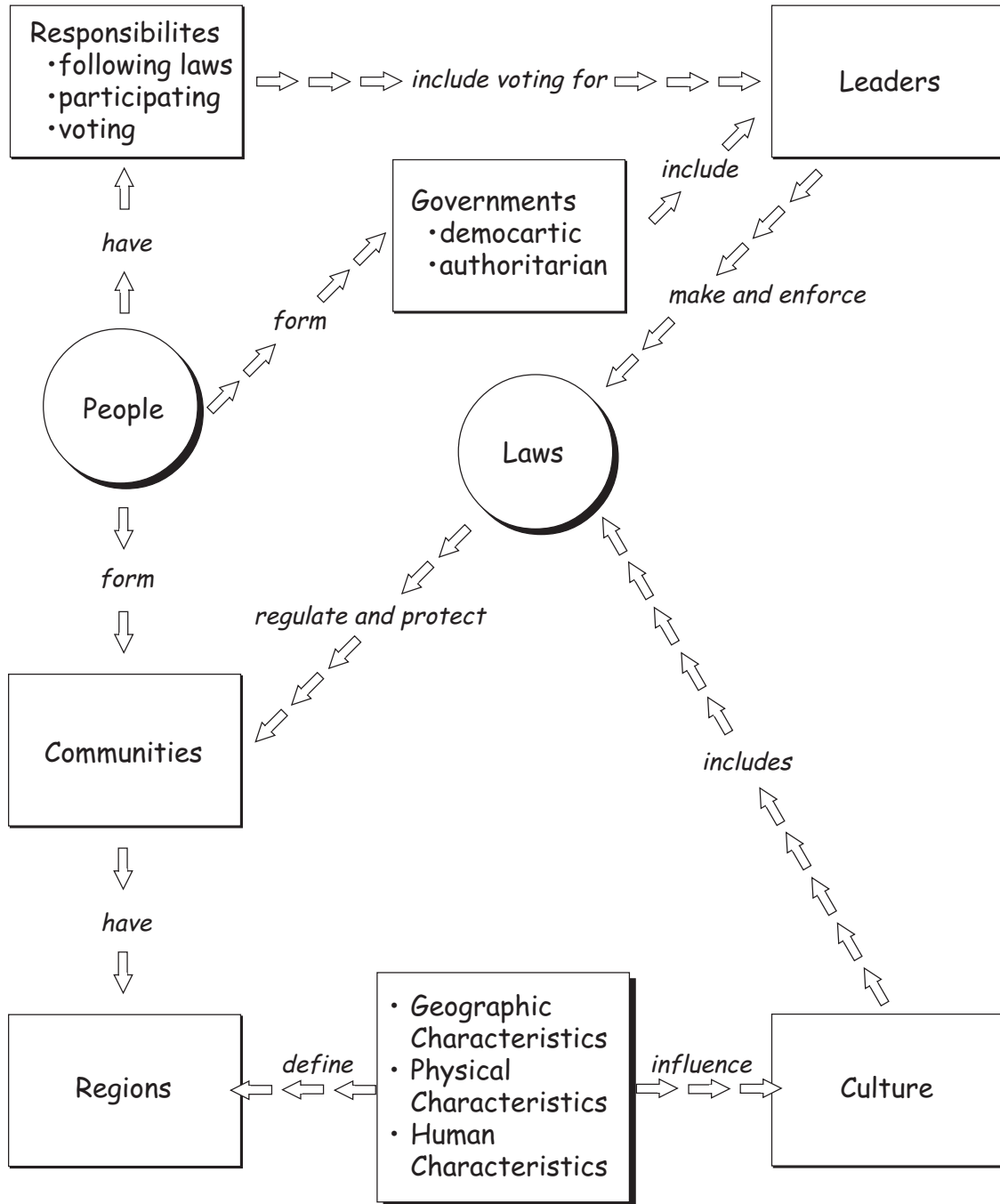
- list rules that have been established at the school, local, and national levels to maintain order and protect citizens. [6.1.2.1]
- identify the major **principles** of democracy expressed in stories, songs, and poems about important leaders. [6.2.2.1]
- tell that a nation consists of its land, people, and laws. [6.6.2.1]
- identify the purpose and process of voting as a citizen. [6.7.2.1]
- describe the rights and responsibilities of being a member of the school and the community, including respect for rules by which we live. [6.8.2.1]
- explain the importance of individual and group participation in school and **community improvement**, and list examples of specific citizens like ourselves helping a community. [6.8.2.2]

#### PEOPLE OF THE NATIONS AND WORLD

- define the seen and unseen characteristics of culture. [7.1.2.1]
- explain how people from different cultures share common wants. [7.1.2.2]
- explain how conflicts in the classroom, community, and nation can arise from lack of respect shown to others. [7.1.2.3]
- cite the contributions of various ethnic, racial, and religious groups to the development of communities. [7.1.2.4]
- identify how individuals from various ethnic, racial, and religious groups have contributed to the development of communities now and in the past. [7.2.2.2]

# Concept Map

## SECOND GRADE – UNIT ONE • POLITICAL SYSTEMS IN ACTION



## ***Instructional Flow***

### **SECOND GRADE – UNIT ONE • POLITICAL SYSTEMS IN ACTION**

#### **Pre-assessment**

What did students learn about the relationship among citizens, laws, and government in first grade? Students participate in a brainstorm and write a description of a rule or law that is being followed or broken.

*Use to modify instruction for . . .*

#### **LS 1 What is Democracy?**

Through the use of the collection strategy and a series of direct instruction sessions, students learn:

- the purpose of laws.
- the responsibilities of citizens in a democratic society.
- the process of voting.
- symbols of the principles of democracy in the United States.

#### **LS 2 From Sea to Shining Sea**

Students create a mental map of the United States and examine maps and globes to learn:

- the purpose of maps and globes.
- basic physical features of the United States and states associated with each.
- significant human-made features that are landmarks that help to pass on American heritage and the state associated with each.
- how to define regions of the United States.
- weather patterns associated with the equator and North and South Poles.

*Provides a foundation to understand . . .*

#### **LS 3 Developing a Historical Setting: The Wampanoag**

In a focused project, students create a mural of a Wampanoag community. Students find:

- how the Wampanoag lived and worked in their environment.
- evidence of the role of individuals and groups in the Wampanoag society.
- the political system associated with the Wampanoag people.
- how the extended family system was used by the people of the Eastern Woodlands.

*Establishes the setting and one set of main characters for . . .*

#### **LS 4 The Historical Narrative: Two Cultures Meet**

From a series of role plays and reading sessions, students learn that:

- Pilgrims in search of religious freedom in the American colonies left England where English law said that everyone must belong to the Anglican Church which was headed by the King.
- the Pilgrims settled in Plymouth, Massachusetts in 1620.
- the Mayflower Compact explained how the group would govern themselves including the establishment of rule of law.
- after signing a peace treaty, the Pilgrims benefited from the assistance of friendly Native Americans, the Wampanoag.
- Squanto, a Native American, spoke English and served as an interpreter for the Pilgrims, helping them better understand the advice that the Wampanoag gave them.

*All assessed by*

**End of Unit Assessment**