

# Grade 2 State Goal 14

**State Goal 14: Understand political systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 2:</b>                      2.14.01                      Tell about some rules and responsibilities that students have in school to promote order and safety. (14A)</p>	<p>As a class, discuss school rules and their importance. Then match pictures of school rules to corresponding safety precautions.</p>	<p>Math: Count evidence of rules (i.e., signs, sidewalk markers) within a prescribed area (i.e., from class to cafeteria).</p>
<p>2.14.02                      Explain why schools have rules to help students learn. (14A)</p>	<p>Brainstorm and record in a journal what school might be like without rules.</p>	<p>Physical Education: In small groups, make up a game. Come up with rules for your game. Explain how these rules will help make the game more fun. Then play the game with your group.</p>
<p>2.14.03                      Discuss who makes the rules all citizens must follow. (14A)</p>	<p>Create a word web about government. Then fill in the rest of the empty bubbles with words or phrases about government.</p>	<p>Language Arts: Choose a person who works for the state or national government. Use the Internet or library resources to research and write a report about that person. Be sure to explain how that person helps make rules.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 14: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.14.04 Identify government officials and the jobs they do (e.g., mayor, Congressman, President). (14B)</p>	<p>Identify pictures of local government officials in a newspaper. Cut out the pictures, write the name of each person, and attach it to a class bulletin board titled <i>Our Government</i>.</p>	<p>Language Arts: Look at a newspaper article or another source that tells about one of your community or state leaders. Draw a picture of that person. Write his or her name, and write what his or her title is or whom he or she works for (community or state government). Compile your pictures and their captions into a class book titled <i>Our Government Leaders</i>.</p>
<p>2.14.05 Name the current President of the United States. (14B)</p>	<p>Identify what level the current President works at—local, state, or national.</p>	<p>Language Arts: Using newspapers or magazines, cut out a picture of the current President of the United States. Glue it onto paper and write a few sentences about who he is, where he lives, and what his job is.</p>
<p>2.14.06 Identify important services provided to people by local governments (e.g., police and fire protection, parks department). (14B)</p>	<p>Make a word web. Use the local government as your central topic. Fill in the web with important services provided by local government.</p>	<p>Health: Choose a government service that helps people stay healthy (e.g., free clinics, trash collection, water services). Then make a list of how life would be different without that service.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.14.07 Recognize the need for rules and laws. (14C)</p>	<p>Think about various signs in the community, such as STOP, YIELD, SCHOOL ZONE, and speed limits. Explain how being responsible and following these rules and laws keep citizens safe.</p>	<p>Health: Write down a rule in your classroom or school. Explain to the class why it is important to follow the rule and how it keeps students safe.</p>
<p>2.14.08 Identify the consequences for breaking rules and laws. (14C)</p>	<p>Think of what would happen if someone broke a rule or a law. Then, complete a chart listing the rule or the law and the possible consequences for breaking that rule or law.</p>	<p>Physical Education: Think about a playground game. Then list the rules that must be followed in order for the game to be played correctly and fairly. Explain what would happen if the rules were misunderstood or ignored. Think of ways to make sure the rules are followed. Then participate in the playground game during recess.</p>
<p>2.14.09 Recognize citizens' responsibilities at home, at school, and in the community. (14C)</p>	<p>Make a three-column chart with the headings home, school, and in the community. Then write down the responsibilities that citizens have in each of these areas.</p>	<p>Religion: Talk about the ways people offer their time, money, and talent to help the Church. Then discuss ways your class can help the Church help others.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.14.10 Understand that voting is an important freedom. (14C)</p>	<p>Imagine that you are the mayor of your city, and you are trying to get reelected. Tell how you would help your community and why getting a person’s vote is important to you.</p>	<p>Language Arts: Read <i>The Voice of the People: American Democracy in Action</i> by Betsy Maestro, HarperTrophy, 1998. After the story, tell how voting is not only an important freedom but also an important part of democracy.</p>
<p>2.14.11 Describe why we need leaders. (14D)</p>	<p>Complete the following sentence: <i>A good leader treats others with <u>(respect)</u></i>. Then discuss with classmates why we need leaders with this quality.</p>	<p>Theater: Take turns with a partner being a leader. Lead your partner to do something, like touching your arm or drawing a circle.</p>
<p>2.14.12 Explain how citizens choose leaders. (14D)</p>	<p>Complete the following sentence: <i>Citizens choose leaders in <u>(elections)</u></i>.</p>	<p>Language Arts: Imagine that you have to vote for a leader. Make a list about the type of characteristics you would want that leader to have.</p>
<p>2.14.13 Identify local, state, and national leaders and their contributions. (14D)</p>	<p>Write a paragraph about a local, state, or national leader whom you admire. Be sure to include information about why you admire the leader.</p>	<p>Art: Make a page for a class book about local, state, and national leaders. Draw a picture of the leader you choose, and write a sentence or two that explains who the leader is. Then assemble the book, and put it in your classroom library.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.14.14 Identify symbols and landmarks of our country’s heritage. (14F)</p>	<p>Listen to a recording of the Gettysburg Address. Then research who gave it and why the speech is engraved on the south wall of the Lincoln Memorial.</p>	<p>Art: Create a symbol or a landmark that stands for your classroom. Compare your symbol or landmark with others of our country’s heritage</p>
<p>2.14.15 Describe how landmarks honor our country’s history and ideals. (14F)</p>	<p>Choose a landmark and write a couple of sentences describing how it honors our country’s history and ideals.</p>	<p>Art: Draw a picture of a landmark or memorial you know about. Write a sentence to tell who or what it honors and why.</p>
<p><b>Significant to Develop at Grade 2:</b> 2.14.16 Identify and describe functions of government. (14A)</p>	<p>Make a word web with the phrase <i>functions of the government</i> in the middle. Then fill in the rest of the empty bubbles with words or phrases about the functions of the government, such as makes laws and runs the community.</p>	<p>Language Arts: In small groups, create your own country with its own government. Name your country, and describe the functions of its government. Share your country with the rest of the class.</p>
<p>2.14.17 Use a problem-solving process to identify a problem, gather information, and list possible solutions. (14C)</p>	<p>List the steps to identifying a problem, gathering information about a problem, and listing possible solutions to a problem.</p>	<p>Art: Organize into groups of three, and draw a United States flag. Get one blue, one red, and one white crayon. Then complete the drawing of the flag. Explain to the class how you completed it with so few crayons.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.14.18 Understand that patriotism is the feelings of pride people have for their country. (14C)</p>	<p>Complete the following sentence: <i>(Patriotism) is the feelings of pride people have for their country.</i> Then discuss with the class your feelings of patriotism.</p>	<p>Art: Make a collage of symbols that make you feel proud. Then share your collage with classmates.</p>
<p>2.14.19 Understand that countries help each other in times of need. (14E)</p>	<p>Use the Internet or library resources to research how countries help each other in times of need. For example, when a tsunami hit countries in Asia, the United States helped those countries by providing food and money for them to recover. Write a short sentence on why countries help each other in times of need.</p>	<p>Language Arts: Read <i>Clara Barton</i> by Christy Devillier, Buddy Books, 2004. After reading the book, discuss the life and work of Clara Barton and how she helped others in times of need.</p>
<p>2.14.20 Understand the concept of trade with other countries. (14E)</p>	<p>Use the Internet or library resources to research goods that do not come from the United States. Then write a sentence about how you think those goods reach the United States.</p>	<p>Art: Draw pictures and write labels of goods that you would be willing to trade with other countries.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.14.21 Recognize the purpose of the White House as the residence and workplace of the President of the United States. (14F)</p>	<p>In pairs, imagine you are giving a tour of a room in the White House. Research a specific room on the Interney or in nonfiction books. Use simple props to set up an area of the classroom as the White House room. After preparing and practicing a script that includes descriptive details, take your classmates on a “tour.”</p>	<p>Language Arts: Think about where you live and where you go to school. Imagine having to live and work at the same place. Write a paragraph about how you would organize your living and workplace.</p>
<p>2.14.22 Recognize citizens’ rights at home, at school, and in the community. (14F)</p>	<p>Make a three-column chart with the headings home, school, and in the community. Then write down the rights that citizens have in each of these areas.</p>	<p>Language Arts: Obtain a copy of the Bill of Rights, and discuss how it protects the rights of citizens.</p>
<p>2.14.23 Understand that freedom is the right of people to make their own choices. (14F)</p>	<p>Complete the following sentence: (Freedom) is the right of people to make their own choices. Then talk with a partner about the choices that you made at school today.</p>	<p>Language Arts: Write a poem about freedom and what it means to you.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Useful to Work on at Grade 2:</b>                      2.14.24                      Identify the structure of local and state governments. (14B)</p>	<p>Create two word webs. One word web should have the words <i>local government</i> in the middle. The other word web should have the words <i>state government</i> in the middle. Fill in the surrounding bubbles with how these governments are structured.</p>	<p>Language Arts: Write a paragraph about a local or state leader, and describe the function of that leader.</p>
<p>2.14.25                      Compare and contrast the functions of local, state, and national governments. (14B)</p>	<p>Create a three-column chart that compares and contrasts the legislative branches at the local, state, and national level.</p>	<p>Art: Create a poster to explain to your ward a law you think Chicago needs.</p>
<p>2.14.26                      Understand the concepts of freedom and bravery. (14C)</p>	<p>Research a person from the past or the present that you think represents freedom and bravery. Write a short paragraph about why you chose that person.</p>	<p>Music: Sing “The Star-Spangled Banner.” Discuss the feelings of freedom and bravery that are represented in the song.</p>
<p>2.14.27                      Describe the voting process. (14C)</p>	<p>Prepare a ballot of four people that you want to elect to be your leader. Place their names next to a line where you can place a check mark next to the one you vote for. Show your ballot to the class.</p>	<p>Theater: Construct a mock election in your classroom. Choose three books that the class wants to read. Then, using a ballot, vote for the book you want. Tally up the votes, and then discuss your part in the voting process.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
2.14.28 Identify a non-elected leader that is close to you, such as a teacher, and discuss their role. (14D)	List the name of a non-elected leader, and then write a sentence about how he or she helps you in some way.	Religion: Write a short paragraph about Jesus leading his people and how he helped his followers.

# Grade 2 State Goal 15

**State Goal 15: Understand economic systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 2:</b>                      2.15.01                      Describe how goods and services are related to business. (15A)</p>	<p>Make a chart that shows goods and services you buy and use. Then tell from what businesses you get them.</p>	<p>Art: Make a collage of some goods and services that you use everyday.</p>
<p>2.15.02                      Understand people have many occupations. (15A)</p>	<p>Write down a list of jobs that people have in your home, at your school, and in your community. Combine your list with classmates' lists to show that people have many occupations.</p>	<p>Language Arts: Write a paragraph explaining a job that you would like to do. Share your paragraph with the class.</p>
<p>2.15.03                      Identify and explain the roles of a producer and a consumer. (15B)</p>	<p>Create a two-column chart with the headings <i>producer</i> and <i>consumer</i>. Then identify and explain the roles of each in the proper column.</p>	<p>Theater: Role-play being a producer and a consumer. Make name cards, such as shoe store clerk, dance teacher, music store cashier, or restaurant owner (producers) and parent, teenager, child, or grandparent (consumers). Choose name cards and act out transactions. Repeat with different role combinations.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.15.04 Recognize that people must make choices when spending money. (15B)</p>	<p>Pretend that you have \$10 to spend. You can either buy a new bicycle or a new soccer ball, but you cannot have both. Which one would you choose and why?</p>	<p>Language Arts: Write a list of wants that are important to you, and then number them in order from the most important to the least important. Place a dollar amount that you think it would cost. Share your list with your classmates, and see if they share the same wants. Ask them how they would spend their money with your list of wants.</p>
<p>2.15.05 Understand the benefits of making an economic choice. (15B)</p>	<p>Practice making a budget so that you can see the benefits of making an economic choice. List your income from weekly allowances or money earned, and determine an item for which you would like to save. Then list the various expenses you will pay for during a week's time. Use your weekly income to set up a budget.</p>	<p>Language Arts: Invite children to read <i>Tight Times</i> by Barbara Shook Hazen, Viking, 1983. Then, as a class, discuss if you agree with the choices that were made.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.15.06 Describe natural resources, and tell how people use them. (15C)</p>	<p>List natural resources that come from your community or a community nearby. Then write a paragraph telling how people use these natural resources.</p>	<p>Art: Use the Internet or library resources to research the natural resources of Illinois. Then draw a map of Illinois. Draw symbols on the map to show where the natural resources are found. Then explain how they are used in your area and around the world.</p>
<p>2.15.07 Understand how raw materials and resources are used to make a product. (15C)</p>	<p>Choose a raw material or resource that comes from your community or from Illinois. Make a poster to show the products that can be made from it.</p>	<p>Technology: Use the Internet or library resources to research how making products from raw materials has changed over time through the use of technology.</p>
<p>2.15.08 Understand the concept of scarcity. (15C)</p>	<p>Write a paragraph describing how bad weather conditions can cause food to become scarce.</p>	<p>Health: Pretend that some foods are scarce today, such as beans, which have lots of protein. Make a poster advertising another type of food that people could eat that is high in protein.</p>
<p>2.15.09 Understand that prices go up or down based on supply and demand. (15C)</p>	<p>Pretend that only 50 new blue pens are being made. 75 people need new blue pens. How do you think the scarcity of the new blue pens will affect the price? Write a paragraph explaining why the price will be higher.</p>	<p>Math: Imagine what would happen to the price of a \$50 watch if the supply were scarce (the price will go up). What if there is an abundance of these watches? (The price will go down).</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.15.10 Identify examples of government services. (15E)</p>	<p>Make a word web with the words <i>government services</i> in the middle. Fill in the surrounding bubbles with examples of government services, such as police departments and parks.</p>	<p>Language Arts: Write a thank-you note to someone who does a government service. Tell how the service helps you.</p>
<p>2.15.11 Explain how government services help to keep citizens safe. (15E)</p>	<p>Draw a picture of a firefighter or police officer, and explain how these are government services. Underneath your picture, write a sentence telling how this person helps keep citizens safe.</p>	<p>Art: Make a collage of people who work for the government and help keep citizens safe, such as police officers and firefighters.</p>
<p><b>Significant to Develop at Grade 2:</b> 2.15.12 Explain the process by which goods are delivered to markets, and recognize that products are sold at markets. (15A)</p>	<p>Create a flowchart showing how goods are delivered to markets. Make the first step show the growing or making of goods. Make the second step show how the goods are delivered (by truck, train, airplane). Make the third step show the place where the goods are delivered. Make the fourth step show people buying that good at a market.</p>	<p>Language Arts: Write a letter to a business of your choice requesting them to sell a good you desire. Try to persuade the business by telling them how having that certain good will benefit them in the long run.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.15.13 Identify jobs students might do to earn pay. (15A)</p>	<p>List three jobs you can do to earn money. Explain why someone would pay for your service.</p>	<p>Language Arts: Choose a job that you would like to have when you grow up. Write a paragraph telling what you think that job would be like. Explain how doing that job would help other people.</p>
<p>2.15.14 Explore different points of view about how individuals spend their money. (15B)</p>	<p>Interview family members about saving, spending, and giving money to charities. Compare and contrast ideas for spending, saving, and giving. Talk about how people in your family decide on a charity to which they will give money. Then write a paragraph about different points of view in your family about how to spend money.</p>	<p>Math: Figure out a personal savings plan. Imagine you can save \$1.50 per week. Figure out how much you can save in a month. Then figure out how much you can save in a year. Share ideas with classmates on items you might like to save for, such as a bicycle or a pair of shoes</p>
<p>2.15.15 Recognize how producers are also consumers. (15B)</p>	<p>Complete the following sentence: A (clothing designer) has to buy (fabric/cloth) in order to produce clothing. Use the same sentence several times using other types of producers to show how producers are also consumers.</p>	<p>Language Arts: Pretend that you are the owner of a bakery. Make a list of all the items you will need to produce your goods, such as ovens, flour, and cooling racks.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.15.16 Explain the difference between human and capital resources. (15C)</p>	<p>Make a Venn diagram to compare and contrast human resources and capital resources.</p>	<p>Languages Arts: Name some capital resources (computers, pencils) and human resources (teachers, students) in your classroom.</p>
<p>2.15.17 Discuss how human and capital resources are used to produce goods and services. (15C)</p>	<p>Name some human and capital resources that are used in a business. Then make a list of how they are used to produce goods and services.</p>	<p>Art: How are capital and human resources in your classroom used to produce goods and services? For example, human resources (students) along with capital resources (pencils and papers) are used to produce reports. Draw pictures illustrating such resources in your classrooms.</p>
<p>2.15.18 Identify ways people can care for and conserve Earth's resources (15C)</p>	<p>Draw a picture of a person taking care of Earth and its resources. Write a sentence about the picture.</p>	<p>Science: Use the Internet or library resources to research recycling programs. Find out if your community has a recycling program. Explain how recycling helps conserve resources.</p>

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LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.15.19 Define and identify barter and the use of money as types of trade. (15D)</p>	<p>Complete the following sentence: <i>To (barter) is to exchange things without using money.</i> Compare and contrast how bartering was used in the past to exchange things and how money is used today to exchange things.</p>	<p>Math: As a class, write the names of various denominations of United States coins and paper money on pieces of paper. Pass around the pieces of paper. Practice using terminology in sentences that describe the amounts. For example, Five pennies is the same as one nickel. Two nickels equal one dime. Four quarters and one dollar are the same amount.</p>
<p>2.15.20 Understand why using money is considered a more efficient means of buying and selling. (15D)</p>	<p>Make a list of items that people used to barter with, such as livestock, coal, and food. Then make a list of items that people use today, such as credit cards, debit cards, checks, and cash. Compare the lists, and explain why using money like cash and credit cards is easier to use.</p>	<p>Math: Draw pictures of three items, and assign a price to each item. Then, as a class, create play-money so that people can buy and sell things with them. Make sure to give classmates the correct change if they give more money than what is asked for in the price.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 15: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.15.21 Understand how the government works to help citizens through services paid for by taxes. (15E)</p>	<p>Complete the following sentence: A <i>(tax)</i> is money people pay to the government in order for the government to provide services. Imagine what life would be like if there were no taxes. Write a paragraph explaining how taxes benefit citizens.</p>	<p>Math/Theater: Use the classroom to represent government. Pretend that the government has \$1500 to spend on services, such as building roads and parks, supporting education, and building a new welcome center building. Have the class decide on how to spend the money, voting on which government services they think are more important.</p>

# Grade 2 State Goal 16

**State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 2:</b>                      2.16.01                      Understand the concept of time in terms of past, present, and future. (16A)</p>	<p>Make a three-column chart with the headings <i>past</i>, <i>present</i>, and <i>future</i>. In the past column, write the events that happened in your life yesterday. In the present column, write the events that are happening in your life today. In the future column, write the events that may happen tomorrow.</p>	<p>Math: Make cards that show an addition, subtraction, or multiplication sign and a factor, such as + 9 years, – 4 years, x 3 years. Choose a card, and use your current age with the operation and factor on the card. Use the resulting answer to describe a past event in your life or to predict an event in the future. For example, if you are seven years old:  <math>7 + 9 \text{ years} = I \text{ will be } 16. I \text{ will drive a car.}</math>  <math>7 - 4 \text{ years} = I \text{ was } 3. I \text{ lived in Mexico.}</math>  <math>7 \times 3 \text{ years} = I \text{ will be } 21. I \text{ will be in college.}</math></p>
<p>2.16.02                      Read a time line, place important events on a time line, and describe their order. (16A)</p>	<p>Construct a line. At the beginning of the line, place the year in which you were born. At the end, place today's year. In between those lines, place important events with the years in which the event happened in your life. For example, <i>2005: Started kindergarten</i>. Make sure to place the event in the appropriate time slot. Then share your time line and explain the order in which the events go.</p>	<p>Language Arts: As a class, use the Internet or library resources to research the history of your community. Use the information to write captions on index cards, and then work together to put the cards in chronological order. Attach the cards to a length of yarn or ribbon mounted on a bulletin board to create a Community Time Line.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.03 Determine future and past dates and events by using a calendar. (16A)</p>	<p>Look at a class calendar for one year. Then complete the following sentences: <i>(July 17) comes before August 17. December 25 comes after (December 24)</i>. Then point out the dates and months on the calendar that are in the past, present, and future.</p>	<p>Art: Prepare next month’s calendar. Name the first day of the month, label the days of the week, and number each day. Look up special days in an encyclopedia and label them on the calendar.</p>
<p>2.16.04 Identify how the actions of individuals make a difference in our lives and in our country. (US) (16B)</p>	<p>Complete the following sentence: A <i>(hero) is a person who has done something brave or important</i>. Name some important heroes from the past and the present who have made a difference in your life and for our country.</p>	<p>Religion: Make a bumper sticker or slogan about how people can work for the good of others.</p>
<p>2.16.05 Identify national heroes, legends, and holidays and their significance. (US) (16B)</p>	<p>Use the Internet or library resources to research some national heroes, legends, and holidays. Write a paragraph describing their significance.</p>	<p>Language Arts: Distinguish legends (tall tales) from historical facts by listening to the story of George Washington and the cherry tree. Research factual information about Washington’s life. Make drawings for both stories and label each <i>legend</i> or <i>fact</i>.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.06 Identify important people related to our country's independence. (US) (16B)</p>	<p>Imagine that you are living in one of the new states. Tell about events that led to independence, and identify important people related to independence, such as George Washington, Thomas Jefferson, and Paul Revere.</p>	<p>Language Arts: Have your teacher help you read excerpts of <i>Paul Revere's Ride</i> by Henry Wadsworth Longfellow. Then write a short poem describing a person related to our country's independence.</p>
<p>2.16.07 Recognize Native Americans as the first groups of people to live in North America. (US) (16C)</p>	<p>Complete the following sentence: <i>(Native Americans) were the first groups of people to live in North America.</i></p>	<p>Language Arts: Write a journal entry from the point of view of a Native American living during the times of European settlers. Describe your feelings about European settlers coming and living on your land.</p>
<p>2.16.08 Compare and contrast farming today with farming long ago. (W) (16C)</p>	<p>Make a two-column chart with the headings <i>farming today</i> and <i>farming long ago</i>. Fill in the chart with details that show how farming has changed over time.</p>	<p>Art: Make a poster that shows the evolution of farming long ago with farming today.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.09 Identify changes in transportation and communication. (W) (16C)</p>	<p>Make a chart to compare and contrast ways of transportation and communication long ago and today.</p>	<p>Science: Use the Internet or library resources to research people and inventions that have changed transportation and communication. Use the information to write a report about how these people and inventions made life easier.</p>
<p>2.16.10 Describe how individuals can make a difference in people’s lives. (W) (16D)</p>	<p>Think of a person who makes a difference in your life and in the lives of others. Then write a paragraph describing this person.</p>	<p>Religion: Make a book of people from the Bible who have made a difference in your life and in the lives of others. Include at least five people. Share your book with classmates.</p>
<p>2.16.11 Recognize forms of diversity in the school and community. (US) (16D)</p>	<p>Look at the people who go to your school and live in your community. Then write a list of ways that they are different from each other.</p>	<p>Music: Sing <i>What a Wonderful World</i> by George David Weiss and Bob Thiele. Discuss with classmates the different images described in the song.</p>
<p>2.16.12 Describe how cultures bring diversity to our country. (US) (16D)</p>	<p>Complete the following sentence: <i>Cultures bring (diversity) to the United States</i>. Then brainstorm with classmates what types of cultures have brought diversity to the country.</p>	<p>Language Arts: Use the Internet or library resources to research words that we use in the English language that have come from other cultures and languages, such as <i>bureau, fiesta, and sombrero</i>.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.13 Identify the purpose of a legend. (W) (16E)</p>	<p>Complete the following sentence: A (<i>legend</i>) is a story that teaches a lesson or helps explain something. Make a list of legends that you have heard about throughout your life.</p>	<p>Language Arts: Read <i>How the Prairie Became Ocean</i> by Joseph Bruchac, Bridgewater Books, 1996. Then discuss the purpose of this Native American legend.</p>
<p>2.16.14 Recognize how a legend relates to the location of place. (W) (16E)</p>	<p>Use the Internet or library resources to research legends. Make a chart to list what the legend is about and how it relates to the location of a place.</p>	<p>Language Arts: Read <i>Back in the Beforetime</i> by Jane Louise Curry, Simon &amp; Schuster Children’s, 1991. Explain how this legend relates to California Native Americans and the natural world around them.</p>
<p>2.16.15 Describe how the local environment has changed over time. (US) (16E)</p>	<p>Use the Internet or library resources to research some old photographs from your local community. Compare those photographs with your community today. Write a short paragraph about how the local environment of your community has changed over time.</p>	<p>Math: Using old photographs from your community that are dated, find out how many years it took some parts of your local environment to change. For example, perhaps the shopping mall you always go to was built in 1963. How many years has it been there?</p>
<p><b>Significant to Develop at Grade 2:</b> 2.16.16 Recognize that primary sources provide knowledge about people and history. (16A)</p>	<p>Look at old photographs from the nineteenth and twentieth centuries. Share with the class the information that you can get from the pictures about how people and life were during different times in history.</p>	<p>Language Arts: Find primary sources, such as an artifact, an old map, or old photographs. Write a short report about the information you found from these items.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.17 Recognize that while some things change over time, other things stay the same. (16A)</p>	<p>Draw pictures of items that have changed over time, such as vehicles, telephones, appliances, and buildings. On another piece of paper, draw pictures of items that have stayed the same, such as the importance of family. Write a paragraph about these items, stating that while some things change over time, other things stay the same.</p>	<p>Music: Play with drums, a triangle, guitar, or other musical instrument. Then share your instrument with the class. Tell them that although instruments may have changed throughout the years, music has always been a part of life.</p>
<p>2.16.18 Compare and contrast daily life with that of grandparents and great-grandparents. (16A)</p>	<p>Look at some pictures of daily life from the past, when your grandparents or great-grandparents were your age. Write about the ways things they show are different from what daily life is like today.</p>	<p>Language Arts: Interview a family member, such as a grandparent or great-grandparent, about how life has changed since they were born. Then write a newspaper article using information from the interview.</p>
<p>2.16.19 Understand events in early American history. (US) (16B)</p>	<p>Create a time line of important events in early American history, such as the signing of the Declaration of Independence, the Revolutionary War, and the creation of the United States of America.</p>	<p>Art: Create a shoebox diorama about an event in early American history. In small groups, use the Internet or library resources to research more about these events. Label the parts of your display and include a descriptive title. Share your diorama with the class.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.20 Describe the lifestyle of a Native American community. (US) (16C)</p>	<p>Draw a picture of life in a Native American community long ago. You may use any Native American group from United States history or Illinois history. Label your drawing to explain how it shows the lifestyle of Native American communities long ago.</p>	<p>Health: Use the Internet or library resources to research some of the plants that the Native Americans used to heal the sick. Then make a list of plants that we still use today for the same reasons.</p>
<p>2.16.21 Describe how new methods of transportation and communication link people, places, and ideas. (W) (16C)</p>	<p>With a partner, describe how you got to school today or how you communicated with someone today. With your partner, make a chart that explains how new methods of transportation and communication link people, places, and ideas.</p>	<p>Technology: Use the Internet or library resources to research people and places that are far away from you. Then make a poster showing how you would be able to travel to these people and places. Think about the new ideas that you may come across if you traveled there. Write them on your poster.</p>
<p>2.16.22 Describe cultures from around the world, and identify the features of those cultures, including dress, art, language, food, music, and beliefs. (W) (16D)</p>	<p>Choose a culture from around the world. Write a short paragraph about things that are part of this culture, including dress, art, language, food, music, and beliefs.</p>	<p>Language Arts: As a class, start corresponding with pen pals in other countries. Write to a class in another country to exchange information about cultures.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.23 Recognize that each culture has unique traditions and customs. (W) (16D)</p>	<p>Choose a culture in your community, and write a short paragraph explaining that culture’s traditions and customs. Share the culture that you have chosen with classmates. Then compare and contrast the traditions and customs from your paragraph with others.</p>	<p>Art: Make a storyboard of pictures showing customs and traditions your family celebrates. Then add captions to your pictures.</p>
<p>2.16.24 Explore an event that celebrates the tradition of a culture. (W) (16D)</p>	<p>Research the Mexican holiday of Cinco de Mayo. Draw pictures and write captions that show how Mexicans celebrate that holiday and how it shows the traditions of their culture.</p>	<p>Language Arts: Write about an event that your community celebrates. Include details about how it shows culture and tradition within the community.</p>
<p><b>Useful to Work on at Grade 2:</b> 2.16.25 Define colonies and settlers, especially European settlers and Jamestown. (US) (16B)</p>	<p>Complete the following sentences: A <i>(colony)</i> is a place that is ruled by another country. Many <i>(settlers)</i> traveled from European countries to North America to make new homes there. Then use the Internet or library resources to research information about European settlers in Jamestown. Draw a picture of what life must have been like during that time.</p>	<p>Theater: Use the Internet or library resources to research important events in the founding of Jamestown. Also research the first Thanksgiving. In a group, reenact an event you have researched. Prepare actions and dialogue. You can also use simple props, scenery, and costumes to enhance the performance.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.26 Understand the work Susan B. Anthony did to secure equal rights for women. (US) (16B)</p>	<p>Write a paragraph explaining how it would make you feel if you were not allowed to vote based on something that you believe is unfair. Then research the life of Susan B. Anthony, and explain why her actions were so important for women's rights.</p>	<p>Art: Design a poster supporting the right for women to vote. Display them in your class.</p>
<p>2.16.27 Understand the importance of the actions and character of Benjamin Banneker. (US) (16B)</p>	<p>Create a time line of Benjamin Banneker's life using the Internet or library resources to research. Explain the importance of Banneker's actions and character through the time line.</p>	<p>Language Arts: Read <i>Benjamin Banneker: Pioneering Scientist</i> by Ginger Wadsworth, Lerner Publishing Group, 2002. Discuss how the book shows the character of Banneker.</p>
<p>2.16.28 Understand the work of scientist and author Rachel Carson. (US) (16B)</p>	<p>Create a biography of Rachel Carson. Include the work she did as a scientist and an author. Illustrate your work, and share your book with the class.</p>	<p>Music: Listen to environmental music or nature sounds. Then close your eyes and listen to them as various tracks are played. Respond to the music by describing how it makes you feel. Also share any mental pictures or ideas that the music makes you have. After listening, guess the origin of the sounds (e.g., rain forest sounds, thunderstorms, etc.).</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.29 Understand the contributions of Dr. Martin Luther King, Jr., to the Civil Rights movement. (US) (16B)</p>	<p>List the contributions of Dr. Martin Luther King, Jr., to the Civil Rights movement. Make sure to include the March on Washington and his “I Have a Dream...” speech. Share your findings with the class.</p>	<p>Language Arts: Read the book <i>Happy Birthday, Martin Luther King</i> by Jean Marzullo, Scholastic, 1993. Then discuss how this book depicts the life of Dr. Martin Luther King, Jr., both as a young person and as an adult.</p>
<p>2.16.30 Identify Amy Tan as a writer who uses her books to share her family’s traditions with others. (US) (16B)</p>	<p>Write a paragraph about how Amy Tan’s writings reflect her family’s traditions. Then write one or two sentences about how you feel when someone shares their traditions with you.</p>	<p>Language Arts: Write a fictional story using made-up characters, based on an event that happened to someone in your family. Share your story with a classmate, and then explain how your story connects to your family.</p>
<p>2.16.31 Understand the importance of the actions and character of Wanda Montañez. (US) (16B)</p>	<p>Use the Internet or library resources to research Wanda Montañez’s clothing line. Then discuss with partners how her clothing line shows her culture.</p>	<p>Art: Design your own t-shirt that shows your family’s traditions.</p>
<p>2.16.32 Explain the contributions of Wangari Maathai to the Green Belt Movement. (W) (16B)</p>	<p>Use the Internet or library resources to research the Green Belt Movement and how Wangari Maathai started the group.</p>	<p>Science: Wangari Maathai started the Green Belt Movement to help keep Kenya’s soil from turning into desert. Write a paragraph about Wangari Maathai’s efforts and what she is doing to plant trees and help the environment around the world.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 16: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.16.33 Identify reasons immigrants come to the United States. (US) (16D)</p>	<p>Interview family members about how and why your family came to the United States. Then share your information with the class.</p>	<p>Language Arts: Write a journal entry about being an immigrant in the United States. Include reasons why your family decided to come here.</p>
<p>2.16.34 Recognize that immigrants bring a variety of cultures to the United States as well as contribute to American society. (US) (16D)</p>	<p>Use the Internet or library resources to research famous immigrants in history that have contributed to American society. For example, Irving Berlin moved from Russia to the United States. He wrote “God Bless America.” Share your findings with the class.</p>	<p>Art: Design a medal or an award that reflects an immigrant’s accomplishment that contributed to American society.</p>
<p>2.16.35 Compare depictions of the natural environment in myths, legends, folklore, and traditions. (W) (16E)</p>	<p>Choose two depictions of the natural environment from myths, legends, folklore, or traditions that you have read. Make a compare-and-contrast chart for the two depictions.</p>	<p>Language Arts: Write your own story about a myth, legend, folklore, or tradition that shows how the natural environment looks to you.</p>

# Grade 2 State Goal 17

**State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 2:</b>                      2.17.01                      Locate your school, community, state, and country on a map or globe. (17A)</p>	<p>Use a map or a globe to locate your school, community, Illinois, and the United States.</p>	<p>Art: Draw a map of the United States. Outline Illinois, your city or community, and your school. Display the maps around the classroom.</p>
<p>2.17.02                      Identify the countries of North America. (17A)</p>	<p>Look at a map of North America, and list the countries that are there. Make sure to include the smaller countries that are in Central America, such as Belize and Costa Rica.</p>	<p>Art: Pick a country in North America (not the United States) and make an advertisement to get tourists to visit.</p>
<p>2.17.03                      Identify landforms and bodies of water in North America. (17A)</p>	<p>Look at a map of North America that includes landforms and bodies of water. Name the different kinds of landforms and bodies of water that are found in North America.</p>	<p>Art: Make a three-dimensional display of landforms and bodies of water. List landforms and bodies of water in North America, including island, peninsula, gulf, ocean, hill, and mountain. Use modeling clay of various colors to mold into shapes on a board. Include labels and captions.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.17.04 Compare and contrast climate and weather. (17B)</p>	<p>Design a chart to record the daily weather in your community for seven days. Then compare that with your community’s climate, which may be different from the weather you experienced that week.</p>	<p>Art: Draw pictures that compare and contrast the weather of two different seasons where you live.</p>
<p>2.17.05 Recognize that climate and seasons vary depending on location and time of year. (17B)</p>	<p>List the different seasons: <i>winter, spring, summer, and fall</i>. Look on a globe, and divide Earth into the Northern and Southern hemispheres. Then place an object on top of the globe to represent the sun. Explain that summer occurs when a place is tilted toward the sun. Not all places are tilted toward the sun at the same time, so the season depends on the location and time of year in every place.</p>	<p>Language Arts: Read <i>On the Same Day in March: A Tour of the World’s Weather</i> by Marilyn Singer, HarperCollins, 2002. Then discuss how weather can be different in other places, even on the same exact day.</p>
<p>2.17.06 Describe the climate of a place. (17B)</p>	<p>Write a paragraph describing the climate of your community and of Illinois.</p>	<p>Science: A region’s climate affects the amount of water there. A cold climate may have water in the form of snow. Water evaporates faster in a warm climate. Make a list of places that have mostly snow during the year and another list of places that have mostly warm climates during the year.</p>
<p>2.17.07</p>	<p>Make a word web with the phrase</p>	<p>Art: Think about a place where you</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
Describe the factors that influence where people live. (17C)	<i>where people live</i> in the center. Fill in the surrounding bubbles with factors that influence where people live, such as <i>good soil</i> and <i>fresh water</i> .	would like to live. Would the place have mountains or plains? Would the place be near the ocean or a river? Draw a picture of this place and tell the class why you would want to live there.
2.17.08 Identify how the geography of a place affects the way people live. (17C)	Make a list of the different types of physical features of a place that may affect the way people live. For example, people who live in areas with mountains may have to build different types of houses to withstand snow and wind.	Science: What would happen if the plants at your school were not watered or if a pet was not fed? Relate this to how changing the geography of a place can affect the way people live.
2.17.09 Describe how people use technology to change the environment. (17C)	Write a short report about two different ways that technology has been used to change the environment.	Language Arts: Read <i>A Street Through Time</i> by Anne Millard, DK Publishing, 1998. Trace the development of the same street from the Stone Age to modern times, and note how the building of the street has changed that environment.

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.17.10 Identify and compare urban, suburban, and rural areas. (17C)</p>	<p>Make a three-column chart with the labels <i>urban</i>, <i>suburban</i>, and <i>rural</i>. Fill in the chart with characteristics of each place, and then compare the characteristics of each area.</p>	<p>Art: Cut out or draw pictures of urban, suburban, and rural areas in Illinois. Use these pictures to create a collage of the different types of areas people can live in.</p>
<p>2.17.11 Identify ways people can care for and conserve Earth's resources. (17C)</p>	<p>Think about all of the resources you use in one day. Then write a short paragraph about how you can conserve one of the resources.</p>	<p>Math: For one week, keep a tally of how many aluminum cans your family uses each day. At the end of the week, make a picture graph to show the number of cans used. Bring in the cans, and recycle them.</p>
<p><b>Significant to Develop at Grade 2:</b> 2.17.12 Compare and contrast absolute and relative location. (17A)</p>	<p>Make a two-column chart and label one <i>absolute location</i> and the other <i>relative location</i>. Then define the terms in the columns. Compare and contrast their differences with classmates.</p>	<p>Language Arts: Read <i>Me on the Map</i> by Joan Sweeney, Random House Children's Books, 1998 and <i>Where Do I Live?</i> by Neil Chesanow, Barron's Educational Series, 1995. As a class, point out the absolute and relative locations of items found in the two books.</p>
<p>2.17.13 Define and describe a place by its absolute and relative location. (17A)</p>	<p>Draw a map of the absolute location of your school. Then write a sentence or two describing its relative location.</p>	<p>Art: Draw a map of the absolute location of your house. Then write a sentence or two describing its relative location.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.17.14 Recognize hemispheres, the equator, and poles on a map or globe. (17A)</p>	<p>On a map or a globe, point out the Northern and Southern Hemispheres, the equator, and the North and South poles.</p>	<p>Math: A region's length of daylight varies based on its closeness to the equator or poles. In pairs, solve story problems, such as <i>When a tropical region has eleven hours of sunlight on a winter day, how many hours of darkness will it have?</i> or <i>If a polar region has one hour of darkness in the summer, how many daylight hours will there be?</i></p>
<p>2.17.15 Identify the cardinal directions. (17A)</p>	<p>Complete the following sentence: The cardinal directions are <u>(north)</u>, <u>(south)</u>, <u>(east)</u>, and <u>(west)</u>.</p>	<p>Language Arts: Think of mnemonic devices to help you remember the cardinal directions. For example, <i>never (north) eat (east) soggy (south) watermelons (west)</i>.</p>
<p>2.17.16 Identify intermediate directions. (17A)</p>	<p>Complete the following sentence: The intermediate directions are <u>(northeast)</u>, <u>(northwest)</u>, <u>(southeast)</u>, and <u>(southwest)</u>.</p>	<p>Art: Draw a compass rose and include the cardinal and intermediate directions. Make sure to place them where they belong.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.17.17 Use a map grid to locate places on a map. (17A)</p>	<p>Make a map grid by labeling five columns 1–5 and four rows A–D. Draw places in your school or community in each box of the grid. Then describe one of those places by using the column and row headings. For instance, you may have placed your classroom in A-3.</p>	<p>Math: With a partner, create a classroom map that features a simple letter-number grid. Draw in symbols for features such as the teacher’s desk, windows, doors, centers, and bookshelves. Create a map key to define the symbols you used. Write direction riddles on index cards that your partner can follow to find specific locations on the map, such as <i>Trace column 1. Then trace row B. What do you find?</i> Have your partner write the answers to each.</p>
<p><b>Useful to Work on at Grade 2:</b> 2.17.18 Identify and compare the characteristics of world regions. (17A)</p>	<p>Draw a picture of different world regions. In a chart, compare their characteristics.</p>	<p>Art: Pick two world regions, and use the Internet or library resources to research their characteristics. Then draw illustrations of their characteristics on poster board so people can see the differences and similarities.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 17: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.17.19 Recognize the unique features of a region, including wildlife, structures, and activities. (17D)</p>	<p>Use the Internet or library resources to research a region in Illinois that has unique features. List the unique features, including wildlife, structures, and activities. For example, you may choose to describe the unique features of Illinois Beach State Park.</p>	<p>Science: Recognize that different kinds of wildlife are only found in certain places. Use the Internet or library resources to research some unique animals that live in the United States that can only be found in certain places. For example, the prairie dog mostly lives on prairie land.</p>
<p>2.17.20 Describe how landforms and bodies of water of a region change over time. (17D)</p>	<p>Find photographs of the Appalachian Mountains. Compare those photographs with ones of the Rocky Mountains. Note that because the Appalachian Mountains are older than the Rocky Mountains, they are more round and worn from time. That is why the Rocky Mountains look sharper and are higher than the Appalachians. Research other landforms and bodies of water of a region that have changed over time. Describe their changes in a short paragraph.</p>	<p>Science: Research the different types of erosion, including glacier and water erosion.</p>

# Grade 2 State Goal 18

**State Goal 18: Understand social systems, with an emphasis on the United States.**

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical to Understand and Master at Grade 2:</b>                      2.18.01                      Identify folklore from different cultures that became part of the heritage of the United States. (18A)</p>	<p>Use the Internet or library resources to research the folktales about Br'er Rabbit. Write a couple of sentences about how this folktale came from African heritage but is now a part of the heritage of the United States.</p>	<p>Language Arts: Write a paragraph explaining how other people's culture can influence American culture. Why do you think this happens?</p>
<p>2.18.02                      Explain ways citizens work together to solve a community problem. (18B)</p>	<p>Think of ways that citizens in your community work together to solve a community problem, such as cleaning up a park or starting a workshop to help others learn to read. Write down your list, and share it with the class.</p>	<p>Language Arts: Write a paragraph about a recent problem in your community. How did the citizens in your community work together to solve this problem?</p>
<p>2.18.03                      Explore different points of view about what individuals do to get along with one another. (18B)</p>	<p>Interview friends and family members about how they get along with one another. Write a paragraph comparing and contrasting each person's point of view.</p>	<p>Art: Make a poster with a slogan to encourage people to get along with one another. Draw a picture of friends or groups having a good time.</p>
<p>2.18.04                      Follow the steps for working together in a group. (18B)</p>	<p>Working in groups, plan a project. Then follow these steps in order to work together as a group:                      1. Listen to each person's ideas. Plan together how to do the job.                      2. Give each person a task.                      3. When the job is done, talk about it.</p>	<p>Art: As a class, make a bulletin board showing different cultures in your school. Work together to list the steps needed to complete the bulletin board. Write what to do in each step. Then make the bulletin board.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.18.05 Recognize that people depend on the things from Earth to meet their food needs. (18C)</p>	<p>Make a two-column chart with the labels <i>food I like to eat</i> and <i>where they come from</i>. Then fill in the chart with the places your favorite food comes from. For example, if one of your favorite foods is bread, bread is made from wheat and other grains that come from Earth.</p>	<p>Language Arts: Read <i>The Tortilla Factory</i> by Gary Paulsen, Harcourt Brace, 1995. Discuss how the workers in the story used things from Earth to meet their food needs.</p>
<p><b>Significant to Develop at Grade 2:</b> 2.18.06 Recognize that people in groups have different points of view. (18B)</p>	<p>Answer the following question: <i>What do you do when someone has a point of view that is different than yours?</i> Then write a response. Emphasize that people in groups have different points of views.</p>	<p>Health: Pick an issue related to safety or health, such as wearing a helmet while riding a bicycle or using gloves to pick up litter. Then interview different people about their different points of view on the issue.</p>
<p>2.18.07 Understand how Native Americans met their needs. (18C)</p>	<p>Make a word web with the phrase <i>how Native Americans met their needs</i> in the middle. Fill in the surrounding bubbles with ways that Native Americans met their needs. For example, using buffalo skins, using buffalo meat, using streams and rivers.</p>	<p>Art: Research various types of dwellings, such as hogans (Navajo), plank houses (Northwest tribes), pueblos (Southwest), longhouses (Northeast), or wickiups (Great Basin). Create a model of a particular Native American shelter. Label the model, and write a short description that explains how the Native Americans met their shelter needs.</p>

**ILLINOIS LEARNING STANDARDS: STATE GOAL 18: GRADE 2**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p>2.18.08 Identify ways that groups make choices regarding shelter. (18C)</p>	<p>Make a word web with the word <i>shelter</i> in the middle. Fill in the surrounding bubbles with the types of shelters that your family can live in. Then think of ways that your family can agree on a type of shelter to live in.</p>	<p>Math: Sometimes finding shelter depends upon how much that type of shelter would cost. Use the Internet or library resources to research how much the types of shelters in your community cost.</p>
<p>2.18.09 Identify ways that groups make choices regarding clothing. (18C)</p>	<p>Answer the following question: <i>How do you shop for your clothing? Can you buy whatever you want, or do you have to have your parent or guardian approve your clothing?</i></p>	<p>Art: Draw pictures of the types of clothing you like to wear. Make captions about where you got the clothing and how you made the decision to get that type of clothing in the first place.</p>
<p><b>Useful to Work on at Grade 2:</b> 2.18.10 Identify major social institutions in the community. (18B)</p>	<p>Make a chart of the different social institutions, such as universities, which are part of your community. Fill in the chart with ways they impact your life.</p>	<p>Language Arts: Write a letter to a university in your area thanking the people at the university for influencing your community.</p>