

8/9/2005

**Civics-Government**

**Second Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 1:** The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
The student: 1. (K) recognizes that rules provide order and safety and benefit all school and <i>community</i> members.	<ul style="list-style-type: none"><li>• Use school handbook to identify and discuss school rules. (1)</li></ul>
<p><b>Teacher Notes:</b> <i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p>	

**Civics-Government**

**Second Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 2:** The student understands the shared ideals and diversity of American society and political culture.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
The student: 1. (K) identifies and defines the characteristics of a good <i>citizen</i> (e.g., honesty, courage, <i>patriotism</i> , tolerance, respect).	<ul style="list-style-type: none"><li>Using pictures from newspapers, magazines, identify types of people who model good <i>citizenship</i>: soldier, fireman, teacher, <i>community</i> leader, a good neighbor. (1)</li></ul>
<p><b>Teacher Notes:</b> <i>Citizen</i> - a native or naturalized member of a political community. <i>Citizenship</i> - conduct as a citizen; the status of a citizen with rights and duties. <i>Community</i> - any group living in the same area or having interests, work, etc. in common. <i>Patriotism</i> - loyalty and devotion to one's country.</p>	

**Civics-Government**

**Second Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 3:** The student understands how the United States Constitution allocates power and responsibility in the government.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
The student: 1. ★(K) recognizes that the United States <i>Constitution</i> is a written plan for the rules of <i>government</i> (e.g., knows the Constitution lists rules of the government compared to the rules for the family, classroom, or school).	• Show a replica of the United States Constitution. Pose questions for discussion: Why would a group of people create such a document? Can rules ever be changed? Are the “rules” in the Constitution for some or for everyone? (1)
<b>Teacher Notes:</b> 1. ★ H5B3I6, C6B4I1 <i>Constitution</i> - a document containing the system of fundamental laws of a nation, state, or society. <i>Government</i> - institutions and procedures through which a territory and its people are ruled.	

**Civics-Government**

**Second Grade**

**Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.**

**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <p>1. (A) discusses how <i>rights</i> and <i>privileges</i> change over time and in different situations (e.g., the right to vote at eighteen, the privilege of being louder on the playground than in the classroom).</p>	<ul style="list-style-type: none"> <li>• Use two-column organizer to list rights (speaking, going to school, safety) and privileges (to have extended recess time, seeing a movie, class party, staying up late). Discuss how privileges are earned. (1)</li> <li>• Create a personal timeline of the rights and privileges that each is hoping will be awarded over time: staying up late, walking to a friend's house alone, driving, etc. Discuss how rights and privileges are related to age and maturity. (1)</li> </ul>
<p><b>Teacher Notes:</b>  <i>Privileges</i> - a special advantage or benefit not enjoyed by all.  <i>Rights</i> - those individual liberties granted to all persons through the U. S. Constitution.</p>	

8/9/2005

**Civics-Government**

**Second Grade**

**Civics-Government Standard:** The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

**Benchmark 5:** The student understands various systems of governments and how nations and international organizations interact.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
The student: 1. ★ (A) demonstrates leadership in the classroom.	<ul style="list-style-type: none"><li>• Allow students to have opportunities for leadership throughout the academic year: cooperative group leader, line leader, library helper, class president. (1)</li></ul>
<b>Teacher Notes:</b> 1. ★ C5B2I4	

**Economics**

**Second Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) knows the difference between <i>goods</i> and <i>services</i>, and provides examples how each satisfies people’s <i>wants</i> and <i>needs</i>.</li> <li>2. (K) identifies examples of <i>producers</i> and <i>consumers</i>.</li> <li>3. ★(A) - (\$) identifies the <i>opportunity cost</i> of a choice (e.g., next best alternative not chosen).</li> </ol>	<ul style="list-style-type: none"> <li>• Look at a group of pictures and sort them into goods and services. For each picture identify if it satisfies a want or a need. (1) See also: HB1I1&amp;2</li> <li>• Make a <b>Venn diagram</b> of producers and consumers. (2) See also: GB2I1, GB3I1, BB4I1</li> <li>• Fill a choice tray with small items such as gum, candy, toys, etc. Have student choose two favorite items. Tell students they may only have one item. The item returned to the tray is the opportunity cost. Note: distinguish the next best alternative. (3) See also: GB5I1</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ E6B1I1</li> <li>3. ★ E5B5I1</li> </ol> <p><i>Consumer</i> - a person who buys goods or services to satisfy wants.  <i>Goods</i> - something that you can touch or hold.  <i>Needs</i>- necessities (food, clothing, shelter)  <i>Opportunity cost</i> - in making a decision, the most valuable alternative not chosen.  <i>Producer</i> - one that produces, especially a person or organization that produces goods or services for sale.  <i>Services</i> - something that one person does for someone else.  <i>Wants</i> - desires that can be satisfied by consuming a good, service, or leisure activity.</p>	

**Economics**

**Second Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 2:** The student understands how the market economy works in the United States.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:                      1. ★(K) - (\$) understands the concept of exchange and the use of money to purchase <i>goods</i> and <i>services</i> (e.g., <i>trade with barter</i> or money).</p>	<ul style="list-style-type: none"> <li>• Write a class story about two or more characters that trade by both barter and by use of money. (1) See also: HB2I1&amp;2, GB1I1</li> <li>• Show two pictures to the class: trade using the barter system and trade using the money system. Discuss the difference between barter and money. Role-play both types of trade. Illustrate a barter scene and label picture, "<i>Trade with barter</i>," and then illustrate a trade scene with money labeled, "<i>Trade with money</i>." (1)</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ E6B3I2  <i>Barter</i> - trading goods or services without the use of money.  <i>Goods</i> - something that you can touch or hold.  <i>Services</i> - something that one person does for someone else.  <i>Trade</i> - the exchange of goods or services for other goods and services or money.</p>	

**Economics**

**Second Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>★(K) - (\$) explains the advantage of choosing to save or spend money that is earned or received.</li> <li>★(K) - (\$) defines a <i>budget</i> as a plan for <i>spending</i> and saving <i>income</i>.</li> </ol>	<ul style="list-style-type: none"> <li>Draw a cartoon strip showing the following: someone <u>depositing</u> money in a bank (write deposit \$1.00 under the picture), an item with a <i>price</i> tag -\$3.00 (write saving for _____ under the picture), someone <u>depositing</u> money in a bank ( write deposit \$2.00 under the picture), illustrate the math problem <math>1 + 2 = 3</math> using dollar bills (write I have saved enough to buy _____), someone withdrawing money from the bank,(write withdrawing <i>savings</i> under the picture), purchasing the item with the money, (write purchasing _____ under the picture). (1, 2)</li> <li>Using a table, make a simple classroom budget with income, spending items (lunch, school supplies, etc.-customize it to your classroom). Have students make their own budget using items from their desks. The teacher will need to set the income and the students will need to pick items that will fit within that income: (income \$5.00; spending items: pencil \$0.50, glue \$ 1.00). (1, 2)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>★ E5B5I1</li> <li>★ E5B5I1</li> </ol> <p><i>Budget</i> - a sum of money allocated for a particular use; a plan for saving and spending money.  <i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.  <i>Price</i> - amount of money that people pay when they buy a good or service. It is largely determined by the buying and selling decisions of consumers and producers.  <i>Spending</i> - the use of money to buy goods and services.</p>	

8/9/2005

**Economics**

**Second Grade**

**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

**Benchmark 4:** The student analyzes the role of the government in the economy.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<i>This benchmark will be taught at another grade level.</i>	
<b>Teacher Notes:</b>	

**Economics**

**Second Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.**

**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. (K) - (\$) understands that people earn an <i>income</i> and sometimes <i>benefits</i> for the work they do and gives examples of different types of work within a <i>community</i> both today and in the past.</li> <li>2. ★(K) - (\$) knows that a decision-making process can help people make <i>spending</i> and saving decisions.</li> </ol>	<ul style="list-style-type: none"> <li>• Brainstorm types of jobs that people have in the community. (1) See also: HB2I1, GB2I1, GB4I1</li> <li>• Allow students five minutes to make a list of everything they would buy if they had unlimited money. Compile their <i>choices</i> into a class list and discuss why you would need to save in order to purchase them. (1, 2) See also: HB2I1</li> <li>• Have each student draw or cut out from a magazine different items that they would like to have (teacher may want to limit the number to three or four items), have the students draw a moneybag with the word INCOME and a monetary amount (teacher will tell each student what amount to write on their bag (amounts should be different) written on the bags. Draw a <b>T chart</b> on a large sheet of paper, have the words SPENDING written at the top of one side of the <b>T chart</b> and SAVING written at the top of the other side of the <b>T chart</b>. Have each student bring up their moneybag and one item that they have chosen (or illustrated). As a class decide if the student has enough money from income to purchase the item. If they do, tape the item on the SPENDING side, if they do not have enough income tape the item on the SAVING side and have the student tell why they cannot buy the item right now (I do not have enough income to buy _____. I need to save my income until I have enough money to buy _____.) This may be repeated until all of the students have taped all of their items on the <b>T chart</b>. (1, 2)</li> </ul>
<p><b>Teacher Notes:</b></p> <p>2. ★ E5B5I1</p> <p><i>Benefit</i> - something that satisfies one's wants.</p> <p><i>Community</i> - any group living in the same area or having interests, work, etc. in common.</p> <p><i>Income</i> - financial gain received as wages/salaries, rent, interest, and/or profit.</p> <p><i>Spending</i> - the use of money to buy goods and services.</p>	

**Geography**

**Second Grade**

**Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.**

**Benchmark 1: Geographic Tools and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) makes and uses maps to represent and locate familiar <i>places</i> within cities and Kansas (e.g., title, symbols, <i>legend</i>, <i>compass rose</i>, cardinal directions, grid system).</li> <li>2. ★(K) identifies and correctly uses terms: North, South, East, West.</li> <li>3. ★(K) locates major geography features (e.g., Rocky Mountains, Missouri River, Gulf of Mexico, Kansas City, Wichita, Topeka, Washington, DC).</li> </ol>	<ul style="list-style-type: none"> <li>• Locate a specific place or symbol using an overhead map of the area overlaid with a grid: school yard, playground, neighborhood. (1)</li> <li>• Prior to a field trip, use a teacher drawn simplified map of the area to trace the route to the field trip destination. (1)</li> <li>• Using cardinal direction cards posted in the classroom, play “I Spy” to locate a person or object in the room: “I spy a person sitting south of Susie.” (2)</li> <li>• Attach a compass rose to the top of student desks to use for practice with directions. (2)</li> <li>• Use the vocabulary of North, South, East, and West when giving directions for common classroom procedures: “Line up and face north.” (2)</li> <li>• Have a geography question of the day using the map. (1, 2, 3)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ G6B1I1</li> <li>2. ★ G6B1I1</li> <li>3. ★ G5B1I2</li> </ol> <p><i>Compass rose</i> - a drawing that shows the orientation of north, south, east, and west on a map.  <i>Legend</i> - an explanatory description or key to features on a map or chart.  <i>Places</i> - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.</p>	

**Geography**

**Second Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 2: Places and Regions:** The student analyzes the human and physical features that give places and regions their distinctive character.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:                      1. ★(K) identifies physical and human changes that have taken place over time in the local <i>region</i> (e.g., physical: tornadoes, drought, Kansas as an inland sea; human: new shopping centers, highways, houses).</p>	<ul style="list-style-type: none"> <li>• Conduct an interview with older students or parents to learn about physical changes to the school that have taken place since they have attended there. (1) See also: HB4I2, HB4I4</li> <li>• Use photographs and/or maps to compare differences within a city and/or state over time: city boundaries, buildings, roads. (1) See also: HB1I1, HB1I2, HB1I3, HB4I2, HB4I4</li> <li>• Invite a guest speaker who is familiar with the <i>community</i> (e.g., grandparent, school staff member) to talk about changes. (1) See also: HB4I2, HB4I3, HB4I4</li> <li>• Discuss ongoing changes in the neighborhood: new houses, telephone wires, planting trees, bridges, roads, parking lots. Discuss how these change the land. (1)</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ H6B4I1  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Region</i> - an area with one or more common characteristics or features which make it different from surrounding areas.</p>	

**Geography**

**Second Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
The student: 1. (K) describes how weather affects environment (e.g., deciding when crops are planted and harvested, lack of rain causes drought, early freeze kills plants).	<ul style="list-style-type: none"><li>• Mound soil or sand in a rectangular container. Use a watering can sprinkler to simulate rain. Observe the changes that take place. Repeat this procedure in a second pan that has soil with grass roots. Compare the results. (1) See also: HB4I3</li><li>• Go for a walk outside and look for signs of weathering. (1) See also: HB4I3</li><li>• Use plants in milk cartons to observe and record the effects of watering, not watering, and over watering. (1) See also: HB4I3</li></ul>
<b>Teacher Notes:</b>	

**Geography**

**Second Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:                      1. ★(K) identifies the past and present settlement or development patterns of his/her <i>community</i> or local area.</p>	<ul style="list-style-type: none"> <li>• Brainstorm reasons why <i>places</i> are located where they are: airports outside the city, hotels in downtown areas, parks' <i>locations</i>, grocery stores, churches, stoplights and stop signs, malls. (1) See also: HB4I4</li> <li>• Research and map where their family ancestors came from. (1) See also: HB2I2, HB2I3, HB4I2</li> <li>• Interview grandparents to find out why their families settled in Kansas and what they did. (1) See also: HB2I3, HB4I2</li> <li>• Discuss cultural areas in our city and celebrations. (1) See also: HB2I2</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ E6B1I1, H6B1I2  <i>Community</i> - any group living in the same area or having interests, work, etc. in common.  <i>Location</i> - the position of a point on the Earth’s surface, expressed by means of a grid (absolute location) or in relation to the position of other places (relative location).  <i>Places</i> - locations having distinctive characteristics, which give them meaning and character, and distinguish them from other locations.</p>	

**Geography**

**Second Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:                      1. ★(K) describe how <i>physical systems</i> influence people and their activities.</p>	<ul style="list-style-type: none"> <li>• Research how physical systems influence farming: cattle grazing in Flint Hills, crop damage due to bad weather, successful wheat production due to rich soil and winter moisture. (1)</li> <li>• Use pictures to describe how the environment affects crops and livestock raised in Kansas. (1)</li> </ul>
<p><b>Teacher Notes:</b>                      1. ★ E6B1I1  <i>Physical systems</i> - processes that create, maintain, and modify Earth’s physical features and environments, consisting of four categories: atmospheric (e.g., climate), lithospheric (plate tectonics, erosion), hydrospheric (water cycle, ocean currents), and biospheric (plant and animal communities).</p>	

**Kansas, United States, and World History**

**Second Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 1:** The student understands the significance of important individuals and major developments in history.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) compares various forms of transportation in Kansas past and present (e.g., the horse, steamboat, trains, airplanes, cars).</li> <li>2. ★(A) compares and contrasts the ways people communicate with each other past and present.</li> <li>3. ★(A) identifies important innovations made in the past that influence today (e.g., Wright Brothers – airplane; Henry Ford – automobile; Ancient China – irrigation, paper; Inca – highways to connect cities).</li> <li>4. ★(K) recognizes the impact of contributions made by leaders past and present.</li> </ol>	<ul style="list-style-type: none"> <li>• Find pictures of a variety of means of transportation used in the past and present; do a commercial about a particular type of transportation. (1)</li> <li>• List kinds of communication described in books; make a poster telling how these are alike and how they are different. (2)</li> <li>• Describe how an important innovation from the past affects our lives today. (3)</li> <li>• Use story mapping to record information about a historically significant person’s life; develop trading cards by drawing a picture of a notable leader on one side and writing a list of his/her accomplishments on the other. (4)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ H5B1I3, H6B4I1</li> <li>2. ★ H5B1I3, H6B4I1</li> <li>3. ★ H5B1I3, H6B4I1</li> <li>4. ★ C5B2I4</li> </ol>	

**Kansas, United States, and World History**

**Second Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 2:** The student understands the importance of experiences of groups of people who have contributed to the richness of our heritage.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) compares and contrasts daily life of an historic Plains Indian family, a pioneer family, and a modern family in Kansas.</li> <li>2. ★(A) defines <i>immigration</i> and gives past and present examples from Kansas.</li> <li>3. ★(K) defines history as the story of the past.</li> </ol>	<ul style="list-style-type: none"> <li>• Use stories, <i>artifacts</i> and music to interpret some aspect of daily life for a plains Indian family, a pioneer family, or a modern family in Kansas. (1)</li> <li>• Use <i>primary</i> and <i>secondary sources</i> to construct a table that summarizes geographic, political, economic, and religious reasons that brought <i>immigrants</i> to Kansas. (2)</li> <li>• Write a play based on a folk song or story that describes a part of Kansas history. (3)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ H5B1I1, H6B4I1</li> <li>2. ★ H6B4I1</li> <li>3. ★ H6B4I1</li> </ol> <p><i>Artifacts</i> - objects that were used by people long ago.  <i>Immigrant</i> - a person (migrating into) coming to a particular country or area to live.  <i>Immigration</i> - to enter and settle in a country to which one is not native.  <i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).  <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	

**Kansas, United States, and World History**

**Second Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 3:** The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, United States and World history.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
The student: 1. (K) recognizes the importance of the <u>Declaration of Independence</u> and the <u>Star Spangled Banner</u> . 2. (A) locates and explains the importance of landmarks and historical sites today (e.g., Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter’s Mill).	<ul style="list-style-type: none"><li>• Draw a picture representing an image from either the <u>Declaration of Independence</u> or <u>Star Spangled Banner</u>. (1)</li><li>• Write clues that describe important national, historic landmarks and sites; have other students guess the name of the landmark or site. (2)</li></ul>
<b>Teacher Notes:</b>	

**Kansas, United States, and World History**

**Second Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 4:** The student engages in historical thinking skills.

Second Grade Knowledge and/or Application Indicators	Second Grade Instructional Suggestions
<p>The student:</p> <ol style="list-style-type: none"> <li>1. ★(A) creates and uses timelines.</li> <li>2. (A) locates information using both <i>primary</i> and <i>secondary sources</i>.</li> <li>3. ★(A) uses information to understand cause and effect.</li> <li>4. (A) compares and contrasts to draw conclusions.</li> <li>5. (A) uses research skills (e.g., discusses ideas; formulates broad and specific questions; finds and selects information with help; records, organizes and shares information).</li> </ol>	<ul style="list-style-type: none"> <li>• Create and use personal and historical timelines. Make a human timeline--study a historical topic, and write an important fact about the topic on a sheet of paper (total of 5-7 facts). Give the facts to a small group of students, and have them arrange themselves in order along a timeline.(1)</li> <li>• Retell historical stories using primary and secondary sources: maps, photos, oral histories, newspapers, letters, etc. (2)</li> <li>• Select contributions made by past and present leaders and have students describe what was the cause of a contribution and what was the effect of the contribution. (3)</li> <li>• Write a concluding statement showing a comparison. (4)</li> <li>• Develop a research project on a topic students have been studying; help students develop a question about the topic and assist students in gathering, organizing, and recording details (in their own words) that will answer the question. (5)</li> </ul>
<p><b>Teacher Notes:</b></p> <ol style="list-style-type: none"> <li>1. ★ H5B4I1</li> <li>3. ★ H6B4I1</li> </ol> <p><i>Primary source</i> - a first-hand account of an event, person, or place (official document, diary, letter, historical photograph, oral testimony).  <i>Secondary source</i> - an account of an event, person, or place that is not first-hand (textbook information, historically based movies, biographies).</p>	