

2nd Grade History and Social Studies

(With Utah State Core Standards)

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Unit 1: Maps and Globes

**Standards Taught: 2.SS.G.3, 2.SS.G.3.1, 2.SS.G.3.1.a,
2.SS.G.3.2, 2.SS.G.3.2.a, 2.SS.G.3.2.b, 2.SS.G.3.2.c,
2.SS.G.3.2.d**

***Words in bold are vocabulary words your child should learn**

Lesson 1: How to Read a Map

You will need a state, country, and world map for this lesson. You will also need the two maps in the workbook.

Give your child the map you printed that includes the key. A map tells us several things. First, a map shows us a location, a place. Sometimes a map can be of the whole world. Sometimes it is a place as small as a house. This is a map of a park.

Point out the **key** and explain that the key tells us what the symbols on a map represent. Point out each of the items on the key, ask your child to read the word beside them, and then have your child find each one on the map.

Next, show your child the map with a **legend**. Point to the legend and explain that a legend shows us the physical features of the land. A map is flat so we can't see the mountains, rivers, or forests. A legend helps us to understand where those things are. Point to the first item on the legend, have your child read the word beside it, and find those on the map. Repeat for each item on the legend.

Show your child the map of your state. Ask them to tell you the state name. Explain that this map is bigger than just a city, it shows the entire state. Point out the **compass rose**. Explain that the compass rose shows us the direction of the map. Point out each direction (**north, south, east, and west**) and show your child which way those directions are from where they stand. Allow your child to point the north point of the compass rose to the north.

Next, help your child find your city on the map. Explain that this shows where we live. Show your child a few familiar points on the map and the route you take from your home to get to those points.

Show your child the map of the country. Explain that this map shows all of the **United States**. Ask your child to find the compass rose and say each of the four directions. Point out your state and city on the map.

Finally, show your child the map of the world. Ask them to point out the compass rose. Explain that this map shows the entire planet Earth. Point out the difference between **continents** and **oceans**. Explain that much of the world is made up of water.

Point out the **latitude** (horizontal) and **longitude** (vertical) lines on the map. Ask your child if they can find the United States on this map. Explain that these lines aren't really written on the earth, but that we use them on maps to help us mark and find our way. This is called a **grid**.

Ask your child to find the United States on the map. Point out your home on the map. Point out a few familiar areas or places your child would like to travel to. Answer any questions your child may have.

Lesson 2: Using a Globe

For this lesson you will need a globe.

Quickly review the previous lesson with your child. Go over the vocabulary terms: key, legend, compass rose, north, south, east, west, latitude, longitude, and grid.

Show your child the globe. Explain that a globe is like the map of the entire world, but it is not flat. Ask your child to name the shape of the globe (sphere).

Point out the **poles**. Explain that the earth has two poles, north and south. Discuss a few facts your child may know about each pole (e.g Santa, polar bears, penguins).

Next, ask your child to point out the latitude and longitude lines. Explain that, like on the map, these lines are not actually

there, but that we use the grid to help us figure out where we are looking. Point out the **equator** and **prime meridian**. Explain that these lines pass through the middle of the earth and they go all the way around.

Ask your child to point out oceans and **continents**. Explain that the continents make up most of the land. Name and point to each ocean: Artic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, and Southern. Name each continent for your child as you point to it: North America, South America, Asia, Australia, Antarctica, Africa, and Europe. Ask your child to repeat each name as you go.

Watch this video a few times with your child and encourage them to learn the song [here](https://www.youtube.com/watch?v=_Px4zP9rPo) (https://www.youtube.com/watch?v=_Px4zP9rPo)

Lesson 3: Labeling the Continents and Oceans

Using a map or a globe, review with your child the names of the continents and oceans.

Print the worksheet at this [link](https://i.pinimg.com/originals/1c/ae/f8/1cae f8002cc92441c52ea437d38f81df.png) (<https://i.pinimg.com/originals/1c/ae/f8/1cae f8002cc92441c52ea437d38f81df.png>) and work through it with your child, explaining that they will need to memorize the names of every ocean and continent:

Print 6 copies of the worksheet at this [link](http://imanshomeschool.blogspot.com/2016/03/continents-oceans-cut-label-map.html) (<http://imanshomeschool.blogspot.com/2016/03/continents-oceans-cut-label-map.html>) for future use.

Lesson 4: Traffic Signs Drive

Give your child a copy of the continents and oceans map that you printed last lesson.

Ask them to color the continents each a different color. Next, ask them to color the oceans blue. Finally, ask them to cut out the labels and glue them to the correct areas of the map. Allow your child to use your world map as a reference if needed.

Give your child the Traffic Signs Scavenger Hunt paper. Explain that this paper shows common traffic signs that we may find driving around. Each one tells us something different and reminds us of rules that keep everyone safe on the road.

Briefly discuss the name and meaning of each sign with your child. Give them a clipboard and pencil. Then, drive around town, asking your child to look for these signs and mark them off as he/she finds them. Answer any questions your child may have about these or other signs they find. Save the worksheet for the next lesson.

Lesson 5: Traffic Symbols Review

Give your child a copy of the continents and oceans map that you printed last lesson. Ask them to color the continents each a different color. Next, ask them to color the oceans blue. Finally, ask them to cut out the labels and glue them to the correct areas of the map. Allow your child to use your world map as a reference if needed.

Give your child the traffic signs worksheet from the last lesson. Ask the following questions: What are these called and what do they do? What does the first sign mean when the light is red? Green? Yellow? Finally, point to each of the 11 remaining signs one by one. Ask your child to name each sign and tell you what they mean.

Unit 2: Native Americans

**Standards Taught: 2.SS.C.1.2.c, 2.SS.C.1, 2.SS.C.1.1.b,
2.SS.C.1.2.a, 2.SS.C.1.2.b, ELA.SL.1, ELA.SL.3, ELA.R.2,
ELA.R.3**

Lesson 6: American Indians

Give your child a copy of the continents and oceans map that you printed last lesson. Ask them to color the continents each a different color. Next, ask them to color the oceans blue. Finally, ask them to cut out the labels and glue them to the correct areas of the map. Allow your child to use your world map as a reference if needed.

Ask your child if they know who Native Americans are. Allow them to tell you what they know about American Indians. Correct any falsehoods.

Explain that American Indians, or Native Americans, are people who lived on the American continents (point out North and South America on a map) before others came to settle it.

Read 2 Nephi 1:6 with your child.

Explain that Lehi was a prophet long ago, just like our prophet today. He was asked by Heavenly Father to bring his family to the Americas. Most people in the world did not know that these continents existed then. Heavenly Father kept them hidden and safe. However, he brought certain righteous people to the Americas. Lehi and his family were some of these people. The Jaredites and Mulekites were others that Heavenly Father led to the Americas. Many of those who came to the Americas early in history sailed across the ocean. Some, however, walked across the Bering Land Bridge, a piece of land that crosses from Asia to Alaska but is now underwater. Point this area out on a map.

The people that Heavenly Father brought to the Americas built houses, had families, and lived their lives. They spread across the two American continents over time. They had wars and times of peace. They had times where they were righteous and followed the commandments and other

times when they did not. Many of the decedents of these people were what we now call Native Americans.

Native Americans did not have all of the same things we do today. They had to hunt and gather their own food, there were no stores. They had to cook on a fire. They did not have electricity. They had to go to a stream to get water; they did not have pipes in their home.

Their homes were different than ours, too. They used the materials around them. Some had wood to build their houses. They would create longhouses or wigwams. Some built their houses out of bricks they made from mud or adobe. Others, who traveled and lived wherever they went, lived in tepees. Show your child an image of each of these [examples](https://i.pinimg.com/originals/e0/30/dd/e030dd81a3058b02a8875112c46113f6.jpg) (https://i.pinimg.com/originals/e0/30/dd/e030dd81a3058b02a8875112c46113f6.jpg).

Today, the decedents of Native Americans live just like we do. They have houses and grocery stores just like us. Many live in our neighborhoods and are our friends. Some live on reservations, or land that was given to them after settlers came. They share stories, music, food, and dances from their ancestors and continue to learn about them.

Build a tepee with your child. You can use a few sticks or wooden skewers with a cone shape from a piece of fabric or paper, playdoh, or any other material that you have. Allow your child to decorate their teepee. Ask your child to tell you what they learned as you work together.

Lesson 7: Goshutes in Utah ¹

Give your child a copy of the continents and oceans map that you printed last lesson. Ask them to color the continents each a different color. Next, ask them to color the

oceans blue. Finally, ask them to cut out the labels and glue them to the correct areas of the map. Do not allow them to use the map as a reference today unless they cannot remember on their own.

Ask your child to review what they learned about Native Americans last lesson. Tell them that there were several different Native American tribes, or groups, that lived in Utah. Each tribe had their own culture, or way of living and communicating. They had their own language, art, food, stories, and ideas.

Show your child the map of Utah tribes found at this [link](http://www.native-languages.org/utah.htm) (<http://www.native-languages.org/utah.htm>) and point out the Goshute tribal area.

Explain that one tribe that lived in Utah was the Goshutes. The Goshutes lived in the desert parts of Utah. They were hunter-gatherers, meaning they followed animals and searched for plants that grew in the wild for their food. They were great storytellers and kept an oral, or spoken, rather than written history. Today we are going to hear one of their stories.

Visit the following [link](http://utahindians.org/Curriculum/pdf/4thgo-shute.pdf) (<http://utahindians.org/Curriculum/pdf/4thgo-shute.pdf>) and tell your child the story on pages 6-7. Ask your child the following questions: What did Coyote want? How did Coyote trick Mother Hawk? How did Mother Hawk feel about this trick and what did she do? What happened to the mountain as Mother Hawk tried to catch Coyote? What did the scratches from Mother Hawk on the mountain turn into that helped the Goshute tribe? What can we learn from this story?

Ask your child to draw and color a picture of the story. Allow them to display the picture in your home and tell the story to someone in your family.

Lesson 8: Navajo in Utah¹

Ask your child to review what they learned about the Goshute tribe. Point out the area on the map (from the previous lesson) that shows where the Navajo lived in Utah.

Explain that another group of Native Americans that lived in Utah were called the Navajo. The Navajo were, and some still are, farmers. They came to Utah looking for a place to feed their sheep and goats. They were hunter-gatherers like the Goshutes, but they also grew some of their own food. They lived in southeastern Utah, but many had to leave after other Native American tribes fought against them.

The Navajo had their own language and served in the military as code talkers during World War II. Code talkers are people who can talk in a language that others don't understand. They helped soldiers stay safe by keeping their plans and locations secret from those who may want to hurt them. They helped the soldiers communicate on radios in a way that the bad guys couldn't understand. Code talkers were heroes that saved many lives.

Watch the video at this [link](https://www.youtube.com/watch?v=ciFv_ONffdw) (https://www.youtube.com/watch?v=ciFv_ONffdw) with your child, explaining that the man talking is a Navajo Code Talker.

Ask your child to do the Navajo Code Talkers worksheet from the workbook.

Lesson 9: Paiutes in Utah

Give your child a copy of the continents and oceans map that you printed last lesson. Ask them to color the continents each a different color. Next, ask them to color the oceans blue. Finally, ask them to cut out the labels and glue them to the correct areas of the map. Do not allow them to use the map as a reference today.

Ask your child to review what they learned about the Navajo Code Talkers in the last lesson.

Explain that today we are going to learn about another tribe that lived in Utah. On the map from the previous lesson, point out the area where the Paiute tribes lived.

Explain that the Paiutes lived in southeastern Utah as hunter-gatherers. They, like the Navajo, also grew some of their own food. They traveled and worked together in family units, rather than in big groups, but gathered together for celebrations and ceremonies. The Paiutes, like the Goshutes, were story tellers. They told stories about Wolf and Coyote and other animals.²

Young Paiutes learned several skills that would help them to live as they grew. Hunting, identifying plants, planting and growing food, and basket weaving were some important skills.

Weaving provided rugs, blankets, clothing, and baskets. Teach your child to weave using the following activity:

1. Cut 1 inch X 8.5 inch strips of a construction paper
2. Cut a 8.5 X 8.5 inch square of construction paper of a different color. Cut parallel slits at 1 inch intervals across this paper, being sure to leave a 1 inch area around the outside edges that is not cut
3. Using the first paper strip, show your child how to weave it through the slits in an “over-under” pattern.
4. Allow your child to continue weaving until their square is full

Lesson 10: Utes and Shoshone in Utah³

Ask your child to review what they remember learning about the Paiute tribes in the previous lesson. Explain that today we

are going to learn about two more groups of Native Americans that lived in Utah.

Point out the area on the map (from the previous lessons) where the Shoshone (show-SHOW-nee) tribes lived. Explain that the Shoshone lived in family groups, had stories and songs, and were hunter-gatherers.

Ask your child to draw and color a picture of a Shoshone hunter, explaining that men and boys usually did the dangerous job of hunting. Next, ask your child to add a picture of a Shoshone gatherer and some plants they may have searched for. Discuss a few native, edible plants such as pine nuts.

Next, point out the area where the Utes lived in Utah. Explain that the Utes are the group from which Utah gets its name. They lived in the central and eastern areas mainly, though different tribes could be found throughout the state. They were hunter-gatherers and eventually learned to train and ride horses. They were nomadic, meaning they moved around according to the seasons, searching for plants and animals to eat. They believed that settling down in one place would mean they would starve.¹ The Utes traded with other tribes and settlers. They were also known as great warriors who conducted raids against other Native American tribes, sometimes taking them into slavery to sell to settlers.

Explain that one of the most important things to Utes was teaching their children. Children worked hard next to their parents and grandparents, learning how to do everything the adults did. Even babies stayed with their parents all of the time, usually held by a cradle-board on their mother’s back.

Teach your child one of the skills that you use every day and allow them to help you with it. It may be doing the dishes,

separating laundry, or working in the garden.

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Unit 3: Immigration

**Standards Taught: 2.SS.C.1, 2.SS.C.1.1,
2.SS.1.1.a, 2.SS.C.1.1.b, 2.SS.C.1.1.c, 2.SS.C.1.2,
2.SS.C.1.2.a, 2.SS.C.1.2.b, 2.SS.C.1.2.d,
2.ELA.L.2, 2.ELA.IR.4.1, 2.ELA.IR.4.2,
2.ELA.IR.4.2.a, 2.ELA.IR.4.2.b, 2.ELA.IR.4.2.c,
2.ELA.IR.7.1.a**

Lesson 11: Immigrants

Show your child a picture of the Statue of Liberty. Ask them to describe the statue to you and tell you what they know about it.

Explain that the Native Americans who lived on the land were soon joined by several others. Christopher Columbus sailed to the Americas, landing in South America. (Point out his route from Spain to modern-day Dominican Republic). He took the news of this New World to Spain and others in Europe. Soon, others began to board boats and cross the Atlantic. At first it was just a few small groups. These men and women, including the Pilgrims, built colonies and began to settle the land. The Native Americans sometimes helped the settlers. Other times, they or the settlers would harm each other and fight in battles against each other.

Soon, there were colonies, or places that were owned by far-away countries, in America. The colonies were owned by England (point it out on a map) and wanted to be free. The Revolutionary War was fought and America became its own country.

People did not stop coming to America, though. Seeing our freedom and prosperity (we had all we needed), people from all over the world came to join the country and become Americans. They came on boats, like the Pilgrims. After 1886, they saw the Statue of Liberty when they landed. This statue was a symbol, promising that they would have the chance to be free and work hard for a better life. Many immigrants (people who came from far away), were very poor. Often, they helped each other and struggled to learn the language, find work, and build a life for their families.

Many of our ancestors were among these people who worked hard to build this

country. They hoped that their children, grandchildren, and others in their family would have freedom and a comfortable life.

Share a story with your child from your family history about an immigrant, pointing out geographic locations on a map. Give as much detail as possible and show photos if you have any. Then, create a project, prepare a food, or read a book from that relative's culture.

Lesson 12: Immigrants Come to Utah

Ask your child to point to New York on a map or globe and review what they learned about the Statue of Liberty, its meaning, and the immigrants that came to America over the years.

Next, ask your child to point to Utah on the map or globe. Explain that, for a long time, no one lived in Utah except the Native American tribes we learned about earlier. Ask your child to briefly review what they remember about the tribes from Utah.

Then, in 1847, the Mormon Pioneers arrived. Explain that Mormon is a term that many use to describe the members of The Church of Jesus Christ of Latter-Day Saints. Tell your child that these pioneers came to Utah with handcarts and wagons. They came following the prophet Brigham Young and trying to find a place that was safe for them to live the way they believed to be right. In the place they left behind, the laws were not being followed and they were being hurt for their beliefs.

When the pioneers arrived in Utah, they found a land that was not settled. They also found that Native American tribes were living on the land in certain seasons. The pioneers worked hard to settle the land, build houses churches and temples, and grow food. Life was very hard for them.

The pioneers also worked to teach the Native Americans how to farm and shared food with them. Both the pioneers and the Native Americans tried to work together and share the land, but there were sometimes battles between them as they fought over water, land, and food.

Eventually, the pioneers created cities and towns and Utah began to grow into a prosperous (having everything they needed) and free land. Later, Utah became a part of the United States and the protection that the Saints were once denied was given to them under the Constitution.

Since then, many other immigrants have come to Utah. People from all around the world travel, work, learn, and live here. Many who come are members of The Church of Jesus Christ of Latter-Day Saints. They bring with them the foods, stories, styles, and ideas of their cultures. Utah has grown and adopted many customs from the many different cultures all living together in one area.

Lesson 13: Immigrants in Utah⁴

Ask your child to point out the European continent on a map. Point out a few of the countries on that continent (our family uses Germany, England, and Spain as examples).

Explain that today Utah is made up of decedents of immigrants and immigrants from all around the world. Most of them come from Europe. When someone moves from their home country to America, they bring the cultures of their country with them and share them here. We can see examples of this all around us.

Explain a few of the cultural aspects that exist in Utah that came from other countries. For example, Germany taught us about hot dogs and sausages. They also gave us the word *kindergarten*. We can see the

influence of immigrants from England in the way we talk to each other (the English language).

Explain that some of the cultures that we see in Utah that are not from Europe, but other areas, are Asian, Hispanic, Spanish, and we often see different types of Asian and Hispanic/Spanish foods being prepared in Utah restaurants and sold in Utah stores. Fried rice, kimchi, tacos, empanadas, and tamales are great examples of this. Utah also has songs and stories from Africa (Amazing Grace is one example), and art, stories, and foods from Native Americans.

Discuss some of the local examples of culture **contributions** from different places that you may see. Take your child on a cultural field trip around your town. You may visit a restaurant, store, memorial, or museum that celebrates a culture from around the world. Allow your child to explore, ask questions, and research what they find.

Briefly point out that there are still immigrants coming to Utah. Many will bring their own cultures and teach others as they adopt the cultures that are already here. A part of what makes America so great is that we can share and learn from each other, taking the very best things from around the world and putting them together.

Lesson 14: A Tale of Two Cultures

Choose two different countries that have differences in culture and that your child has connections to. These may be countries where ancestors came from, countries that have a specific influence on your town, countries that friends or family members come from, or countries that are simply interesting to your child. Together, research and study the cultures and fill in the Tale of Two Cultures page of the workbook. This is

a great time to visit a museum, try a new food, learn a new story, or spend time learning from a family member about their own culture.

As you work, discuss the differences and similarities in the two cultures you have chosen. **Compare** and **contrast** the cultures together. Point out that the different cultures have found a way to honor their respective heritage and still work together in everyday life.

Finally, discuss a **custom** or **tradition** from each culture you studied with your child. Explain that a custom or tradition is something that is done over and over again within a culture. Point out a few of your family customs and/or traditions. Explain why they are important to your family and then discuss with your child reasons that the customs/traditions you learned about the two cultures may be important to those who celebrate them.

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Unit 4: Geography

**Standards Taught: 2.SS.G.3.b,
2.SS.G.3.c**

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Lesson 15: Geographic Features and People Living in Them: Mountains

While inside the house, ask your child to describe their **environment** to you. Explain that environment means the things they see and feel in the place that they live. Allow your child to describe their environment. Encourage them to note colors, structures, temperatures, and other characteristics of your home.

Next, take your child outside. Ask them to describe the environment there. How is the same? How is it different?

Explain that there are several different environments throughout the world. Each of these environments gives us different things that we need. Inside, for example, gives us shelter from storms, cold weather, and bugs. Outside we can grow food and have room to play.

Then explain that each environment also has challenges that we need to overcome to live comfortably in them. Inside, for example, we cannot build a fire to cook our food so we built a stove. Outside, the ground may have been rocky or hard so we planted grass. This is called **modifying** our environment.

Point to a nearby mountain and ask your child to describe it. What is the environment like on the mountain? Discuss the physical features, the plants growing there, the seasonal temperatures, and the height of the mountain. Talk about how the mountain is higher than the valley below and usually is colder and gets more snow.

Ask your child what it would be like to live on the mountain. Would it be easy or difficult? How would they find food, shelter, and water? Discuss the modifications that could be made for an easier life (build a house, dig a well, etc). Then, drive down a canyon road, discussing

how the road was created and how it helps us to get through the mountain without the difficult task of climbing it. Explain that the road is one way we have modified the mountain.

Lesson 16: Geographic Features and People Living in Them: Rivers, Lakes, and Oceans

Ask your child to review what an environment is. Briefly discuss the environments you talked about in the last lesson. Then, ask your child about the modifications that you found in those environments.

Tell your child that today we are going to talk about another environment: rivers. Ask your child to describe a river. Explain that rivers are bodies of water that flow, or move. Rivers empty into larger bodies of water like lakes or oceans. The water in a river has no salt and helps the plants and animals in and around it grow.

Ask your child to describe some of the ways a river may help them if it was a part of their environment. Some examples are: as a drinking water source, to grow food, and to generate power. Briefly discuss some ways in which a river may be modified to better help humans (dams, canals, water wheels).

Explain that another body of water is a lake. Lakes do not move, or flow. They stay still. Most lakes are fresh water, but there are a few with salt water. Like rivers, lakes can be a source of water for the living things in and around them.

Finally, discuss oceans. Explain that oceans are very large bodies of water. Remind your child that they learned the names of each ocean and ask them to point them out on the map. Explain that oceans have salt water in them and are home to

several different animals. Ask your child to name a few ocean animals. Explain that like rivers and lakes, oceans provide us with things we need. We cannot drink the water in oceans because of the salt but we eat many of the creatures that grow in the ocean. We also use oceans and boats to transport (or move) different items we need all around the world.

Using tin foil, bowls, large containers, and other items you may have, allow your child to build a river, lake, and ocean. The tin foil, for example, could be molded into the form of a river with sides folded upwards to allow water to flow through it. A bowl could be the lake the river flows into. A large storage tote, water table, or bathtub could be the ocean. Allow your child to add water to their models, play, and explore.

Lesson 17: Geographic Features and People Living in Them: Deserts

Briefly review a few of the environments that you have learned about with your child. Explain that today we are going to learn more about deserts. Explain that deserts are areas that are usually very hot and always very dry. They don't get much rain.

Ask your child to tell you why they think it may be difficult to live in a desert. (It's really hot, there's nothing to eat, no water to grow food, etc). With each concern your child names, ask them how they would modify the environment to make life better. For example, building a shelter that provides shade or a place that can be cooled with air conditioning would keep you from getting too hot, re-directing a river would help you get water, and growing food that uses very little water would help make sure you had enough to eat.

Watch the video at this [link](https://www.youtube.com/watch?v=CD30d6GxOS0) (<https://www.youtube.com/watch?v=CD30d6GxOS0>) with your child. Answer any questions they may have.

Give your child a blank paper, some sand, glue, and markers. Ask them to create a desert landscape scene on their paper using the glue and sand. Next, ask your child to draw a few modifications to the environment that would allow them to live there comfortably.

Lesson 18: Geographic Features and People Living in Them: Forest vs. Plain

Ask your child to close their eyes and pretend they are in a forest. Ask them to describe what they may see in a forest. What plants are there? What bodies of water? What animals? Can you see very far or are the trees blocking the view? What would it be like to live in a forest? How would you find food? Would you be safe from animals like bears? What could you do to protect yourself from storms? Where would you get water? How would you find your way?

Show your child the images [here](https://phoenixhomeacademy-org.ulmer-engineering.com/?page_id=406) (https://phoenixhomeacademy-org.ulmer-engineering.com/?page_id=406) and ask them how the forest in the picture has been modified, or changed, by humans (roads, fences) and how those changes may help people live in the forest more easily.

Next, ask your child if they know what a plain is. If so, ask them to describe it. If not, help your child search for an image of plains online. Ask them to describe what they see. How are plains like forests? How are they different?

Ask your child why it may be difficult to live in on a plain. Explain that there is not much water and no wood to build a shelter with. Discuss ways in which you may

modify the environment of a plain to provide shelter and food. Talk about different materials that may be used to build a house (mud, imported wood, animal skins).

Lesson 19: Geographic Features and People Living in Them: Swamps and Marshes

Ask your child to review a few of the environments that have been discussed, briefly telling you a few facts about each. Tell your child that we are going to learn about two more environments today that are different than the rest.

Tell your child that swamps and marshes are places where the ground is almost always covered in water. They are soggy and muddy. Swamps have trees, like a forest. Marshes usually do not. Some of the challenges in living in these areas are: the ground is wet and difficult to build a shelter on, there is too much water to grow food, and there are bugs, like mosquitos, that live in the water.

Ask your child to think of a few ideas to modify a swamp or wetland in order to make it a place where humans may live. Discuss building houses on top of floating pieces of wood, creating garden boxes, traveling by boat, or putting up mosquito nets. Ask your child to draw a picture of what their swamp or marsh home would look like.

Lesson 20: Geographic Features and How People Change Them

Ask your child to review the different types of environments they have learned about. Remind them of the ones they miss, asking them to tell you about challenges of each. Ask your child what it is called when humans change an environment: modify.

Have your child do the Geographic Features worksheet in the workbook to review some of the modifications that can be made to different environments.

Lesson 21: Field Trip and Scavenger Hunt

Visit an area in your town that has most of the modifications listed on the Scavenger Hunt workbook page. Public parks are great places to find many of these.

Give your child the workbook page and ask them to name each modification as they find it, mark it off on their page, and tell you what challenge is overcome by that modification.

Lesson 22: Physical Features: Our Town

Give your child a clipboard, paper that has been folded into four sections, and pencil. Tell them that they will be drawing a map of the physical features of your town as you drive them around.

As you get into the car, ask your child to draw your neighborhood in the first section of the map. Ask them if the ground is flat or has hills. Rocky, sandy, or grassy. Do they see roads or walkways? Allow your child time to draw what they see.

Next, drive to a different part of town that has features unlike your neighborhood. Ask your child to note and draw the features and modifications they see.

Repeat the process until your child has filled in each of the four sections on their paper.

When you return home, discuss each location with your child. Point out the resources your town has because of its geographic features and environment type(s). Point out the challenges of living in your town and how people have addressed those challenges with modifications.

Unit 5: Communities

Standards Taught: 2.SS.Cit.2, 2.SS.Cit.2.1, 2.SS.Cit.2.1.a, 2.SS.Cit.2.1.b, 2.SS.Cit.2.1.c, 2.SS.Cit.2.1.d, 2.SS.Cit.2.2, 2.SS.Cit.2.2.a, 2.SS.Cit.2.2.b, 2.SS.Cit.2.3, 2.SS.Cit.2.3.a, 2.SS.Cit.2.3.b, 2.SS.Cit.2.3.c

Lesson 23: What is a Community?

Ask your child if they know what a community is. Explain that a **community** is a group of people that live in the same place. A community can be big, like an entire state, or small, like a single school. The people in the community have common goals, or things they want to do, and they work together to get them done.

Ask your child if they can name a few communities they are a part of (homeschool groups, church congregation, etc). Briefly discuss some of the common goals for each of those communities and point out ways each group works on achieving their goals. Talk about how these communities are made up of people who do or believe the same things.

Next, point out that there are different types of communities, made up of people who live near each other. Explain that these communities, like a neighborhood, city, or state, have different characteristics (or things about them) that certain people like. Those people decide to live in a type of community that best fits their needs.

Watch the video [here](https://www.youtube.com/watch?v=jcEY8l8Ix2E) (<https://www.youtube.com/watch?v=jcEY8l8Ix2E>) with your child and ask them to name the three different types of communities. Finally, ask them to tell you what a community is.

Lesson 24: Who is in our Community?

Review with your child the definition of a community and the three types of communities that you learned about from the video in the last lesson. If needed, allow them to watch the video again to review.

Next, ask your child to name a few communities that are made up of people with common goals. Some examples may include: a family, a school, a neighborhood,

a church, different hobbies or classes, a city, a state, or a nation.

Choosing three of the example you discuss, help your child fill out the workbook page titled **Who is in Our Community?** Try to choose three examples that are diverse in their size and/or goals (e.g. family, dance class, state).

Lesson 25: Community Roles

Ask your child to review the definition of a community.

Tell your child that today, we will be discussing our city community. Explain that a community works together and serves (or helps) each other. Sometimes we do this through service. List with your child a few examples of service that has helped your city (volunteer fire department, volunteer planted flowers, food kitchens, **recycling**, etc). Try to include an example of service your child has participated in.

Explains that a community also works together through occupations, or jobs. Point out a job of one of your child's parents and how that job helps the community. Discuss how different members of the city community have different jobs and things they are good at. Together, they make sure the community is safe and has all it needs.

Cut out the boxes on the **Community Role Play** Workbook page. Fold the pages in half and place them in a hat or bowl. Gather siblings or friends to play, or play with your child.

Ask your child to choose a card from the hat/bowl. Your child will then act out this community role while you or the other children guess. Whoever guesses correctly must tell the group what that role does to help the community. Take turns, repeating the process until all the roles have been guessed.

Finally, point out that your family is a very small community. The family has common goals. Discuss some of your family goals (safety, providing necessities, education, etc). Together, read *The Family: A Proclamation to the World* ([here, https://www.churchofjesuschrist.org/study/criptures/the-family-a-proclamation-to-the-world/the-family-a-proclamation-to-the-world?lang=eng](https://www.churchofjesuschrist.org/study/criptures/the-family-a-proclamation-to-the-world/the-family-a-proclamation-to-the-world?lang=eng)) and discuss the roles of each member of your family as outlined by Heavenly Father. Point out adaptations or ways family members in your family fulfill these roles. Tell your child that families are a very special type of community, created by Heavenly Father, and that they make up every other community by joining with other families. Without this most important community (families), none of the other communities would work.

Lesson 26: Community Rules and Why they are Important

Quickly review the definition of a community. Ask your child to tell you some of the people that make up their family community.

Discuss with your child a few family rules. Ask them to tell you what they like/don't like about these rules. Then, ask your child why they think that your family has these rules.

Explain that rules are meant to keep us and others safe. Using an example of a family rule, point out how it protects your child. Ask them if they can think of another example of a rule that keeps them safe.

Next, point out that your child is a part of much larger communities, as well. Your city (name city), state (name state), and country (United States of America) all have rules, just like your family. Explain that these rules are known as laws. They are

made by the people who live in the communities through representatives that the people elect, or vote for. If the people don't like the rules, or find that they are being kept safe by them, they can work with their elected representatives to change those rules.

Point out a few city laws that are familiar to your child. Some examples include stopping at a stop sign, crossing the street in crosswalks, or not keeping livestock in the city. Discuss your examples and point out ways these rules protect the people living in the city community.

Repeat the process for state laws and national laws, helping your child to understand their role in keeping the laws.

Together read Article of Faith 12 ([here, https://www.churchofjesuschrist.org/study/criptures/pgp/a-of-f/1?lang=eng](https://www.churchofjesuschrist.org/study/criptures/pgp/a-of-f/1?lang=eng)) and explain that Heavenly Father wants us to work within our community to create and follow laws so that everyone will be protected as much as possible. Helping to make and following the laws, along with serving in different community roles, makes you a good citizen.

Explain that a citizen is a member of a community who helps the community be a better place for everyone who lives there. Citizens of a community are all different and have different things they are good at. They all work hard to be self-sufficient (take care of themselves as much as they can) and then they help those around them. A good citizen learns, works hard, and uses the things they have wisely. This ensures that they can be ready to help others as well as taking care of themselves.

Have your child do the workbook page titled **I Am a Good Citizen Because I...**

Lesson 27: Community Symbols, Celebrations, and Landmarks: Family, Neighborhood, and Church

Quickly review some of the communities you've been talking about and ask your child what they remember about each.

Discuss community roles and rules and how they help the community work together to accomplish their goals.

Next, explain to your child that a community also provides a feeling of unity to each of its members. Unity means that you are a part of a group that works together, you belong and have friends who share your interests.

First, discuss family unity. Talk about how no matter what, your child can know that their family loves them and wants them to be a part of the family community. You may sometimes get frustrated or mad at each other, but family is always there to help you. Ask your child to name a time that your family helped them when they were sad, hurt, or frustrated. Discuss how that made them feel (important, loved, like others cared, etc).

Next, discuss a slightly bigger community that your child is a part of. (e.g. church, lessons, etc). Ask them to point out ways they feel belonging and unity in that group. Do the same for your neighborhood community, pointing out ways that the neighborhood shows they care about each member.

Point out that sometimes, communities that are united create symbols or hold celebrations together. Point out a few of those symbols and celebrations for each of the following communities your child is a part of: family (motto, favorite scripture, Christmas tradition), church (logo, building, parties, meetings), and neighborhood (block party, holiday tradition).

Ask your child to choose their favorite community symbol and favorite community celebration and fill out the workbook page titled **Community Unity**.

Lesson 28: Community Symbols, Celebrations, and Landmarks: City

Review the term *community unity*, asking your child to describe how small communities show, celebrate, and ensure unity for all members of the group.

Explain that city communities have symbols and celebrations, too. Ask your child if they can remember any symbols that stand for your city (city logo, flag, city hall buildings). What about celebrations?

Take your child on a field trip, looking for city symbols and/or marketing for city events. Remind your child of events that they may have gone to before in your city. Explain that the people of the city work together, though paying taxes, to put on these events. Take a blank paper and crayons/colored pencils with you and allow your child to write down and/or draw the things they find that represent your city.

Examples from my own city include: city logo, city hall, courthouse, memorials, statues, veteran's wall, Christmas light festival, harvest hurrah, pioneer day celebration, parades for winning teams, etc.

Lesson 29: Community Symbols & Celebrations: Utah State

Quickly review what a community symbol is. Ask your child to name their favorite community celebration. Explain that today, we are going to learn the symbols and celebrations for a bigger community than our city...the state.

Ask your child to name the state you live in and point it out on the map. Explain that

the city communities in Utah make up the state community.

Print the following [image](http://www.gallopade.com/Assets/ProductImages/64413.jpg) (<http://www.gallopade.com/Assets/ProductImages/64413.jpg>) and point out each state symbol. Explain the significance of a few and allow your child to color each symbol, allowing them to see an [image](https://statesymbolsusa.org/sites/statesymbolsusa.org/files/primary-images/Flag-of-UtahCorrect.jpg) (<https://statesymbolsusa.org/sites/statesymbolsusa.org/files/primary-images/Flag-of-UtahCorrect.jpg>) of the flag for correct colors. Explain that Utah has a beehive on their state flag because the state community believes in being hard working and helping each other, just like bees in a hive community do. Discuss the miracle of the seagulls and point out the seagull symbol (pioneers' crops were being eaten by bugs, they prayed for help because there would be no food, Heavenly Father sent seagulls to eat the bugs and protect the food for the pioneers). The Segoe Lily, too is connected to this story as the pioneers collected the flower to eat while their crops were being eaten.

Briefly discuss a few Utah celebrations that your child has been involved in. Then, point out a celebration that is unique to the Utah community: Pioneer Day. Explain that Pioneer Day celebrates the people who started our state, coming from across the nation to find a place where they could safely practice their religious beliefs (church). On Pioneer Day, we celebrate them with parades, by dressing up, and by learning about how they lived and why they worked so hard to form our state community.

Lesson 30: Community Symbols, Celebrations, and Landmarks: Utah Capitol

Ask your child to review some symbols and celebrations from our state community. Fill in any blanks, answer any questions, and correct any mistakes they may have. Ask your child to describe how these symbols and celebrations help us feel state unity. How do they help us feel like we belong?

Ask your child if they remember any of the state buildings you saw on your field trip. Briefly discuss those buildings and what happens inside of them. (e.g. **city hall, courthouse**).

Point out that our state also has buildings that are important to the community, just like the city. In these buildings, people we vote to represent (or work for our community goals) meet to make laws and discuss ways to meet our community goals. Visit this [link](https://utahstatecapitol.utah.gov/virtual-tour) (<https://utahstatecapitol.utah.gov/virtual-tour>) to participate in a virtual tour of the **State Capitol** Building with your child

Lesson 31: Community Symbols, Celebrations, and Landmarks: Utah State Constitution

Ask your child to review which community we have been discussing: the state. Have them quickly review what they learned about the state capitol and what happens there.

Explain that in Utah, all the rules and laws must follow the highest law of the state. This law is called the **state constitution**. Explain that the state constitution is a document with rules that the state community has agreed upon. It shows what the government is allowed to do and what they are to leave to the people. It shows the rights and responsibilities of representatives and of citizens.

Explain that right is something every person has because it was given to us by

Heavenly Father. The constitution simply points out that the government cannot take that thing from any citizen. For example, we have a right to free speech (talking and discussing ideas and telling the truth), religious liberty (believing what we think is right and acting on what we believe), and bearing arms (having weapons that allow us to keep us and our families safe). These rights came when we were born and the constitution is a promise from the government that they will not try to take these things away.

Citizens also make promises to the government and other members of the community in the constitution for each of their rights. These promises are called responsibilities. Responsibilities are our job and good citizens understand that each right has a responsibility, or job, attached to it.

Point out the responsibilities of the three previous examples. Freedom of speech comes with the responsibility to learn and speak the truth, and not lie. Lying may convince others to do things that are not based on truth. Freedom of religion requires us to allow others to act in ways that they believe, even if those beliefs may be different than ours. Not everyone believes in Heavenly Father, for example. They have the right to think that, but neither group can stop the other from believing or acting on their beliefs. Those who believe in Heavenly Father, for example, cannot make those who do not go to church. Likewise, those who don't believe cannot make those who don't stop going to church. Lastly, the right to own weapons comes with the responsibility of keeping their weapons secure (so they don't harm others accidentally) and of knowing how to use their weapons correctly.

Ask your child to do the **Rights and Responsibilities** workbook page.

Lesson 32: Community Symbols, Celebrations, and Landmarks: United States

Discuss the following with your child: Like the state of Utah, the nation, or United States of America, has symbols and celebrations that the entire community recognizes.

The United States flag is red, white, and blue and represents the entire nation. Each color stands for something that is important to those who live in America (red= the blood of soldiers who keep us free and safe, white = purity and righteousness, blue = justice). We respect the symbol of the flag by standing when it passes by us and never letting it touch the ground.

The Pledge of Allegiance is another way our nation shows unity. When we say the pledge, we stand with our hands on our hearts.

The U.S. national anthem is a song that stands for the unity and ideals of America. We often sing this song at large events like sporting games or memorial ceremonies. When the national anthem is played, we stand up with our hands over our hearts.

The national bird of America is an eagle. The eagle represents freedom and the right to live the way you believe is right. This was an important ideal to the Founding Fathers.

The great seal, which you can see [here](http://greatseal.com/symbols/index.html) (<http://greatseal.com/symbols/index.html>) shows an eagle. It also shows 13 stars (representing the tribes of Israel), with clouds and fire around it (representing the cloud and pillar of fire that Heavenly Father used to lead the tribes of Israel out of Egypt). The eagle holds a banner in its

mouth that, translated says, Out of Many, One. This means that even though the states are different, they should come together and be united in goals and helping each other. Like members of a community, each state can use its resources to help the entire nation. In its talons the eagle holds 13 olive branches (symbolic of the tribe of Ephraim) and 13 arrows (symbolic of the tribe of Manasseh). The Founding Fathers choose these symbols to remind us that the United States was created by and must rely on Heavenly Father.

Like Utah, the nation also has some very important buildings. You can see the Capitol Building [here \(https://kids-clerk.house.gov/grade-school/lesson.html?intID=33\)](https://kids-clerk.house.gov/grade-school/lesson.html?intID=33). Inside the Capitol, the men and women that each state chooses as representatives meets to make laws. The White House, which you can see [here \(https://fthmb.tqn.com/RlqW6RJw0tcjlwP7dGM28qunZJ8=/3827x2604/filters:fill\(auto,1\)/white-house-2-56a238715f9b58b7d0c8049f.jpg\)](https://fthmb.tqn.com/RlqW6RJw0tcjlwP7dGM28qunZJ8=/3827x2604/filters:fill(auto,1)/white-house-2-56a238715f9b58b7d0c8049f.jpg), is where the president lives. He is elected by the people to protect our safety and rights, work with other countries, and help representatives make the correct laws. Another building that is important is where the Supreme Court meets. The Marble Palace can be seen [here \(https://www.liveaction.org/news/wp-content/uploads/2018/06/supreme-court.jpg\)](https://www.liveaction.org/news/wp-content/uploads/2018/06/supreme-court.jpg). In this building judges meet to review laws and decide if they protect our rights or not.

The Liberty Bell is a symbol of the freedom that Americans have fought for and protected. You can see it [here \(https://upload.wikimedia.org/wikipedia/commons/thumb/0/08/Liberty_Bell_2008.jpg/](https://upload.wikimedia.org/wikipedia/commons/thumb/0/08/Liberty_Bell_2008.jpg/)

[1200px-Liberty Bell 2008.jpg](https://upload.wikimedia.org/wikipedia/commons/thumb/0/08/Liberty_Bell_2008.jpg/)). The Liberty Bell cracked when it was rung once and rings no more. However, it is protected and displayed as a symbol of our country.

To learn about a few more national symbols and monuments watch this [video \(https://www.youtube.com/watch?v=Gtnltad5Mzo\)](https://www.youtube.com/watch?v=Gtnltad5Mzo) with your child. Answer any questions they may have and pause if they seem interested in a certain symbol so that you can learn more about it together.

The United States celebrates several holidays. Martin Luther King, Jr. Day, President's Day, **Memorial Day**, Independence Day, Columbus Day, Veterans Day, **Thanksgiving**, and Christmas are a few. Briefly discuss what each of these holidays celebrates/remembers and ask your child to celebrate any experiences they may remember.

Help your child do the workbook page titled **National Symbols and Holidays**.

Lesson 33: Community Symbols, Celebrations, and Landmarks: The Declaration of Independence

Ask your child to review a few national symbols and holidays. Discuss the importance of each one your child remembers and/or remind them of a few. Ask your child a few questions about each (What color is it? What does it stand for? Why is it important? How do we show respect to that symbol and the ideal it stands for?)

Next, tell your child that today we are going to learn about an important document, or writing, from our national history.

Explain that a long time ago, America was made up of only 13 colonies. These colonies were all on the east coast (point out the area on the map). The people who lived there were subject to the King of England.

That meant that the king could make laws, force them to pay taxes, and control what they could or could not do. The king sent soldiers to enforce his rules.

The people in the colonies felt that was unfair. They didn't get to help make the laws and rules for the community they lived in. They had to just listen to the king.

Soon, a war broke out between the king's soldiers and the colonists. Each of the colonies sent representatives to a meeting to decide what to do. These representatives decided that they did not want to be under the rule of the king anymore. They wanted to be independent, or to rule and take care of themselves.

One of those representatives, Thomas Jefferson, wrote the **Declaration of Independence**. This was a letter to the king. It told him that the colonies wanted to be their own country, the United States of America. It also listed all the of the bad things the king was doing to the colonies to explain why they wanted to be free. The Declaration was approved on the 4th of July, a day we celebrate each year. This is the day we know as the birthday of the United States.

Watch this [video](#) with your child. Then, ask them to review what they've learned today by telling you what the Declaration of Independence is and why it is important.

Lesson 34: Community Symbols, Celebrations, and Landmarks: The United States Constitution

Briefly review the previous lesson with your child, asking them to tell you what they remember and filling in any holes.

Then, tell your child the following: After the Declaration of Independence was written, the colonies fought in a long war against Great Britain. Many people died on

both sides. The Americans were outnumbered and did not have all of the things that the British soldiers did. The Americans knew they were fighting for freedom and relied on Heavenly Father to help them. Heavenly Father helped them win the war and gain their independence.

Read 1 Nephi 13:17-19 with your child and explain that this scripture tells us that the Americans were helped by Heavenly Father and won because they relied on Him.

Soon after the war, however, the United States were still trying to figure out how to run the country. So, the representatives met again. In this meeting, they created a new document, one that still tells us exactly how the government and the people work together even today. They created the **United States Constitution**.

This national constitution, like the Utah state constitution, is a contract or agreement between the people who live in America and the government. It tells us how the government is supposed to work and how we are to vote to elect representatives (people who make decisions for our community). It also tells us how laws are to be made and how our rights are to be protected. It ensures that we cannot have a king in America but that the people are in charge of running and making rules for their own communities. The Constitution is the highest law in the United States and all other rules must follow it.

The Constitution was written by many of the same men who fought in the war and signed the Declaration of Independence. When they first met they each of these men had different ideas for how the government would work. They fought for weeks. Then, Benjamin Franklin stood and asked them to remember who had helped them win the war. He encouraged them to pray and ask

for Heavenly Father's help again. After the prayer, the men were able to sit down and write the Constitution together because Heavenly Father helped them to know what was right.

Read Doctrine & Covenants 101:77-80 with your child and review what you just learned.

Watch this [video](https://www.youtube.com/watch?v=GtYrorYu9OE) (<https://www.youtube.com/watch?v=GtYrorYu9OE>) with your child and ask them the following questions: What is the Constitution? Who wrote it? Who guided them in writing it? What does it do for our country?

Lesson 35: Community Symbols, Celebrations, and Landmarks: The Bill of Rights

Briefly review the previous lesson with your child. Answer any questions they may have.

Explain that even after the Constitution was signed, there were several representatives that wanted to ensure that the rights of the people were protected. Review the definition of a right (something given to us by Heavenly Father that no one can take away, e.g. life, free speech, freedom of religion, etc.). The representatives were afraid that America's government would turn into something like the King of Britain who always told them exactly how to live.

In order to ensure this did not happen, the Founding Fathers created a **Bill of Rights**.

The Bill of Rights is a list of things that were given to us by Heavenly Father and that the government has promised the people it would protect. These rights allow us to live in safety and according to our conscience (or what we believe to be right). It allows others to do the same, even if their beliefs are different than ours. Sometimes in

church we call this agency, or the ability to choose.

Watch this [video](https://www.youtube.com/watch?v=8KmBPRmlhY) (<https://www.youtube.com/watch?v=8KmBPRmlhY>) with your child all the way through once. Then, watch a second time pausing after each article is reviewed. Explain to your child which right(s) is protected by each article and tell them why those things are important to protect. Explain that every citizen in America has these rights and no one else can take them away without breaking the law.

Work through the workbook page titled **American Documents** with your child.

Unit 6: Me & My Community

**Standards Taught: SS.Cit.2, SS.Cit.2.1,
SS.Cit.2.1.a**

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Lesson 36: Civic Responsibilities

Review the definitions of **rights** and **responsibilities**.

Remind your child that a right is something that Heavenly Father has given to them and no one should be able to take away. Rights are protected by the Constitution under the Bill of Rights.

Responsibilities are actions that we need to take because we have rights. They are things we need to do.

An example of a right is the right of free speech (say anything we want). The responsibility that comes with that right is that we need to learn and search for the truth and not lie. If we do not fulfil our responsibilities, we cannot protect or use our rights correctly.

Explain that we have different responsibilities because we are blessed with different things. We have responsibilities (or things we need to do) within each community. Briefly discuss a few of your child's responsibilities in their family, church, team and/or class communities.

We also have **civic** responsibilities. Civic responsibilities are the things we need to do because we are citizens (or belong to) a certain city, state, nation, or planet.

A few examples of civic responsibilities are: voting, paying taxes, picking up litter, conserving water, helping to create laws by giving our opinion, keeping library books clean, and serving those that live around us.

Ask your child to briefly discuss with you a few examples of times when they fulfilled a civic responsibility.

Lesson 37: Examples of Good Citizenship

Choose three historical examples of good citizenship and teach your child about them.

Our family chose: Martin Luther King, Jr., Abraham Lincoln, and Timothy Ballard.

Abraham Lincoln was the 16th president of our country. He was very kind and tried to help all of the people and animals around him. He hated to see anyone suffering. Lincoln was very poor as a child and worked hard. He helped his family grow food and read every book he could get. He wanted to learn. When he grew up, he became a lawyer and worked to ensure justice and protect the laws. Later, he ran for president, cared for his children and wife, and helped to make slavery against the law. Someone who was a slave had to do whatever the person who owned them told them to. Slaves were often made to work very hard, were punished if they tried to run away, and were treated very badly. Lincoln, along with soldiers in the Civil War, worked to end slavery and help everyone to be free.

Ask your child to tell you why your first example was a good citizen.

Martin Luther King, Jr. lived long after Abraham Lincoln. He saw that, though there were no longer slaves, many people were treated differently because of the color of their skin. People who looked different from each other were not allowed to live, shop, or even eat together. Mr. King knew this was not fair and not how Heavenly Father wanted us to live. He knew that we were all family, no matter what we look like. He worked hard to speak up against the unfair things he saw. He protested and led marches to show elected officials that the people wanted the laws to change. He was brave and helped Americans to see that they should work together, treat everyone kindly, and help each other.

Ask your child to tell you why your second example was a good citizen.

Timothy Ballard, who is a modern-day example of a good citizen, lives in Utah. Tim learns, researches, and writes about American history so that others can see that Heavenly Father has helped our nation.

He also works to protect and save children from bad people who try to hurt them. Tim started a non-profit (he doesn't make any money) to help these children. He works hard with police officers, elected representatives, and even normal people to keep children safe.

Ask your child to tell you why your third example was/is a good citizen.

Lesson 38: My Role in the Family

Ask your child to tell you a few of their responsibilities in your family. Do they have chores to do? Do they help family members? Work hard at school? Have a special job?

Next, ask your child what their roles are in the family. Are they a son/daughter? Uncle/aunt? Brother/sister? Pet caretaker?

Give your child a blank piece of paper. Ask them to draw a picture of themselves in the center of the paper.

Around the picture, ask them to write down at least 5 of their responsibilities and/or roles in your family.

Save this paper for the next few lessons.

Lesson 39: My Role in the Church

Give your child the paper they made in the previous lesson. Briefly discuss their responsibilities and roles in church. Some examples may be: at class member, sitting reverently, learning and teaching about the Savior, sustaining others, or taking the sacrament.

Ask your child to add at least 5 of these roles and/or responsibilities to their paper.

Lesson 40: My Role in the City

Give your child their roles and responsibilities paper. Briefly discuss their responsibilities and roles in your city. Some examples may be: cleaning up litter, using the library responsibly, following laws, working hard on school, helping others, or helping in community events.

Ask your child to add at least 5 of these roles and/or responsibilities to their paper.

Lesson 41: My Role in the State

Give your child their roles and responsibilities paper. Briefly discuss their responsibilities and roles in your state. Some examples may be: learning about laws, meeting, writing, or supporting elected officials, learning state history, helping in rallies or events, or knowing what is happening around them.

Ask your child to add at least 5 of these roles and/or responsibilities to their paper.

Lesson 42: My Role in the Nation

Give your child their roles and responsibilities paper. Briefly discuss their responsibilities and roles in our nation. Some examples may be: learning about the Constitution, keeping the commandments, teaching others, learning about the president, learning their rights and how to protect them, or serving others.

Ask your child to add at least 5 of these roles and/or responsibilities to their paper.

Lesson 43-46: Being a Good Citizen through Action

Explain to your child that being a good citizen often means acting to fulfil your responsibilities and roles. It means working hard and using your resources well. It

means trying to follow Jesus Christ and serve those around you.

Work with your child this week to help them think of, plan, and carry out a service project. Help them to decide who they want to help, what they will do to help, and how they will get the work done. Help them to gather resources and serve the community in the way they choose. Remind them that service is a great way to be a good citizen and discuss your examples of citizenship in relation to what they are doing.

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Unit 7: Community Cultures

**Standards Taught: 2.SS.C.1, 2.SS.C.1.1, 2.SS.C.1.1.a,
2.SS.C.1.1.b, 2.SS.C.1.1.c, 2.SS.C.1.2, 2.SS.C.1.2.a,
2.SS.C.1.2.b, 2.SS.C.1.2.c, 2.SS.CIT.2.c, 2.SS.CIT.2.3,
2.SS.CIT.2.3.a, 2.SS.CIT.2.3.b, 2.SS.G.3, 2.SS.G.3.2,
2.SS.G.3.2.a, 2.SS.G.3.2.e**

***The lessons in this unit will need to be adjusted to your local area. The lessons provided for this unit are specific to my town and are provided as an example only. Please adjust to your own town.**

Lesson 47: What Cultures are in My Community?⁵

Discuss a brief history of your city with your child.

Spanish Fork was named when two missionary explorers passed through the area. They were looking for a route from New Mexico to California, and hoping to help teach others about their beliefs in Heavenly Father. They camped near Spanish Fork during their trip in 1776 and named the river there Spanish Fork.

In 1845, John C. Fremont, another famous explorer, published a map with Spanish Fork on it. It is here that the city's name first officially appears, most likely named for its place on a trade route between New Mexico and Colorado or for the river named by the missionary explorers years earlier.

In 1847, pioneers from The Church of Jesus Christ of Latter-Day Saints came from Salt Lake City to Spanish Fork to settle the land. The **origin** country of these settlers was Iceland. These settlers began to build the town that is now Spanish Fork City.

In addition to the pioneers, the Ute Indian tribe used the land in Spanish Fork. They were nomadic, and traveled from place to place, which meant they were not in the area when settlers arrived. When they returned, they were not happy to see strangers living on the land they claimed as their own. At times, the settlers and Native Americans fought over land and resources.

Now, Spanish Fork has grown into a large city. There are still Icelanders and Native Americans living here. There are also people whose ancestors came from Europe, Africa, Asia, the Pacific Islands, and South America who now live in Spanish Fork.

Help your child find the countries of origin on a map or globe. Ask them to trace the route from the origin country to Spanish Fork to see how far each immigrant had to come to live in Spanish Fork.

Lesson 48: Iceland

Discuss the following with your child: The group who first settled Spanish Fork was from Iceland. They came across the ocean in ships, and then traveled across the United States by ship, handcart, and wagon. They were a part of the pioneer group that came from Missouri with Brigham Young.

After settling in Salt Lake City, the Prophet wanted to expand and give each family land to farm on so that they could support themselves. The Saints from Iceland were sent to Spanish Fork, where many of them began to plant crops, raise animals, and build homes and stores. Some were doctors, others were shop keepers who made, prepared, grew and sold shoes, lumber, or food. There were very few children living in Spanish Fork at that time.

Take your child on a field trip to the Icelandic Memorial in town (800 E Canyon Road) and the Fort Memorial (in front of the library at 49 S. Main Street) and discuss the features there. This is also a great time to connect with or attend an event put on by local Icelandic groups. See [here](http://www.utahicelanders.org/) (<http://www.utahicelanders.org/>) for more information. This is also a fun time to prepare a dish, make a costume, or learn more about the culture in Iceland.

Lesson 49: Native Americans: Utes⁶

Discuss the following with your child: Another group living in Spanish Fork when it was founded, was a Native American tribe known as the Utes. The Utes were nomadic,

which meant they lived in several different places and moved according to the seasons.

When the Icelanders arrived, the Utes were living away from Spanish Fork. However, when the Utes returned, the settlers were still here. The Utes felt that the settlers had stolen their land and were using their resources (food and water). The Utes were known for stealing the settler's animals and fighting over water. Sometimes these conflicts resulted in fights between the two groups.

Some of the Icelanders and the Utes got along, however. Many of the settlers were eager to teach the natives about the gospel. Some were friends and some began to marry each other, starting families.

The Utes believed in living on the land and being grateful for everything they had. They worked hard to gather fruits, berries, and nuts and hunted for meat. They lived in teepees or wickiups. They believed that their children were very important and worked hard to care for and teach children.

Utes wore simple clothing, mostly made from deerskin. They sewed their own clothing and sometimes decorated it with beads. On special occasions, they wore jewelry made from bones, animal claws, or seeds and painted their faces with face paint.

Spend time with your child working on trying out one of the following from Ute culture:

Gardening- plant or gather foods that are native to Utah

Beadwork- create a necklace or bracelet from beads

Hunting- allow your child to practice their hunting skills using a toy bow and arrow

Dance- look up a video of a traditional Ute dance or visit an event where one is featured

Weaving- practice weaving skills with a simple craft

Field trip- visit a local tribe to learn more about Utes

Lesson 50: Latter-Day Saints

The Icelanders who settled in Spanish Fork were members of The Church of Jesus Christ of Latter-Day Saints. This group was made up of people who had joined a relatively new religion, been denied their rights to live according to their religion by others, and moved to Utah to escape persecution and continue to build their church.

The LDS Church is led by a prophet, a man who receives revelation and instruction through the Holy Ghost from Heavenly Father. They read the Bible, the Book of Mormon, and Doctrine and Covenants as scripture.

Review the 13 Articles of Faith [here](https://www.churchofjesuschrist.org/study/scriptures/pgp/a-of-f/1.1-13?lang=eng#p1) (<https://www.churchofjesuschrist.org/study/scriptures/pgp/a-of-f/1.1-13?lang=eng#p1>) with your child to understand what the Saints believe. Consider attending a local church. You can find more information on a meetinghouse near you [here](https://www.churchofjesuschrist.org/maps/meetinghouses/) (<https://www.churchofjesuschrist.org/maps/meetinghouses/>)

Lesson 51: Rural America

Discuss the following with your child: In the past, as well as currently, Spanish Fork has a rural culture. This means that, though it is a growing city, Spanish Fork still has farmers and open land. They raise animals for meat and grow fruit and vegetables.

To learn more about what rural life is like do one of the following with your child:

Watch a documentary about a specific aspect of farming (tractors, farming, animals, etc)
Take a field trip to a local farm
Visit a friend who has farm animals and ask them to teach you how to care for them
Drive around town, looking for planted fields, and learn about what is growing in them
Visit a local farm supply store and browse the aisles, learning about how items are used
Interview a local farmer or 4-H or FFA member, allowing your child to ask questions about farming

Lesson 52: Passing on Traditions

Choose an activity or field trip for each of the groups you have learned about that you have not already done

Iceland- prepare an Icelandic dish
Utes- Check out a library book about the Utes and learn more about them
Latter-Day Saints- service project for a neighbor
Rural- plan a garden, learn how to plant, care for, harvest, and preserve the food

Lesson 53: Borrowed Customs

Discuss the ways that each of these cultures has influenced life in your city today. Talk about different local celebrations, customs, foods, clothing, and ways of living that were influenced by the local cultures you have studied.

Iceland-
Fire and Ice Icelandic Festival (June)
Bolludagur (Feb. 15th)- try a pastry bun before lent starts

Lighthouse Memorial- open year round on Canyon Road
What we learned from them: hard work, rural setting, persistence, helping and taking care of our neighbors

Utes-
Local Pow Wow (dance and celebration, various times of the year)
Food influences- buffalo burgers, deer jerky, pine nuts
What we learned from them: teach and care for children, be thankful for what you have, bravery and courage, honor your past

Latter-Day Saints
Pioneer Day and Fiesta Days- (July 24th) parade, carnival, various contests and events
What we learned from them: be kind to others, learn about and depend on Jesus Christ, help your neighbor, show your faith, protect your rights

Rural America-
Local Rodeos
Local 4H and FFA events
Visit local butcher to learn about where meat comes from
Local farms
What we learned from them- how to manage water and grow your own food, work hard, be thankful, be good stewards of the land given to you

Lesson 54: Different and United

Discuss with your child the different ways that these different cultures and peoples came together, learned from each other, and work side-by-side even today. Point out that each group brought different aspects of local culture and helped the whole town become better by working together.

Discuss unity and give specific examples of recent times when you have seen your community come together to help others. In our town, a great example is a recent wildfire. When thousands were evacuated they were offered food, supplies, and places for both people and animals to safely stay. The whole town came together, regardless of background, and cared for their neighbor. That is what a united community looks like.

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Unit 8: Goods and Services

Standards Taught: 2.SS.FL.4, 2.SS.FL.4.1, 2.SS.FL.4.1.a, 2.SS.FL.4.1.b, 2.SS.FL.4.1.c, 2.SS.FL.4.1.d, 2.SS.FL.4.1.e, 2.SS.FL.4.2, 2.SS.FL.4.2.a, 2.SS.FL.4.2.b, 2.SS.FL.4.2.c, 2.SS.FL.4.2.d, 2.SS.FL.4.2.e

Lesson 55: Needs vs. Wants

Place two items in front of your child: a need (food, water, etc) and a want (candy, toy, etc). Ask your child to describe each item. What is it used for? Where did you get it? How much did it cost?

Ask your child to point to the item that you need. Explain that a need is something you must have to survive. Discuss different items that meet needs (your home, food, water, electricity, medicine, doctor visits, etc). Next, ask your child to point to the item that is a want. Explain that a want is something that you don't need to survive, but that is nice to have. Name a few wants that are in your home (toys, treats, craft supplies, playground equipment, etc).

Explain that your family works very hard to earn money. Discuss the jobs that dad and/or mom hold and how that job helps your family get money to buy the things your family needs and wants. This money is called **income**. Ask your child to repeat the word income and tell you what it means. Point out that you use that money to **purchase**, or buy the things your family needs first. Then, point out that you save some of that money in case a need comes along later. Explain that you have a special **savings account** that holds that money in the bank until you need it. Explain that extra money can then be spent on wants.

Give your child the Needs vs. Wants Worksheet from the workbook and ask them to complete it.

Lesson 56: Producers vs. Consumers

Ask your child to review what a need is vs. a want and how the family income helps you to get these things and add to your savings account.

Ask your child to explain how you get the things that you need and want. Where do you go to purchase them?

Point out that someone first has to make or grow these things. Farmers grow our food, the store buys it from them, and we buy it from the store. Likewise, a company that builds bicycles sells them to a store and we can buy them from that store. The people and businesses that make things to sell are called **producers**. The people and businesses who buy and use those things are called **consumers**. Ask your child to repeat the terms producers and consumers and review what they mean.

Give a few examples of businesses in your community. Ask your child to name something they sell and guess who produced it. For example, you may point out a bookstore whose products were produced by authors and publishers or an art store whose products were produced by artists. Ask your child what these producers may consume (paper, ink, art supplies, etc) in order to make their goods. Point out that someone can be both a producer, who **supplies** something others want to buy, and a consumer, who buys something others supply.

With your child, discuss ways that your family is a consumer. What do you buy? What do you use every day in your home? How did you get those things? Who had to work to ensure they could end up in your home? Then, ask your child how your family is also a producer. What goods or services does your family provide to make money?

Lesson 57: Technology and Producers

Ask your child to review the terms: producers and consumers. Point out that

both consumers and producers use money to get the things they want and/or need.

Explain that they also use **technology**.

Technology is machines, science, and tools that are used by producers to create the **goods** or **services** they provide to others. Explain that a good is something you can hold and use. A service means that someone is doing a job for you. Point out the following example: a pencil is a good. It is something you can hold and use. You can buy it from the store and bring it home with you. However, a doctor's advice is a service. You don't bring the doctor home with you, but you pay him/her to help you to feel better.

Both goods and services use different types of technology. Machines, for example, are used to make the pencils. Watch this [video](#) with your child, pointing out any examples of technology used in producing the pencils (machines, oven, glue, graphite, etc). Discuss how difficult it would be to make a pencil without the technology in the video.

Next, ask your child what kind of technology a doctor may use. Discuss the science and learning that doctors must go through to learn about how the body works, tools he/she may use (stethoscopes, x-ray machines, etc), and everyday things that he/she may use to help others (telephone, internet, ect). Ask your child how difficult a doctor's job would be if they did not have these things to help them.

Ask your child to review the ways technology can help people produce goods and services and help them point out some of the technology that is in their lives which helps them with school, chores, or recreational activities (e.g. cars, computers, telephones, refrigerators, dishwashers, etc).

Lesson 58: Technology and Consumers

Ask your child to review what the term technology means and how it may help people in providing goods or services. Remind your child of a few ways they use technology in their lives to do the things they need to. Ask your child how their lives may be different if they did not have the following technologies: refrigerator, stove, water pipes, cars.

Point out that each of these things helps to fill a need: food, water, and transportation.

Next, ask your child if there is any technology in their lives that fulfills a want. Some examples are: televisions, tablets, phones with games on them, and video games. Point out that though we may enjoy those things, they are not needed to survive. Ask your child to name a few other technologies that help fulfill wants and ask them how their life would be different without those things (e.g. glow sticks, recreational motorcycles or boats, ice cream machines, etc).

Finally, ask your child to fold a piece of paper in half. On one side, ask them to draw a picture of a technology that fulfills a need and on the other side, one that fulfills a want.

Lesson 59: Businesses in my Area (scavenger hunt for needs/wants)

Give your child a clipboard, pencil, and the workbook page titled: Businesses in My Area. Go on a field trip in your town, driving or walking past several different types of businesses. Remind you child that these businesses provide a service or a good to people who want to buy it. Ask your child to choose three businesses they see and

write down the business names on their worksheet.

Then, ask your child to fill out the worksheet for each business. If you can, allow your child to talk with the employees working at that business and ask any questions they may have.

Lesson 60: Taxes and Services: The State and Federal Government

Briefly review with your child the structure of our state and federal government. Remind them that the people of the United States elect representatives, through voting, who then work to make laws that protect our rights and uphold the Constitution.

Explain that sometimes, the government also helps to organize services for citizens. Ask your child to remind you what a service is (something someone does for someone else). Name a few services that the government provides. Some examples are: a military to protect us, fire trucks and ambulances to help us, schools to teach us, safe roads to drive on, and libraries to borrow books from.

Point out that each of these services costs money. We must pay soldiers so that they can get what their families need, purchase and maintain (gas, repairs, etc) fire trucks and ambulances, pay teachers and buy supplies for classrooms, build and fix roads, and buy books for the library to use.

Explain that the government does not have their own money. They use taxes, or money that citizens pay to the government, to pay for those services. When we earn money through working or selling products and when we buy things, we pay taxes to the government. Point out that this means that each citizen that pays taxes helps provide

the service that the government organizes. The government does not give us those things, but we each help provide them by paying our taxes.

Explain that some taxes are good, and help us to get the services we need by allowing everyone to work together. Point out that sometimes governments choose to waste the people's money or take too much. The people in America have a responsibility to help their representatives choose how much to tax and where to spend the money that comes in. Tax money should be treated as special money and spent very carefully by the government because each person worked hard to earn it.

Point out an example of good taxes by reading Mosiah 2:14 and pointing out that even the king worked hard so that the people would not have to pay too high of taxes.

Lesson 61: What the People Want

Show your child two examples of healthy foods: one they like and one they do not like. Point out that both of these items fill a need: to feed our bodies so they can be healthy and have energy. Then, ask your child which one they would choose to buy.

Point out that there are some products and services that people want to buy while there are others they do not. Explain that each person's choices in what to buy are different. For example, you may love apples while your child would rather have a watermelon. Or, you may pay to have someone clean the house while your child would rather have someone come and teach them how to play an instrument. Point out that you only have so much income to work with and so you have to decide how to best spend the money to meet needs and wants.

Using a grocery store ad, tell your child that they have \$10 in pretend money. Ask them to choose things from the ad that they would choose to buy with that money. Point out that they must buy at least one need and one want but they cannot buy more than \$10 worth of items. Ask them to write down their grocery list.

As they work, you do the same activity. When you are both finished, point out that you each chose different things. Discuss with your child why they chose the items they did and point out why you chose your items. Point out that both of you fulfilled a want and a need, just in different ways.

Lesson 62: What the People Want

Remind your child that, in the last lesson, you each choose different things. Ask them what they think happens if a business supplies a good or service that a lot of people want. (That business does well and makes a lot of money). What about if they have something that people do not want? (They don't make money and have to close)

Point out that good businesses provide things that consumers want to buy. If they don't, they cannot earn enough money to buy the things they need and the business closes.

Ask your child to name something they buy regularly (a type of food, clothing, or a treat they like). What would happen if the stores they went to never had that item? Would they still shop at that store or would they look for this item at another store?

Point out that they would likely go to a different store to find that item. This means that their money would be spent at the store that had what they wanted. Explain that producers must pay attention to what

consumers want. This is called supply and demand.

Take your child to a store they are not familiar with. Ask them to point out ten items in that store that they would like to buy. Discuss whether or not this is a store your child would like to shop at regularly.

Lesson 63: Working Hard

Review with your child the items said they would like to buy at the new store you visited in the last lesson. Ask them what they need to purchase those items, (money), and how they may earn that income. Point out that most of the time, people don't just give us money. We need to find something, a good or a service, which others want and earn it by working hard. Point out a few examples of others working in your child's life (e.g. mailman, farmer, mother, vet, etc).

Next, point out an example of how your family earns money. Allow your child to interview the provider in your family, asking them what kinds of work they do, which services or goods they provide, how many hours they work, and how hard their job is. Ask your child to draw a picture of this provider and the job they do and then make a thank you card for them, recognizing all their hard work.

Lesson 64-67: Working Hard

Review with your child the concept that it takes hard work to earn money by producing either a good or a service that others would like to buy.

Over the next three lessons, ask your child to think of a good or service they can provide that can help them earn money. This may be starting a business, selling lemonade, doing extra chores, mowing

lawns, or something else. Point out the skills your child has and encourage them to work hard to earn money.

Encourage your child to save the money they earn until the end of these lessons.

Lesson 68: Working Hard

Ask your child to pull out the money they have saved and praise them for all of their hard work. Count the money together and ask your child to write down the total on the workbook page titled Working Hard.

Read Doctrine and Covenants 119:3-4 with your child. Explain that interest means income. We are to pay 1/10th of our income to tithing, to help Heavenly Father teach others about Jesus. Share your testimony of tithing and emphasize its importance.

Help your child calculate the tithing amount they should pay and write it down on the worksheet.

Next, ask your child how much money they would like to save. Explain that it is important to save money because we may not be able to earn all the money we need at once. We may save money to use in case of an emergency need or to build up funds for something expensive that we want.

Finally, help your child calculate how much money they have left to spend after tithing and savings. Help them to separate the money into the correct amounts. Point out that they are using **cash** (dollars and coins). Explain that money can also be put into a bank and spend with a debit or **credit card** or using a **check**. Show your child an example of each and explain that these items allow a business to move money from your bank account to theirs without using cash.

Take your child back to the store you visited in lesson 62, or another one that has something they would like to buy, and allow

them to purchase something they want or need with their money. Praise your child for their determination to work hard, pay their tithing, and save and encourage them to follow this pattern with all the money they earn.

Lesson 69: Working Hard

Briefly review the vocabulary terms from this unit with your child. Ask them to tell you how they can earn money and what they should do with it when they do. Review what taxes are and how they are used. Finally, discuss how consumers and producers each help each other to get the services and goods they want and need. Point out that consumers and producers each help each other.

Lessons 70-72: Review Any Lessons Needed

Take time to review any concept that your child may have forgotten or struggled with. This is also a great time to take a field trip to review what you have learned this year.

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