

# Ganado Unified School District #20

## Social Studies/2<sup>nd</sup> Grade

### PACING Guide SY 2019-2020

Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>First Quarter</b>				
<b>Week 1 Aug. 5-9</b>				
<b><u>Families Today and In the Past</u></b>				
<b><u>Chapter 1</u></b> <b>Lesson 1: Families</b> Pgs. 4-7  *videos *interactive journals *Leveled Readers *Quest: Writing	2.SP1.2 Understand how events of the past affect students' lives and community	How does life change throughout history?  What does family mean to you?  What is a community?	I will know why it is important to learn about families.	family  community  responsible  respect
<b>Week 2 Aug. 12-16</b>				
Lesson 2: Different Kinds of Families Pgs. 8-13	2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.	What makes a family?  How are families organized?	I can identify ways that families are different.	Extended family

*videos *interactive journals *Leveled Readers *Quest: Writing	2.C2.2 Explain how all people, not just official leaders, play important roles in the world.		I can explain why families come to the US and they they want to become a citizen.  I can explain traditions.	generation guardian immigrant citizen tradition
<b>Week 3 Aug.19-23</b>				
Lesson 3: Life Then and Now Pgs. 16-21  *videos *interactive journals *Leveled Readers *Quest: Writing	2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.  2.H1.3 Examine develop  2.SP1.1 Create a chronological sequence of multiple events.  2.SP1.2 Understand how events of the past affect students' lives and community.  2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.	What things are part of your family history?	I can explain that families have a history.  I can discuss my own personal history.	history ancestor culture compare contrast

### Week 4 Aug. 26-30

Lesson 4: Family History  
Pgs. 24-27

\*videos  
\*interactive journals  
\*Leveled Readers  
\*Quest: Writing

2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied. ●2.H1.3 Examine develop

2.SP1.1 Create a chronological sequence of multiple events.

2.SP1.2 Understand how events of the past affect students' lives and community.

2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.

What are primary sources?

What are secondary resources?

What is a family tree?

How would you record an oral history today?

I can define and give examples of primary sources and secondary sources to learn about family history.

I can explain what an artifact is.

primary source

artifact

oral history

secondary source

family tree

examine

### Week 5 Sept. 3-6

Chapter 1 Assessment  
Pg. 31

\*QUEST FINDING  
Make a Poster  
Pg. 33

\*Students create a family tree.

2.SP1.1 Create a chronological sequence of multiple events.

What was life like in the past and how has it changed today?

I can interview people to answer my questions.

I can brainstorm a list to find out about family members and their past.

interview

brainstorm

What questions will you ask a family member of a neighbor?

## Week 6 Sept. 9-13

### People, Places, and Nature

#### Chapter 2

#### Lesson 1: Use Maps to Locate Places

- \*videos
- \*interactive journals
- \*Leveled Readers
- \*Quest: Writing

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

- Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts
- Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

2.G1.1 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared

What do you want to find out when you look at a map?

What are some things a map shows?

Why are maps important?

What is relative location?

What is absolute location?

I can use a map to locate places.

I can create a simple map, with and without a grid.

relative location  
absolute location  
town  
legend  
city  
compass rose  
symbol

## Week 7 Sept. 16-20

Lesson 2: Earth's Land and Water	2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.	What kinds of features can you see on a map or globe?	I can identify different kinds of land and water.	landform ocean
*videos			I can describe Earth's landforms.	continent
*interactive journals		What are some landforms?	I can explain the differences among Earth's water bodies.	globe
*Leveled Readers		How are mountains, hills, and valleys different?		model
*Quest: Writing	<p>▪Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks</p> <p>2.G1.1 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.</p>	How are ocean water and river water different?		
		How does the land around a river differ from the land around a lake?		

## Week 8 Sept. 23-27

Lesson 3: Where People Live	2.G3.1 Explain why and how people, goods, and ideas move from place to place.	What are three reasons people migrate from one place to another?	I can explain the reasons people migrate.	migrate
*videos	**Key concepts include but are not limited to transportation, trade, immigration, migration, and communication.	What types of transportation might people use today?	I can identify the different forms of transportation that people use to move from one place to another.	harbor evidence
*interactive journals				
*Leveled Readers				

*Quest: Writing		What does the word gather mean?		
Week 9 Sept. 30-Oct. 4				
Lesson 4: Our Communities and Resources	2.G4.1 Identify different physical and cultural regions in the world	What are the things that make up our environment?	I can identify the elements of our environment.	environment
*videos		When we use the word urban, what type of environment are we talking about?	I can explain how and why people change the land in their community.	urban
*interactive journals				suburb
*Leveled Readers				rural
*Quest: Writing				resource
*CHAPTER 2 ASSESSMENT		How is a suburb different from a city environment?		
Pgs. 67-68		What does the word rural mean?		
Second Quarter				

## **Week 10 Oct. 8-11**

### **Government**

#### **Chapter 3**

Lesson 1: Citizens  
Follow Rules and  
Laws  
Pgs. 74-79

\*videos  
\*interactive journals  
\*Leveled Readers  
\*Quest: Writing

2.C2.1 Describe roles and  
responsibilities of people in  
authority within our country and  
world.

2.C2.2 Explain how all people, not  
just official leaders, play important  
roles in the world. Process, rules, and  
laws direct how individuals are  
governed and how society addresses  
problems.

2.C4.1 Explain how people work  
together to identify and solve  
problems within our world.

2.C4.2 Explain how rules function  
in public settings.

How does government  
work?

What is the difference  
between a right and a  
law?

What might happen if a  
person decides to  
ignore, or break a law?

What is a consequence?

I can define a rule.

I can explain why rules are  
important.

right

law

court

consequences

## **Week 11 Oct. 14-18**

Lesson 2: Our  
Government  
Pgs. 80-85

\*videos  
\*interactive journals

2.C2.1 Describe roles and  
responsibilities of people in  
authority within our country and  
world.

What is a government?

What does a constitution  
tell about a country?

What does the president  
do to make new laws?

I can describe how the  
government works.

I can explain the roles and  
responsibilities of the president  
and congress.

government

constitution

Congress

vote

*Leveled Readers *Quest: Writing	2.C2.2 Explain how all people, not just official leaders, play important roles in the world.Process, rules, and laws direct how individuals are governed and how society addresses problems.			represent
				tax
				Supreme Court
				interpret
	2.C4.1 Explain how people work together to identify and solve problems within our world.			
	2.C4.2 Explain how rules function in public settings.			
<b>Week 12 Oct. 21-25</b>				
Lesson 3: Governments Around the World Pgs. 86-89	2.C2.1 Describe roles and responsibilities of people in authority within our country and world.	What are the main things governments are suppose to do?	I can explain the ways government help their citizens.	independence
				colony
				freedom
*videos *interactive journals *Leveled Readers *Quest: Writing	2.C2.2 Explain how all people, not just official leaders, play important roles in the world.Process, rules, and laws direct how individuals are governed and how society addresses problems.	How can Americans be active in our government?		document
		How are laws made in America?		
	2.C4.1 Explain how people work together to identify and solve problems within our world.			



2.C4.2 Explain how rules function in public settings.

**Week 13 Oct. 28-31**

Lesson 4:  
Governments Work Together  
Pgs. 94-97

2.C2.1 Describe roles and responsibilities of people in authority within our country and world.

How does trade help countries solve problems and get along together?

I can explain how governments work with other governments to solve problems.

trade  
peace  
conflict

\*videos  
\*interactive journals  
\*Leveled Readers  
\*Quest: Writing

2.C2.2 Explain how all people, not just official leaders, play important roles in the world. Process, rules, and laws direct how individuals are governed and how society addresses problems.

What is the main purpose of the United Nations?

What word means the opposite of peace?

2.C4.1 Explain how people work together to identify and solve problems within our world.

What is a treaty?

2.C4.2 Explain how rules function in public settings.

**Week 14 Nov. 4-8**

Chapter 3 Assessment  
Pg. 101-102

2.C4.2 Explain how rules function in public settings.

What are some reasons we have rules at home and school?

I can make a list of rules I follow in school.

\*QUEST FINDING  
write a Skit  
Pg. 103

Why might we sometimes want to

\*Students make a skit

change or get rid of  
certain rules?

## Week 15 Nov. 12-15

### People Who Supply Our Goods and Services

#### Chapter 4

Lesson 1: Needs,  
Wants, and Choices  
Pgs. 108-111

\*videos  
\*interactive journals  
\*Leveled Readers  
\*Quest: Writing

2.E3.1 Identify and describe the  
goods and services that are produced  
around the world.

2.E3.2 Explain how people around  
the world earn income.

2.E3.3 Explain how people can be  
producers and consumers in a global  
economy

What is a need?

What is a want?

What is the difference  
between a need and a  
want?

What does barter mean?

How did people get  
things that they wanted  
or needed?

Would you rather live in  
the past and barter, or  
live now and use  
money?

I can identify need and wants.

I can describe the difference  
between a need and a want.

needs

wants

choice

scarce

barter

purchase

## Week 16 Nov. 18-22

Lesson 2: Food  
Producers  
Pgs. 114-117

2.E5.1 Illustrate how a country's  
resources determine what is  
produced and trade

Who are producers?

What things do  
producers make?

I can explain how farmers use  
the land to produce food.

producers

harvest

*videos *interactive journals *Leveled Readers *Quest: Writing	2.E3.3 Explain how people can be producers and consumers in a global economy.	Why are producers important?	I can identify producers in communities.	natural
	2.E3.2 Explain how people around the world earn income	What things do farmers produce?	I can understand the roles of farmers.	
		How are farms different today than in the past?	I can compare farmers today with farmers in the past.	
		How do farmers help people get what they need?		
<b>Week 17 Dec. 2-6</b>				
Lesson 3: Producing and Consuming Goods Pgs. 120-123  *videos *interactive journals *Leveled Readers *Quest: Writing	2.E5.1 Illustrate how a country's resources determine what is produced and trade	Who are consumers?	I can describe how producers and consumers work together.	goods
		What do consumers do?		consumers
	2.E3.3 Explain how people can be producers and consumers in a global economy.	How are producers and consumers connected?	I can identify the roles of a producer, consumers, and distributors.	services
	2.E3.2 Explain how people around the world earn income			process
				distributors
				markets
				sequence
<b>Week 18 Dec. 9-13</b>				
Lesson 4: Challenges Producers Face Pgs. 124-127	2.E5.1 Illustrate how a country's resources determine what is produced and trade	What weather helps crops?	I can describe how producers meet challenges.	weather
				drought

*videos *interactive journals *Leveled Readers *Quest: Writing  *Chapter 4 ASSESSMENT pgs. 131-132	2.E3.3 Explain how people can be producers and consumers in a global economy.	What weather can harm crops?	I can describe how farmers solve weather problems to grow crops.	climate
	2.E3.2 Explain how people around the world earn income	How do farmers decide what to grow?		irrigation
	2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.	Why do farmers look at water resources?		sources
	2.E3.1 Identify and describe the goods and services that are produced around the world			

### Third Quarter

#### Week 19 Jan. 7-10

#### Making a Difference

#### Chapter 5

Lesson 1: What makes a hero? Pgs. 138-141  *videos *interactive journals *Leveled Readers *Quest: Writing	2.C2.1 Describe roles and responsibilities of people in authority within our country and world.	What is a hero?	I can identify a hero.	trait
		What are some traits people might have?	I can recognize traits of a hero.	courage
	2.C2.2 Explain how all people, not just official leaders, play important roles in the world.	What are some important things to know about heroes?	I know what a hero does.	risk
			I can explain why heroes of the past are important.	sacrifice
				common

	2.C4.1 Explain how people work together to identify and solve problems within our world.			good goal
	2.E4.1 Describe the public services that governments provide and how they meet the needs of individuals			
	2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.			
<b>Week 20 Jan. 13-17</b>				
Lesson 2: Heroic Leaders Pgs. 142-145  *videos *interactive journals *Leveled Readers *Quest: Writing	2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.	What other things besides speeches, might a leader do to make the world a better place?	I can explain what leaders do to encourage people to follow them.	inspire justice
	2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.	Who was Abraham Lincoln and what did he do?	I can discuss how leaders became heroes.	Civil War
		What does it mean to act with justice?	I can identify why Abraham Lincoln is a hero?	reservation behalf
		What is a civil war?	I can explain why Sitting Bull and Golda Meir are heroes to their people.	
		Who was Sitting Bull and why was he a hero to his people?		

## Who was Goldo Meir?

### Week 21 Jan. 21-24

Lesson 3: Heroes Who Inspire Change  
Pgs. 146-151

\*videos  
\*interactive journals  
\*Leveled Readers  
\*Quest: Writing

2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies

2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.

What are civil rights?

Why did Harriet Tubman work on the Underground Railroad?

Why is a public protest a good way to advocate for civil rights for people?

How are Dr. Martin Luther King Jr. and Yuri Kochiyama similar?

Who was Wilma Rudolph and actions of civil rights advocacy did she work for?

I can explain about heroes who inspire change.

I can identify civil rights activists.

I can identify women's rights activists.

civil rights

protest

race

boycott

considerable

### Week 22 Jan. 27-31

Read and Discuss  
Rosa Parks  
Pgs. 152-153

2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

Who is Rosa Parks?

Why is she an important figure for civil rights?

I can identify Rosa Parks and her act of protest?

<p><b>*Assign Heroic Heroes for students to research.</b></p> <p>-powerpoint -essay -poster</p>	<p>2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p>			
<p><b>Week 23 Feb.. 3-7</b></p> <p>Lesson 4: Heroes in Science Pgs. 154-159</p> <p>*videos *interactive journals *Leveled Readers *Quest: Writing</p>	<p>2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.</p> <p>2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.</p>	<p>Who are some important inventors and scientists?</p> <p>Why were they considered heroes?</p>	<p>I can identify heroes of science.</p> <p>I can explain what an invention is and how they benefit society.</p> <p>I can identify important inventors and scientists.</p>	<p>invention</p> <p>element</p> <p>vaccine</p> <p>experiment</p> <p>discovery</p>
<p><b>Week 24 Feb. 10-14</b></p> <p><b>Literacy Skills Compare and Contrast</b> <b>Pgs. 160-161</b></p>	<p>2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.</p>	<p>What do we look for when we compare things?</p>	<p>I can compare and contrast things.</p> <p>I can compare and contrast heroic figures.</p>	

*Assign students two Heroes in Science to compare and contrast.	2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies  2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.	What do we look for when we contrast things?  Who is Thomas Edison?		
<b>Week 25 Feb. 18-21</b>				
Lesson 5: Heroic Helpers Pgs. 162-165  *videos *interactive journals *Leveled Readers *Quest: Writing	2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.  2.C4.1 Explain how people work together to identify and solve problems within our world.	What does it mean to volunteer your time?  What are some ways people help others?  What is poverty?  What does it mean to live in poverty?	I can explain how and why some heroes help those in need.  I can summarize the history and mission of the Red Cross.	poverty  volunteer  establish
<b>Week 26 Feb. 24-28</b>				
<b>Critical Thinking Skills</b> Analyze Images Pgs. 166-167				
<b>Week 27 Mar. 2-6</b>				



<p>Lesson 6: How We Can Make a Difference Pgs. 168-171</p> <p>*videos *interactive journals *Leveled Readers *Quest: Writing</p>	<p>2.SP1.2 Understand how events of the past affect students' lives and community.</p> <p>2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change</p> <p>2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction</p> <p>.SP2.2 Compare perspectives of people in the past to those today through stories and biographies.</p>	<p>What does it mean to respond when someone calls you for help?</p> <p>What does it mean to "share your talents" to help others?</p> <p>What are some ongoing community problems that you can help solve?</p>	<p>I can recognize that ordinary people who help others can be heroes.</p> <p>I can identify community members who help others in need.</p>	<p>first responder ongoing</p>
<p><b>Week 28 Mar. 9-13</b></p> <p><b>Chapter 5 ASSESSMENT Pgs. 173-174</b></p> <p><b>QUEST Findings</b> *Draw a Book Cover Pg. 175 Explaining your Hero and why?</p> <p>SP2.2 Compare perspectives of people in the past to those today through stories and biographies.</p> <p>What hero do you want to draw?</p> <p>What time period is this hero from?</p> <p>I can illustrate the qualities of a hero on a book cover.</p>				

Have you thought about drawing a hero from your community?

## Fourth Quarter

### Week 29 Mar. 23-27

#### Our American Culture

#### Chapter 6

Introducing the Big Question  
Pgs. 176-177

Quest;Shared Discussion  
Pgs. 178-170

\*videos  
\*interactive journals  
\*Leveled Readers  
\*Quest: Writing

2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction

SP2.2 Compare perspectives of people in the past to those today through stories and biographies.

How is culture shared?

What was cultural events are there?

Who was at the event?

Did you learn anything new?

I can use prior knowledge to make connections of cultural events to life.

I can make meaningful connections to personal experiences.

### Week 30 Mar. 30-Apr. 3

Lesson 1:Culture is Our Way of Life  
Pgs. 180-183

\*videos  
\*interactive journals

2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music

What is culture?

What are some ways to communicate?

I can understand what makes up a person's culture. language

I can explain how culture is passed down. religion

heritage

*Leveled Readers *Quest: Writing	and secondary sources such as fiction and non-fiction  .SP2.2 Compare perspectives of people in the past to those today through stories and biographies.	How can culture bring people together?	I can identify how music and food are important to culture.	continue  instrument
<b>Week 31 Apr. 6-10</b>  Critical Thinking Skills Pgs. 184-185  Compare Points of View: Lin and Juan  Students complete their own point of view on a topic.	2.SP3.1 Identify facts and concepts associated with compelling and supporting questions.  2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.  2.SP3.3 Generate questions about a source as it relates to an event or development.  2.SP3.4 Gather relevant information from one or two sources.  2.SP3.5 Ask and answer questions about explanations and arguments.  2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology	What is Lin's point of view?  What is Juan's point of view?	I can identify and compare points of view.  I can complete a paragraph about Lin and Juan.  I can write my paragraph on my point of view.	Points of view
<b>Week 32 Apr. 13-17</b>	2.SP2.1 Compare diverse cultures from around the world using primary sources such as			unique

<p>Lesson 2: Culture is Our Way of Life Pgs. 180-183</p> <p>*videos *interactive journals *Leveled Readers *Quest: Writing</p>	<p>photographs, artifacts, and music and secondary sources such as fiction and non-fiction.</p>	<p>What do the words unique and diverse describe?</p> <p>Why are there so many cultures in the United States?</p> <p>In what ways do people share their culture.</p>	<p>I can identify different cultures in the United States.</p> <p>I can understand why there are many cultures.</p> <p>I can describe how people share cultures in our country.</p> <p>I can explain how adults pass culture down to their children.</p>	<p>diverse</p> <p>parade</p> <p>settled</p> <p>character</p>
<p><b>Week 33 Apr. 20-24</b></p>				
<p><b>Curriculum Connections Geography Pg. 190</b></p> <p><b>Find Each Place on a Map</b></p>	<p>2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.</p> <p>▪Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks</p> <p>2.G1.1 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of</p>	<p>Where are these locations on a map?</p>	<p>I can review the cities and countries from lesson 2.</p> <p>China, New York City, San Antonio, Mexico, New Orleans, St. Paul, and Laos</p> <p>I can find them on a map.</p>	

places in the world based on stories shared				
<b>Week 34 Apr. 27-May 1</b>				
Lesson 3: American Stories Pgs. 192-195  *videos *interactive journals *Leveled Readers *Quest: Writing	2.SP1.2 Understand how events of the past affect students' lives and community.	How are American stories part of our heritage?	I can understand the importance of telling stories from the past.	fact
	2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.	What are folk tales?	I can compare and contrast folk tales and tall tales	fiction folk tale
	2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies	What are tall tales?		tall tale
				travel
<b>Week 35 May 4-8</b>				
Distinguish Fact from Fiction Pgs. 196-197  Read and Research Pecos Bill and Cowboys	2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction	How do you know it is a fact?	I can identify facts and fiction.	fact
	2.SP2.2 Compare perspectives of people in the past to those today through stories and biographie	How do you know it is fiction?	I can understand how facts and fiction are related and how they differ.	fiction
<b>Week 36 May 11-15</b>				

Lesson 4: American Holidays Pgs. 198-203	.SP2.2 Compare perspectives of people in the past to those today through stories and biographie	What holidays celebrate heroes?	I can recognize the different reasons for celebrations.	honor
*videos	2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction	What holidays celebrate religious beliefs?	I can identify holidays that honor American heroes.	veteran
*interactive journals		What does bravery mean?		monument
*Leveled Readers		What is the purpose of Veteran's day?		treated
*Quest: Writing				
<b>Week 37 May 18--21</b>				
<b>Chapter 6 ASSESSMENT Pgs. 207-208</b>	2.SP2.2 Compare perspectives of people in the past to those today through stories and biographie			
<b>*QUEST Findings Pg. 209</b>	2.SP2.1 Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction	What holidays do you celebrate?	I can represent my culture.	artifact
-Show Off your Artifact Show and Tell		What special clothing do you wear?		

