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2nd grade | Teacher's Guide

HISTORY & GEOGRAPHY

HISTORY & GEOGRAPHY 200

Teacher's Guide

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HISTORY & GEOGRAPHY SCOPE & SEQUENCE

Grade 2

UNIT 1	<p>LOOKING BACK</p> <ul style="list-style-type: none"> • Remembering last year • Learning about early times • The trail of the Native Americans • Symbols and historic places
UNIT 2	<p>SETTLING THE NEW WORLD</p> <ul style="list-style-type: none"> • The first settlers • Colonies of the new world • The war for independence • Symbols and historic places
UNIT 3	<p>A NEW GOVERNMENT FOR A NEW COUNTRY</p> <ul style="list-style-type: none"> • A study of government • Creating a government • Our government • Symbols and historic places
UNIT 4	<p>GOVERNMENT UNDER THE CONSTITUTION</p> <ul style="list-style-type: none"> • Article One—The Legislative Branch • Article Two—The Executive Branch • Article Three—The Judicial Branch • The Bill of Rights
UNIT 5	<p>OUR GOVERNMENT CLOSE TO HOME</p> <ul style="list-style-type: none"> • Our state governments • Our local governments • Citizens of the United States • Symbols and historic places
UNIT 6	<p>WESTWARD—FROM THE ORIGINAL COLONIES</p> <ul style="list-style-type: none"> • The United States grows • The Lewis and Clark Expedition • The Old Southwest • Symbols and historic places
UNIT 7	<p>SETTLING THE FRONTIER</p> <ul style="list-style-type: none"> • The Texas frontier • Westward expansion • Meet America's pioneers • Symbols and historic places
UNIT 8	<p>EXPLORING AMERICA WITH MAPS</p> <ul style="list-style-type: none"> • Directions on a map • Reading roads and symbols • Natural features • Symbols and historic places
UNIT 9	<p>PAST, PRESENT, AND FUTURE MAPS</p> <ul style="list-style-type: none"> • City maps • Building maps • History of maps • Symbols and historic places
UNIT 10	<p>REVIEW UNITED STATES HISTORY</p> <ul style="list-style-type: none"> • The United States begins • Creating a government • Mapping the United States

STRUCTURE OF THE CURRICULUM

The curriculum is conveniently structured to provide one Teacher's Guide containing teacher support material with answer keys and ten student workbooks for each subject. The workbook format of the curriculum allows the student to read the textual information and complete workbook activities all in the same booklet. The easy-to-follow numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts workbook at the 2nd grade level, 5th book in the series is Language Arts 0205.

Each workbook is divided into three to five sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give purpose to the study of the curriculum. The introduction and objectives are followed by vocabulary found at the beginning of each section at the lower levels. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced in Language Arts. Before beginning each section, children should learn the vocabulary words in order to improve comprehension, retention, and reading skills.

Each activity or written assignment in grade 2 has a number for easy identification, such as 1.1. The first number corresponds to the section, and the second number (right of the decimal) refers to the activity.

Teacher checkpoints, essential for maintaining quality learning, are found at various locations throughout the curriculum. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions in grade 2 are also number coded for easy reference. For example, 2.015 refers to the 15th question in the self test of Section 2. The first number corresponds to the section, the zero indicates that it is a self test question, and the number to the right of the zero is the question number.

Tests are found at the back of each workbook. They should be removed and set aside before giving the workbooks to the children.

Answer and test keys in grade 2 have the same numbering system as the workbooks. Children may have access to the answer keys (not the test keys) under teacher supervision, so they can score their own work.

A thorough study of the Scope & Sequence by the teacher before instruction begins is essential to the success of the child. In addition, the teacher should become familiar with skill mastery expectations. The teacher should also preview the objectives at the beginning of each workbook for additional preparation and planning.

TEACHING SUPPLEMENTS

The sample weekly lesson plan and student-grading sheets are included in this section as teacher-support materials and may be duplicated at the convenience of the teacher.

The student-grading sheet is provided for those who desire to follow the suggested guidelines for the assignment of letter grades as previously discussed. A student's self-test scores should be posted as percentages. When the workbook is completed, the teacher should average the self-test grades, multiply the average by .25, and post the points in the box marked "Self Test Points." The workbook percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student, whether it is a workbook or additional learning activity. Oral work includes a student's ability to respond orally to questions, which may or may not be related to workbook activities, or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the workbook was completed.

HISTORY & GEOGRAPHY 201

Unit 1: Looking Back

TEACHER NOTES

MATERIALS NEEDED FOR WORKBOOK	
Required	Suggested
<ul style="list-style-type: none"> • workbook • paper • pencils • crayons 	<ul style="list-style-type: none"> • dictionary • atlas • maps • pictures of early explorers (Marco Polo and Christopher Columbus) • Internet or encyclopedias

ADDITIONAL LEARNING ACTIVITIES

Choose activities that best suit the needs and interests of your student(s).

To find websites with additional information, learning games, or other study materials related to these activities, explore the Internet by searching these key words and phrases: North American Native Americans or American Indians, sea monsters on maps, Vikings, Marco Polo, Christopher Columbus, explorers of North America, and European explorers.

Section 1: Remembering Last Year

1. Have the student draw a picture of one of the communities in which they live. Ideas for drawings may include a family or neighborhood.
2. Arrange to visit a police station or fire station. The student can learn more about the people who keep a community safe.
3. With the student, look at a globe or map. Identify North America, the United States, and the state in which you live.

Section 2: Learning about Early Times

1. Identify the continents on a map or globe.
2. Marco Polo brought back spices from his journey including cloves, nutmeg, peppercorn, and cinnamon. Have the student see if they can find any of these spices at home. As an additional activity, prepare a food using one of the spices.
3. Draw a picture of an imaginary sea creature that might be seen on an ancient map.

Section 3: The Trail of the Native Americans

1. Help the student research and find pictures of early Native American dwellings, such as igloos, tepees, longhouses, earth lodges, pueblos, cliff dwellings, etc.

2. Ask the student to consider this question: If you were sailing to a new place, as the Vikings did long ago, what belongings would you take with you?
3. Find some symbols the North American Plains Indians painted on their tepees. Identify the meaning of the symbols.

INDEPENDENT STUDY ACTIVITY:

Have the student choose one of the following early explorers to study: Vasco de Gama, John Cabot, Henry the Navigator, Amerigo Vespucci, Sebastian Cabot, Jacques Cartier, or Ponce de Leon. The student should do enough research to be able to answer a few basic questions about the explorer. Questions to ask: What country did the explorer represent? When did the explorer live? Where did the explorer go? Why did the explorer go to that area of the world? What did the explorer find? How did the explorer make a difference in history? As an added activity, ask the student to create a poster of the chosen explorer.

UNIT REVIEW ACTIVITY:

A duplication master for a review activity is provided for this unit. After the student has finished the unit, have them complete it as part of the preparation for the Test.

» WORKSHEET ANSWERS

1. 😊
2. ☹️
3. 😊
4. 😊
5. ☹️
6. 😊
7. ☹️
8. 😊

Administer the Test.

The test is to be administered in one session. Give no help except with directions. Evaluate the tests and review areas where the students have done poorly. Review the pages and activities that stress the concepts tested. If necessary, administer the Alternate Test.

History & Geography 201 Unit Review

Put a smiley face 😊 next to the sentences that are correct.

Put a frowning face ☹️ next to those statements that are wrong.

1. Families can include many people.
2. Only buildings make up a community.
3. People who live next door to you are neighbors.
4. Christopher Columbus traveled by ship to the New World.
5. The largest bodies of water are called lakes.
6. Small bodies of land in the oceans are islands.
7. Marco Polo traveled to North America.
8. Vikings visited Canada before Columbus sailed.

ANSWER KEYS

SECTION 1

- 1.1 a. family
- 1.2 a. talk
- 1.3 b. feelings
- 1.4 father, mother (answers will vary)
- 1.5 Picture should show family members.
- 1.6 Answers will vary. Student should record two or three activities from a family reunion or family visit.
- 1.7 c. neighbors
- 1.8 a. near or far
- 1.9 a. close
- 1.10 c. park
- 1.11 b. police
- 1.12 b. parents
- 1.13 c. teamwork
- 1.14 a. Yes
- 1.15 b. No
- 1.16 Answers will vary.
Student should draw their home.
- 1.17 Answers will vary.
- 1.18 Answers will vary.
- 1.19 b. many
- 1.20 a. sell the television
c. make the parts
- 1.21 a. Christopher Columbus
- 1.22 a. Canada
c. Mexico

SELF TEST 1

- 1.01 communicate
- 1.02 family
- 1.03 community
- 1.04 team
- 1.05 neighbors
- 1.06 park
- 1.07 c. workers
- 1.08 b. many
- 1.09 a. Christopher Columbus
- 1.010 c. pioneers
- 1.011 b. respect

SECTION 2

- 2.1 a. different than
- 2.2 b. land and water
- 2.3 c. orbits
- 2.4 c. body
- 2.5 ocean
- 2.6 sea
- 2.7 lake
- 2.8 pond or pool
- 2.9 b. continents
- 2.10 a. islands
- 2.11 Africa, Asia, Europe
- 2.12 b. Middle
- 2.13 b. learned many
- 2.14 3, 2, 1, 4
- 2.15 a. Italy
- 2.16 b. China
- 2.17 b. flat
- 2.18 The shape should be a circle.
- 2.19 a. China
- 2.20 c. America
- 2.21 b. Christopher Columbus
- 2.22 c. Indians

SELF TEST 2

- 2.01 ideas
- 2.02 build
- 2.03 ocean
- 2.04 communities
- 2.05 oceans
- 2.06 continents
- 2.07 islands
- 2.08 continents
- 2.09 Africa, Europe, Asia
- 2.010 North America, South America
- 2.011 Australia
- 2.012 Antarctica
- 2.013 a. East
- 2.014 a. An ocean
- 2.015 c. flat
- 2.016 c. China
- 2.017 b. learn more
c. get more goods
- 2.018 c. flat
- 2.019 a. India

SECTION 3

- 3.1 c. Asia
- 3.2 a. Alaska
- 3.3 b. Inuits
- 3.4 a. Yes
- 3.5 b. Indians
- 3.6 b. Native
- 3.7 a. lived
- 3.8 c. buffalo
- 3.9 b. deer
- 3.10 a. cliff dwellers
- 3.11 a. Norse
- 3.12 b. home

SELF TEST 3

- 3.01 c. Asia
- 3.02 b. Alaska
- 3.03 b. Inuits
- 3.04 c. Native
- 3.05 hunters, warriors, farmers, cliff dwellers
- 3.06 b. many
- 3.07 b. Norse
- 3.08 b. No
- 3.09 Inuits
- 3.010 Plains Indians
- 3.011 Eastern Woodlands
- 3.012 Southwest Indians

TEST 201

1. respect
2. neighborhood
3. oceans
4. Sun
5. family
6. United States
7. Africa, Asia, Europe
8. a. Middle East
9. b. Inuits
10. c. Southwest Indians
11. a. Plains Indians
12. c. Eastern Woodlands Indians
13. b. East
14. a. Indians
15. c. Americans
16. Norse
17. Marco Polo
18. Earth
19. Columbus
20. Inventors
21. cure
22. planet
23. divided
24. continent
25. crude

THOUGHT QUESTION

Answers will vary.

26. a. The students should describe their families (1 pt.), the jobs their parents hold (1 pt.), and where they live (1 pt.).
- b. For the second thought question, the student should briefly tell how people who traveled east went as far as the Pacific Ocean (1 pt.). They then went up the shore, crossed over into Alaska (1 pt.), and spread down through North and South America (1 pt.).

ALTERNATE TEST 201

1. Middle East
2. family
3. continents
4. islands
5. community
6. Alaska
7. North America, South America
8. West Indies
9. b. Inuits
10. c. Southwest Indians
11. a. Plains Indians
12. c. Eastern Woodlands Indians
13. b. India
14. c. Leif Eriksson
15. c. Americans
16. Columbus
17. Inventors
18. Norse
19. Earth
20. Marco Polo
21. planet
22. pioneers
23. divided
24. cure
25. crude

THOUGHT QUESTION

Answers will vary.

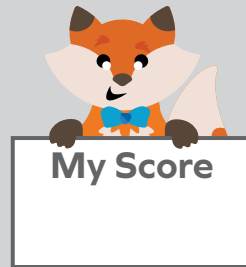
26. a. Look for a list of people or groups in the community and for information about your neighbors.
- b. Things to look for would be the trip to China, the cloth, perfumes and fireworks he brought back, and the book he wrote.

HISTORY & GEOGRAPHY 201

ALTERNATE TEST

Name _____

Date _____



Each answer = 1 point

Draw a line to match each phrase with its correct answer.

- | | | | | |
|----|--|---|---|-------------|
| 1. | Place where three continents are connected | ▶ | ◀ | islands |
| 2. | When you were born you became part of a | ▶ | ◀ | family |
| 3. | The largest masses of land | ▶ | ◀ | Middle East |
| 4. | Hawaii is made up of several | ▶ | ◀ | community |
| 5. | Your family is part of a | ▶ | ◀ | continents |

Circle the correct answer.

6. Which one of these is *not* a continent?
- | | | |
|--------|-----------|--------|
| Africa | Asia | Alaska |
| Europe | Australia | |

7. Circle the **two** continents that are connected to each other.

Australia

North America

Asia

South America

8. The islands that Christopher Columbus discovered were the _____ .

Middle East

North Africa

West Indies

Circle the correct answer for each statement.

9. The natives of Alaska are called _____ .

a. Plains Indians

b. Inuits

c. Eastern Woodlands Indians

10. The Native Americans who carved homes into the cliffs in Colorado and New Mexico were the _____ .

a. Plains Indians

b. Inuits

c. Southwest Indians

11. The Native Americans who moved during the year to follow herds of buffalo were the _____ .

a. Plains Indians

b. Southwest Indians

c. Eastern Woodlands Indians

- 12.** The Native Americans who planted crops and hunted small animals were the _____ .
- a. Plains Indians
 - b. Southwest Indians
 - c. Eastern Woodlands Indians
- 13.** Columbus decided that he could sail west in order to reach _____ .
- a. America
 - b. India
 - c. Africa
- 14.** The first Europeans to set foot in the New World were led by _____ .
- a. Marco Polo
 - b. Christopher Columbus
 - c. Leif Eriksson
- 15.** Today, the first people who lived in North America are called Native _____ .
- a. Indians
 - b. West Indians
 - c. Americans

Draw a line to match the correct answer to the name.

- | | | | | |
|------------|--|---|---|------------|
| 16. | Discovered the New World | ▶ | ◀ | Norse |
| 17. | Made new things | ▶ | ◀ | Earth |
| 18. | Europeans who came but did not stay in the New World | ▶ | ◀ | Inventors |
| 19. | Our planet | ▶ | ◀ | Marco Polo |
| 20. | Traveled from Europe to China | ▶ | ◀ | Columbus |

Draw a line from the definition to the word.

- | | | | | |
|------------|---------------------------------|---|---|----------|
| 21. | Large object that orbits a star | ▶ | ◀ | divided |
| 22. | First people to enter a land | ▶ | ◀ | planet |
| 23. | To separate into parts | ▶ | ◀ | crude |
| 24. | To prepare skins | ▶ | ◀ | pioneers |
| 25. | Not well done | ▶ | ◀ | cure |

Pick one of the questions below and write answers in two or three sentences on a separate piece of paper. (3 points)

- 26.**
- a. Tell about your community. Tell who is in your community, and tell about your neighbors.
or
 - b. Describe Marco Polo's trip and his return home.



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