Supplemental Lessons

2015-2016

Aligned with Ohio’s Learning Standards for Social Studies

Office of Teaching and Learning – Curriculum Division
**Title:** Why Do We Have Rules?

**Grade:** 2nd grade

**Description:** This is a supplemental lesson to integrate into the Social Studies Alive! My Community curriculum for 2nd grade. The lesson is about the importance of rules and order.

**Duration:** 4 days

**Instructional Strategy:**

### Session 1

**Preview:**
In this preview activity, students will experience what it is like to not have rules. Put students into groups of varying sizes. You will need the following groups: students, a rather large group of students, and some small groups. Give each group a number cube, a bag of manipulatives, and a score sheet. Explain the game quickly: There are a number of people in your group. You must be the first one to collect eight of the same color. Be evasive when students ask for clarification because the goal is to feel what it is like to NOT have rules. Remind students that their goal is to be the first one to get eight of the same color. Let them play the game and assume that some will be excited and others will be confused, but offer no more rules yet. After a moment, stop the game and debrief with these questions: How did you feel? Was this a good game? Why or why not? How could it be a better game? Encourage them to state what is missing from the game. Now give the following rules: 1) You must play this game in groups of 3 or 4; 2) The oldest person rolls first, then the next oldest, and so on; 3) After you roll, close your eyes and draw that number of manipulatives from the bag; 4) Pass the bag to the next person; 5) The winner is the first one to collect eight pieces of the same color. After playing the game with rules, debrief with these questions: How did it feel this time? Which game did you like best? Where else do rules help us? Do you think it’s important to have rules? Why or why not?

### Session 2 and 3

**Experiential Exercise and Reading Further:**
On the first day of this activity, students will create a simple game with rules. They will be given a small bag of miscellaneous manipulatives. They use those manipulatives and work with a partner to create a simple game. After the game is created, they write the rules to their game on the writing paper. At the beginning of the second day of this activity, they will talk about their game with another pair of students. Then they will trade games with another pair and read and follow the rules.
Lesson A1: Why Do We Have Rules?

Session 4

Processing:
Debrief the games played during the Day 3 lesson. Ask these questions: Were the games fun? What made them fun or not fun? Were any games confusing? Did any games make you upset? Help students create a web of the consequences of not having or following rules. The web might include: people get upset, things aren’t fun, people are confused, activities are dangerous, etc. Finally, review your class rules and the consequences for not following them (not just personal consequences like “going to PEAK,” but community consequences, like “the other kids not being able to learn”).

Materials:
a number cube (one per group); a bag of manipulatives in many colors (can be centimeter cubes, counting chips; unifix cubes, etc.; one per group); a bag of miscellaneous supplies per pair of students (each bag can be different; supplies could be paper clips, straws, number cubes, pawns, spinners, etc. that could be used to create a simple game); writing paper; chart paper or chalk board

Vocabulary:
rule, consequence
Title: What is Government and Why Do We Have It?

Grade: 2nd grade

Description: This is a supplemental lesson to integrate into the Social Studies Alive! My Community curriculum for 2nd grade. The lesson is about the need for government and authority.

Duration: 6 days

Instructional Strategy:

Session 1

Preview:
Divide the class into 4 groups. Each group must pick a representative who will speak on behalf of their group in this activity (just as we elect representatives to speak for us in government). Show the class an item, such as a flower, plant, fossil, piece of fabric, etc. Label each group: A-Touch, B-Sight, C-Smell, D-Listen. Each group will analyze the chosen item according to the assigned “sense” of the group: Group A will touch the item; Group B will look at the item; Group C will smell the item and Group D will listen to the item. All groups will then work together to answer these questions: 1) Describe the item using sensory words. 2) How did you like this activity? 3) Was it fair? 4) How could this activity be made fair? After discussing and debating the answers, the representative will report to the teacher. After reporting, pull the whole class together to reflect. Are these five representatives the only ones who want to change the activity? (No, they represent the will of the people.) Why is it better to have representatives, or leaders, who bring the information to the government? Finally, make a chart that lists the four reasons we have government: to make and enforce laws, to provide leadership, to provide services, and to resolve disputes. This list will be used over the next four days.

Session 2

Experiential Exercise:
Refer to the chart of reasons we have government (from Session 1). Today’s focus will be on making and enforcing laws. Create a web as a class with the topic “A Classroom with No Rules.” Students can brainstorm what the classroom would be like without rules. After discussing it sufficiently, focusing on the importance of rules and laws, make a list of other places where we have rules and laws (i.e., on the roads, at home, at church, in movie theaters, at parks, etc.). Students will do a quickwrite. They will choose one of the places and write a list of things that might happen without rules and laws. Students can share their lists with partners or the class. Finally, tell the class who makes rules and laws (representatives or officials that we elect). Connect this lesson to the idea of representatives from Session 1.
What is Government and Why Do We Have It?

Session 3
Today’s focus is the second reason we have government: to provide leadership. As a class, create an organizational chart of the school. Record the chart on chart paper. Start with “students” written on the bottom of the chart. Ask students who is in charge of the students while they are in school? (Teachers) Draw that on the organizational chart. Ask students who is in charge of the teachers at school? (Principal) Add that to the chart. Now ask, who is the school leader? (Principal) Students will complete the Student Hand-Out (Who’s In Charge?) to identify the leaders in other areas.

Session 4
Reading Further:
Today’s focus is the third reason we have government: providing services. Make a web on chart paper of services that our government provides for its citizens. If students are confused, they can be prompted with questions such as: What if a building catches on fire? Who makes sure restaurants are safe and clean? Who makes sure kids get their shots? Where can you check out movies and books? How does your trash disappear from your home? How do people get food for their families if they don’t have enough money? After the class has created a sufficient web, students should each illustrate a service on their own piece of drawing paper. They should write a sentence that explains the service. The papers can be bound into a class book or glued onto chart paper in a collage. Discuss who pays for the services (Taxes are collected from taxpayers, including children who buy things at the store.)

Session 5
Processing:
Today’s focus is the fourth reason we have government: resolving disputes. Invite a leader into your classroom. You can invite in the principal or leadership intern (those are easily accessible). You might also invite a church leader, Boy or Girl Scout leader, parent, etc. You can also be the leader since you are the leader of the class. Students will listen to an introduction of the leader and then work in pairs to write interview questions for the leader. Finally, they will ask the questions to the leader. Their questions should relate to the four reasons we have government, and especially on how they resolve conflicts among the people they lead. If your students have difficulty with writing focused questions, here are some to prompt them: How are you a leader? How do you provide services? Do you make rules? If not, who does? How are rules made? Do you enforce rules? How? How do you resolve disputes between people when they disagree? Why is it important to have rules? Why is it important to have leaders?

Session 6
Assessment:
Choose two of the six vocabulary words (representative, service, leader, law, dispute, resolve) that go with this lesson. Model how to complete the vocabulary boxes in the Interactive Student Notebook (ISN). Divide the page into four sections. In the top-left box, students write the vocabulary word. In the top-right box, they draw a picture illustrating the meaning of the word. In the bottom-left box, they write the meaning of the word in “kid speak” (their own words). In the bottom-right box, they write clues to help remember the word. For example, they can use the word in a sentence, determine synonyms and antonyms of the vocabulary word, or write additional information that they learned from the text. Repeat the process on the back of the
What is Government and Why Do We Have It?

page for the second word you chose. Have students choose two of the vocabulary words and complete their own vocabulary boxes. Attach the paper in the Interactive Student Notebook.

**Materials:**
An item to share (like a flower); chart paper; writing paper; Student Hand-Out E1A (Who’s In Charge?); Vocabulary template (included in this lesson plan) or blank paper (one per student), Interactive Student Notebooks

**Vocabulary:**
representative, service, leader, law, dispute, resolve
Use the word bank to help you put the right leader in the right box.

<table>
<thead>
<tr>
<th>National Leader</th>
<th>State Leader</th>
<th>City Leader</th>
<th>School Leader</th>
<th>Fire Department Leader</th>
<th>Police Department Leader</th>
<th>Family Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire chief</td>
<td>Principal</td>
<td>President</td>
<td>Police chief</td>
<td>Mayor</td>
<td>Governor</td>
<td>Parents</td>
</tr>
<tr>
<td>Mayor</td>
<td>Governor</td>
<td>Parents</td>
<td>Guardians</td>
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</tbody>
</table>

Columbus City Schools, 2012-2013

Grade 2 Social Studies
What is Government and Why Do We Have It?
## Vocabulary

<table>
<thead>
<tr>
<th>1. Word</th>
<th>2. Picture</th>
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Title: What Are Good Citizen Traits?

Grade: 2nd grade

Description: This is a supplemental lesson to integrate into the Social Studies Alive! My Community curriculum for 2nd grade. The lesson is about traits of good citizens.

Duration: 5 days

Instructional Strategy:

Session 1
Introduce these good traits that citizens have: honesty, self-discipline, respect for the rights of others, persistence, responsibility, and patriotism. After a short discussion about each of the terms, read the two fables on the Information Master. Have students identify any of the good citizen traits they hear in the fables. After identifying the traits in the fables, have students tell stories about when they have shown the other traits in their own lives.

Session 2
Students will make good citizen cubes. In pairs, one partner will cut and fold Cube A and the other partner will cut and fold Cube B. (If assembling cubes is too time-consuming, cut out the squares and have students draw from a hat instead of rolling cubes.) The partner with Cube A will roll the cube and the partner with Cube B must find the side of their cube that gives the definition that matches Cube A’s roll. Then the two partners will Think-Pair-Share a time when they showed that citizenship trait. Change the order (Cube B rolls first) and repeat until all six sides have been rolled.

Sessions 3-4
Students will design posters to post around the school. Create a checklist of requirements you wish for your students to include. Some suggested titles for the posters are: Tell the Truth, Be Caring and Courteous, Respect Others, Take Turns, Share, Be Responsible for What You Do and Say, Be Brave Enough to Do the Right Thing, Be Brave Enough to Ask for Help When Needed, Use Your Good Manners

Session 5
With a partner, students will play “The Good Citizen Game.” Directions are included in the Student Hand-Outs included with this lesson. After completing the game, have students glue or rewrite four game cards on the T-Chart labeled “What a Good Citizen Does” and “What a Good Citizen Does NOT Do.”
What Are Good Citizen Traits?

**Materials:**
Information Master (Fables); Student Hand-Out (Cube A; one per pair, enlarged), Student Hand-Out (Cube B; one per pair, enlarged); Poster paper, chart paper, or butcher paper; markers or other coloring supplies; Student Hand-Outs (Game Board, Game Cards A, Game Cards B, Game Cards C, Directions – one of each per pair), number cubes (one per pair), Unifix Cubes (or other movers for the game board; two different colors per pair), Student Hand-Out (T-Chart; one per student)

**Vocabulary:**
Honesty, self-discipline, respect, persistence, responsibility, patriotism
FABLES

The Crow and the Pitcher

A Crow was almost half-dead with thirst. He came upon a Pitcher which used to be full of water. But when the Crow put its beak into the Pitcher, he found that only a very little bit of water was left in it, and that he could not reach far enough down to get it. He tried, and he tried, but at last had to give up. Then a thought came to him, and he took a pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. At last, at last, he saw the water rise up near him, and after throwing in a few more pebbles he was able to quench his thirst and save his life.

Which citizenship trait is shown in this fable?

The Shepherd Boy and the Wolf

A Shepherd Boy, who watched a flock of sheep near a village, called out for the villagers three or four times by crying out, "Wolf! Wolf!" And when his neighbors came to help him, he laughed at them for the joke he had played. The Wolf, however, did finally come at last. The Shepherd Boy, now really scared, shouted in terror: "Please, do come and help me! The Wolf is killing the sheep!" But no one paid any attention to his cries. And no one came to help. The Wolf destroyed the whole flock of sheep.

Which citizenship trait is shown in this fable?
What Are Good Citizen Traits?

- honesty
- respect
- self-discipline
- patriotism
- persistence
- responsibility
What Are Good Citizen Traits?

Controlling yourself in all you do in order to be a better person.

Being truthful, not cheating, stealing, or lying.

To think much of someone, to honor someone highly.

Showing loyalty and commitment to your country.

Trying hard and not giving up.

Trustworthy, reliable, and able to choose right and wrong.
What Are Good Citizen Traits?
<table>
<thead>
<tr>
<th>Plant a garden for an elderly neighbor.</th>
<th>Pick all of the flowers in the park.</th>
<th>Decorate a friend’s yard with toilet paper.</th>
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</thead>
<tbody>
<tr>
<td>Donate food to a food pantry.</td>
<td>Graffiti the wall of the school.</td>
<td>Clean up litter on the school playground.</td>
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<tr>
<td>Play tetherball with your friends and follow all of the rules.</td>
<td>Help a lost child at her school find her class.</td>
<td>Hold the door at school for a mom with a stroller.</td>
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</tbody>
</table>
### What Are Good Citizen Traits?

<table>
<thead>
<tr>
<th>Good Citizen Trait</th>
<th>Unkind Action</th>
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<tbody>
<tr>
<td>Give up your seat on the bus to an older woman.</td>
<td>Laugh at someone who falls down.</td>
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<tr>
<td>Visit a sick friend at the hospital.</td>
<td>Help someone who falls off the swing.</td>
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<tr>
<td>Laugh at someone who falls down.</td>
<td>Break someone’s pencil because you are mad.</td>
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<tr>
<td>Help someone who falls off the swing.</td>
<td>Hit a stray dog with a stick.</td>
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<tr>
<td>Call the police to report a stray dog.</td>
<td>Your friend broke his leg. Carry his trash to the curb.</td>
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<tr>
<td>Your friend had a car wreck. Watch him walk up steps alone.</td>
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<tr>
<td>Drop your candy wrapper in the street.</td>
<td>Push someone in the line at school.</td>
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<tr>
<td>Turn in the money you found on the playground.</td>
<td>Take the neighbor’s newspaper.</td>
</tr>
<tr>
<td>Buy a treat with the money you found on the playground.</td>
<td>Tease your best friend’s brother.</td>
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<tr>
<td>What a Good Citizen Does</td>
<td>What a Good Citizen Does NOT Do</td>
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Title: How Do We Choose Our Community Leaders?

Subject: Social Studies

Grade: 2nd grade

Description: This is a supplemental lesson to integrate into the Social Studies Alive! My Community curriculum for 2nd grade. The lesson is about elections.

Duration: 4 days

Instructional Strategy:

Session 1: Preview
Have students make a list of leaders in the community (police chief, mayor, fire chief, city council member, etc.). Discuss the responsibilities of those jobs and the qualities that the leaders must have to do the jobs. Students are going to have a class election for class leaders. The leaders will be stuffed animals, so the teacher will need one stuffed animal for each group of 4-5 students. Introduce the candidates to the class. (Note: Though this lesson is a simulation with stuffed animals, connect it to real-world elections that are happening this time of the year.)

Session 2: Experiential Exercise
Give each group a different stuffed animal. Their job is to write a short speech that they will read for their stuffed animal to try to get the class to vote for their animal as mayor of the class. Each student should write a sentence and read the sentence aloud as part of the speech. It should focus on the qualities of a good leader (honest, fair, trust worthy, etc. based on the list created in Session 1). All groups will share their speeches.

Session 3: Reading Further
Talk to the class about why voters need to be informed and educated and that elections should not be contests about who is the most popular. The groups organized yesterday will create signs or posters to show why their candidate should be elected as mayor. The goal is to create informed voters. Have groups hang their posters around the classroom. Allow time for students to read and analyze each poster. Based on the posters on display, ask the students What if you had to vote for a mayor today...who would you vote for? Why? Provide students with paper to write responses. Written responses should be based on a poster on display. Have students share and discuss their written responses.
Sessions 4: Processing
Hold an election today with secret ballots (made ahead of time) with the appropriate candidate names. If students can go vote behind a curtain or in an enclosed place, it will be more realistic. Announce the winner and discuss what happens after the election (the winner prepares for their newly elected job/position and the losing candidates go back to their normal jobs as stuffed animals.)

<table>
<thead>
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<th>Materials:</th>
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<tr>
<td>stuffed animals (one per group of 4-5 students); poster paper; crayons, marker, paper; pencils</td>
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<table>
<thead>
<tr>
<th>Vocabulary:</th>
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<tr>
<td>election, vote</td>
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</table>
What Does a Map Show?

**Title:** What Does a Map Show?

**Grade:** 2nd grade

**Description:** This is a supplemental lesson to integrate into the *Social Studies Alive! My Community* curriculum for 2nd grade. The lesson is about what maps show, map-making and parts of a map.

**Duration:** 10 days

**Instructional Strategy:**

**Session 1: Preview**
Map Puzzle – Each group of students gets one Map Puzzle Set (either A, B or C- Student Handout B3A). They assemble the map and glue it on construction paper. They will put one of each symbol on the map and one on the key. They decide what each symbol means and write its explanation in the key. Finally, they give their map a title (i.e. Park Map, Neighborhood Map, Treasure Map). As a concept summary, students may complete a Type 2 Writing about what they see on their map.

**Session 2: Social Studies Skill Builder**
Missing Pieces – Review the required parts of a map (title, key and symbols). As a whole class, show students the Missing Pieces Maps A-C (Student Handout B3B) and have them identify what is missing. Then fix the maps.
What is an Atlas? – As a class, create a list of places where people might use maps (classroom seating chart, park, school, shopping mall, road map, treasure map, city, state, country, world, etc.). Tell students that when maps are collected into a book, that book is called an atlas. Have an atlas on hand to show students what it looks like. Over the next several days, students will be creating their own atlases (Student Handout B3C). Create a folder in which students can keep their maps as they create them. They will be bound into an atlas on the last day.

**Session 3: Social Studies Skill Builder**
My Desk Map (Student Handout B3C) – Before students arrive, draw a map of the top of the teacher’s work space or desk. Include a key and symbols, but do not include a title. When students analyze the map, they will give it a title. Discuss what makes it an easy map to read and what makes it hard to read. Use this discussion to develop a checklist of what is required on the maps students will be creating. Then students will put objects on their own desks or tables and create a map of their desk top. As a concept summary, have students share what was their favorite part of making the maps and what was the hardest part.
Session 4: Social Studies Skill Builder
My Classroom Map (Student Handout B3C) – Explain to students that they are going to map a larger space today. Give them the My Classroom Map handout and help them understand the landmarks you put on the map. Choose an easily mapped object in your room and ask students to point to where they would put it on the map. Repeat this process until you feel the students are successful. Create a checklist of things in the classroom that should be included on the map. Then let students work on their maps, including the items on the checklist as well as the title, key and symbols. As a concept summary, have students compare their map to a classmate’s map and find similarities and differences.

Sessions 5 and 6: Social Studies Skill Builder
My School Map (Student Handout B3C) – Students will be given the School Map page, on which the teacher has already drawn the map of the school (with unlabeled rooms). The class will travel through the building with their maps as they label which teacher or grade is in which classroom. When they have found the rooms and marked them on their maps, the class can come back to the room and create symbols and a key to finish their maps. They should create simple symbols as needed (for the art room, music room, gym, cafeteria, stage, office, bathrooms, etc.). As a concept summary, students can share the symbol they liked best and explain how it stands for a certain place on the map (i.e. “I drew a basketball as my symbol for the gym because that is where kids play sports.”)

Sessions 7: Socials Studies Skill Builder
My School Property Map (Student Handout B3C) – Students will be given the school property map, on which the teacher has already drawn the general shape of the school property along with some landmarks for students to use as references. The class will go outside and look around the property to make a checklist of the places on the property that should appear on the map (playground, parking lot, school building, trees, etc.). Students will then draw their maps, including a title, a key and symbols.

Sessions 8: Reading Further
Have students analyze two maps they have created. Have students compare and contrast two maps they have created and make two lists on a sheet of paper, identifying how they are the same and how they are different. Allow students to share their maps and lists with a classmate. (A Venn Diagram may also be used.)

Session 9: Processing
My Atlas (Student Handout B3C) – Students will compile their maps into an atlas, including a table of contents and index. The atlases can be stapled down the left hand side or bound in another way. Each student will think of two to three questions about each of their maps and write them on the facing page. A partner in the class can use the maps to answer the questions.

Session 10: Assessment
Give the assessment included as a resource attachment to this unit (Student Handout B3D).
Materials:
An atlas; Map Puzzles Sets A, B and C (only one set per group); construction paper (one sheet per group); Missing Pieces Map Set A-C (one set for the class, on transparencies or paper to pass around); My Desk Map handout, My Classroom Map handout, My School Map handout, My Property Map handout, My Atlas Cover handout, Table of Contents handout, Index handout (Student Handout B3C-one of each per student); a copy of a Venn Diagram; paper; pencils; coloring supplies; stapler or book binder *** Before copying the Classroom Map and Property Map handouts for students, you will want to draw a perimeter of those spaces and put some landmarks (windows, doors, trees, etc.) Before copying the School Map, you will want to draw your own school on the map (but leave unlabeled rooms for them to find).

Vocabulary:
atlas, compass rose, key, title, map, symbol
Map Puzzle Set A
Map Puzzle Set A

Key

Grade 2 Social Studies
What Does a Map Show?
Map Puzzle Set B
Map Puzzle Set C
Map Puzzle Set C

Key

Grade 2 Social Studies
What Does a Map Show?
Missing Pieces Map A

Key
- Lunch Room
- Music Room
- Library
- Art Room
- Gym

Grade 2 Social Studies
What Does a Map Show?

Columbus City Schools, 2012-2013
Missing Pieces Map B

Map of Ohio and Its Neighbors
Missing Pieces Map C

Smith Park Map

Key

River
Picnic Tables
Playground
Restrooms
My Personal Atlas

Name____________________
My __________________________ Map
My __________________________ Map
My _______________________ Map
My _____________________________ Map
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</table>
Index

My Classroom Map, page ___

My Desk Map, page ___

My School Map, page ___

My School Property Map, page ___
You got a job at the zoo. Your boss has asked you to draw a map so the visitors can find the animals. Here is what should be on your map:

The lions are beside the zebras.
The elephants are by the pond.
The bears are on the opposite side from the monkeys.

Draw your map in the space below. Make sure your map has all of the parts that a map needs.
**Title:** Who Provides Goods in a Community?

**Grade:** 2nd grade

**Description:** This is a supplemental lesson to integrate into the *Social Studies Alive! My Community* curriculum for 2nd grade. The lesson is about resources and how they are used.

**Duration:** 4 days

**Instructional Strategy:**

**Session 1**

**Preview**
What Are Resources? – Bring in several objects that students will have an idea of what is used to make them. Lead a discussion about each object and focus on these three questions about productive resources: What materials have become part of this object (the resources)? What tools were used to create this object (the capital)? What people probably made this object (the labor)? Example: pencil – resources are rubber, metal, wood, and graphite; capital are saws, metal cutters, molds; labor are factory workers. Keep a chart of the productive resources used for the objects.

**Session 2**

**Experiential Exercise**
Corn Sort – Give each group of students a set of Corn Sort cards and a large sheet of paper to be a sorting mat. Their task is to sort the cards into two categories: “Made From Corn” and “Not Made From Corn”. After they have finished their sorts, talk about the products that they think are made from corn. Then tell them one-by-one about each product and how corn was part of it. (Every product on the cards is made from corn.) Have them count how many different products are made from corn (18). On an exit ticket, have students try to remember as many products as they can that are made from corn.

**Session 3**

**Reading Further**
Resource Research – Students can work individually or in groups. Students will be assigned or choose one of the resources to research (corn, oil, wood, or coal). There are reading sheets included in this guide for each of the resources. If students work in groups, they can jigsaw the information on the reading sheets. They can use Internet resources or other resources to compile information, too. There is a kid-friendly website for further research listed on each reading sheet. This research will be used to create the resources catalog in activity 4.
Session 4-5

**Assessment**
Resources Catalog – This activity will likely take two or three days. Students can work individually or in small groups. They will create a catalog of products made with the product that they researched (corn, oil, wood, or coal). Using two sheets of 11x17 paper, fold them in half to create a booklet for each group/student. They should choose five products to put into their catalog. The catalog will have a cover, table of contents, five pages that show the five products, and a back cover that has the student’s address to mail the catalog. Each product page should have a description, an eye-catching illustration, and a persuasive reason people need the product. Once complete, create bar graphs to compare the different items and amounts for each product in the catalogs.

**Materials:**
Several everyday objects that students will know what is used to make them; chart paper; Corn Sort cards (one set per group); exit tickets; resource research reading (oil, wood, corn, or coal; one per student)

**Vocabulary:**
resources, capital, labor
### Who Provides Goods in a Community?

<table>
<thead>
<tr>
<th>Animal</th>
<th>Food</th>
<th>Gum</th>
<th>Fuel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
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</tr>
<tr>
<td>Paint</td>
<td>Peanut Butter</td>
<td>Popcorn</td>
<td>Cleaner</td>
</tr>
<tr>
<td>Plastic Container</td>
<td>Medicine</td>
<td>Cleaner</td>
<td>Cleaner</td>
</tr>
<tr>
<td>toothpaste</td>
<td>carpet &amp; rugs</td>
<td>tires</td>
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</tr>
<tr>
<td>corn chips</td>
<td>tortillas</td>
<td>corn syrup</td>
<td></td>
</tr>
<tr>
<td>cereal</td>
<td>candy</td>
<td>cosmetics</td>
<td></td>
</tr>
<tr>
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<tr>
<td>Corn is fed to many animals such as livestock (cattle, pigs, sheep, etc.) and poultry. Corn is also mixed into food that is fed to our pets, such as dogs, hamsters, and birds.</td>
<td>A byproduct of ethanol production, zein is being used in a new type of gum that won’t stick to things and is biodegradable. Corn is also an emulsifier in gum.</td>
<td>Ethanol fuel is made from ethyl alcohol. It can be made from sugar cane, corn, and other plants. It is easy to produce and is very popular in parts of the world.</td>
<td></td>
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<tr>
<td>Tetrahydrofurfuryl alcohol is a resin derived from processing corncobs. These resins are then used in the paint industry as solvents for dyes, resins, and lacquers.</td>
<td>Corn oil is added to some brands of peanut butter to keep it from separating. Some peanut butters have added sugars that come form corn products.</td>
<td>Native Americans discovered popcorn initially, thinking it was an angry god exploding from the kernel. It is wild in some places, but now farmers cultivate the popcorn.</td>
</tr>
</tbody>
</table>

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<td>Corn plastic (polylactic acid) is made from corn resin and is becoming a major packaging material used by Wal-Mart, Newman’s Own and other retailers. It is biodegradable.</td>
<td>Corn starch paste is spread in a thin layer over aspirin. Some IVs contain dextrose (made from corn) and water solutions. Over 86 antibiotics are produced using corn.</td>
<td>Ethanol is in some earth-friendly cleaners and corncobs are used as abrasive agents in some powder cleaners. Of course, corn fibers have long been used in brooms.</td>
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<td>Sorbitol, which is produced from corn sugar dextrose, is used in toothpaste as a low-calorie, water-soluble bulking agent.</td>
<td>Long ago, rugs were woven from corn husks. Today, DuPont makes a carpet that is more stain-resistant and wear-resistant than nylon. It is made from up to 37% corn products.</td>
<td>Corn starch is sprinkled on the mold before pouring the rubber so the tire won’t stick. Droplets of corn starch are added to the rubber mixture to reduce weight and resistance.</td>
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<td>They are generally made from whole corn (cornmeal). The high amount of starch makes the snack puff, then it is extruded (pressed) thin for a delicate corn flavor.</td>
<td>Dry corn is mixed with calcium hydroxide (pickling lime) and ground into a flour. Water and salt are added and the dough (masa) is pressed and heated on a skillet.</td>
<td>Corn starch is converted into corn syrup through enzyme reactions. Corn syrup is used in many products as a sweetener because it will not crystallize like sugar.</td>
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<td>The corn is cooked to a rubbery consistency where syrup, malt, salt, and flavoring are added. Then they are rolled flat and toasted until they turn golden brown.</td>
<td>Candy that is coated (like Skittles) uses corn starch in the coating. Hard candy uses corn syrup so that it can be chewy and won’t shatter, without excessive sweetness.</td>
<td>Corncobs, when finely ground, are dust free and very absorbent. The absorbency makes it suitable for adding color that then turns it into a cosmetic.</td>
</tr>
</tbody>
</table>
Oil is a natural resource that has many uses. It can be used as a **fuel**, but it can also be turned into products that people use every day.

One of these products is called **polyester**, which is a human-made fiber. It is used to make clothing, curtains, and other fabrics. Polyester is often wrinkle-free, so it looks better.

Oil can also be made into **fertilizer**. When fertilizer is put on plants, they grow bigger fruit and flowers.

**Pesticides** are also made from oil. Farmers put pesticides on their crops to keep insects from eating them. Without the use of pesticides, food would cost much more.

You are probably surprised to know that **plastic** is made from oil. We have plastic bottles, bags and toys. Carpet also is made from plastic.

A candle is made from **wax**. Wax is an oil product. It is used to make candles, milk cartons and polishes.

Many **medicines** are made from oil. An ingredient called A.S.A. is found in many pain medicines.

**Ink** from a pen is colored by dyes. These dyes are made from oil.

Look closely at a **bandage**. The white pad that covers the cut is a cloth that is made from oil. The pad will not stick to your skin.

**Rubber** comes from a plant, but it can also be made from oil. Car tires and the bottoms of shoes are made from rubber.

For more information:

http://www.eia.doe.gov/kids/energyfacts/sources/non-renewable/oil.html
WOOD

Wood is a natural resource that you use every day. You find it in your house, in your clothes, and even in your kitchen.

In your house, wood is used as a building material to build window frames, doors, floors, and roofs. Can you think of other parts of your house that are made from wood? You also have furniture in your house that is made of wood. Even though you cannot see it, your couch might have wood inside.

It is hard to believe, but some clothes even have wood in them. A shiny cloth called rayon is made from the fibers in wood. Another fiber called tencel is also made from wood. Sometimes you will find pillows, blankets, and shiny clothes made of these fabrics.

In your kitchen, there are many materials made from wood. Do you like fruit, nuts, vanilla or cinnamon? All of these come from trees.

Also, milk cartons and cellophane are made from wood. Cellophane is a clear sheet used to wrap candy and other foods. Even the linoleum on the kitchen floor is made from wood.

Paper is made from wood pulp and then is turned into magazines, newspapers and books.

Wood can also be used as a fuel to heat your house. Can you imagine a day in your life when you don’t use something made from wood?

For more information:
http://www.woodmagic.vt.edu/kids/daily/index.htm
COAL

Coal is a natural resource that is found deep under the earth’s surface. Workers called coal miners remove it from the ground. Coal is used in many ways.

The main use of coal is as a **fuel**. It is burned to create electricity in a power plant.

Coal can be used in making **batteries** for the toys you play with.

It can also be used in making **moth balls** and other insecticides to keep bugs away.

Do you wonder why your house stays warm in the winter? The **insulation** in the walls has coal in it.

Coal is needed to make **soda water** that can be turned into pop and other fizzy drinks.

**Charcoal** is a product made from coal and is what people use to cook outside on the charcoal grill.

**Ammonia** is another product that is created from coal. It is used as a cleaner.

For more information:
http://www.commerce.state.il.us/dceo/Bureaus/Coal/Kids+Site/
(Click on “How is coal used?”)
CORN

Many people think that corn is for eating. But there are many more ways that people use corn.

Corn can be used for **animal food**. More than half of the corn is fed to animals. Those animals then give us other products like meat, wool, eggs, and milk.

Corn is also made into food for humans. Tortillas, corn chips and cereal are made with corn.

**Corn syrup** is added to food to make it sweet. Candy, bread, and cookies have corn syrup in them.

You even find corn in places you would never expect. Corn is used to make paint. It helps the color stick better to the paint.

Corn is also used as a fuel. It is turned into alcohol called **ethanol** that can be burned in car engines.

**Tires** and **carpet** are unusual products that are made with corn. The tires made with corn are light and roll better on the road. The corn in carpet helps make it last longer beat stains.

There are more than 3,500 products that use corn. Can you think of some more?

For more information:
http://www.urbanext.uiuc.edu/corn/E_01.html