

Grade 2 Social Studies IGI Unit Lesson Plan #1

Grade: 2

Strand: Individuals, Groups and Institutions (IGI) - Social Structures

Date:

Standards:

- *IGI.I.* Explain the development and impact of social systems over time.
- *IGI.II.* Examine and appreciate the characteristics of culture as reflected in language, literature, the arts, traditions and social institutions.
- *IGI.III.* Understand and appreciate traditional values.

Benchmarks:

- *IGI.I.A.* Describe the roles and interactions of individuals and organisations in society and how they adapt.
- *IGI.II.A.* Critically examine and explain the various elements that define traditional Virgin Islands culture
- *IGI.II.B.* Explore commonalities, differences, and influences of various cultures represented in the VI.
- *IGI.II.C.* Explore current multi-cultural/social issues and decisions and analyse their implications for the future.
- *IGI.III.A* Reflect on knowledge and skills and demonstrate positive VI values and attitudes.

Lesson 1: Individuals in the Garden

Lesson 2: Food in Literature

Grade 2 Social Studies

Strand	Individuals, Groups and Institutions
Lesson Plan	Individuals in the Garden
Lesson Duration	
Reference	<i>IGI.I.</i> Explain the development and impact of social systems over time. <i>IGI.I.A.</i> Describe the roles and interactions of individuals and organisations in society and how they adapt. <i>OCOM.I.</i> Listen and speak effectively in formal and informal situations. <i>WRT.I.</i> Compose coherent and organised forms of writing for a variety of purposes and for specific audiences using current strategies and technology.

Objective

Understand your role and responsibilities as an individual within the garden team.

Summary of Tasks

(1) As a class, create three to four interview questions regarding what the students grow at home, what they would like to see being grown in the garden, what role they would like to play in the maintenance of the garden, what are the important roles, etc.

(2) Allow students a set period of time to ask questions of their partner and record responses.

(3) Each child will then share one or two facts about their partner.

(4) Class discussion can determine which roles each students should be assigned; compost monitors, weed control monitor, pest control monitor, tool monitor, watering duty, etc.

(5) Create a class schedule to outline who conducts their responsibilities and when. Post in the classroom.

Materials

Garden Journal
Poster materials

Grade 2 Social Studies

Strand	Individuals, Groups and Institutions
Lesson Plan	Food in Literature
Lesson Duration	
Reference	<i>IGI.II.</i> Examine and appreciate the characteristics of culture as reflected in language, literature, the arts, traditions and social institutions. RDG.I. Apply word analysis and vocabulary skills to comprehend reading selections. RDG.II. Apply reading strategies to improve understanding and fluency.

Objective

Understand the influence of food in BVI culture and arts.

Summary of Tasks

(1) Read story: Ti Koko and Kush Kush

(2) Invite the author to speak with the class. Ask questions: Why did you write it? What is the important message? What parts are specific to our culture? Why did you choose the plants as characters?

(3) Students can draw or write a reflection of how the story made them feel, what they already knew and what they learned.

Materials

Copy of Ti Koko and Kush Kush
Green VI Coordinator to assist with author outreach