

## Grade 2 Social Studies TCC Unit Lesson Plan #2

Grade: 2

Strand: Time, Continuity and Change (TCC) - History

Date:

### Standards:

- *TCC.I.* Demonstrate a knowledge, understanding and appreciation of history.
- *TCC.II.* Understand historical timelines and global perspectives.
- *TCC.III.* Understand and appreciate traditional values.

### Benchmarks:

- *TCC.I.A.* Identify place of origin, societal heritage, and cultural norms of VI ancestry (Amerindians, Europeans, African ancestors).
- *TCC.I.B.* Explore the African kingdom of Khemet and its relationship to the modern world.
- *TCC.I.C.* Analyse the origins of slavery, the implications of the slave trade (key reasons, methods and the emancipation period.)
- *TCC.I.D.* Examine the evolution of the VI government from 1834 through the present.
- *TCC.II.A.* Examine the passage of time as it relates to family, community, VI, Caribbean region and the world.
- *TCC.II.B.* Analyse and interpret primary and secondary historical resources.
- *TCC.III.A.* Reflect on knowledge and skills and demonstrate positive VI values and attitudes.

Lesson 1: Around the Table

## Grade 2 Social Studies

<b>Strand</b>	Individuals, Groups and Institutions
<b>Lesson Plan</b>	Around the Table
<b>Lesson Duration</b>	
<b>Reference</b>	<i>TCC.//</i> . Understand historical timelines and global perspectives.

### Objective

Highlight commonalities and differences amongst students through the exploration of cultural dishes

### Summary of Tasks

(1) Communicate to parents a week prior to activity that each child will be asked to bring in a sample of their national dish. Ask them to prepare a small amount for each kid to have a bite

(2) Introduce the concept of traditional dishes. Students discuss their respective origins, cultures and traditional dishes.

(3) Each student cooks at home the national dish from their country of origin. They will record the necessary ingredients in their garden journal.

(4) In class students will share their dishes and describe the ingredients. Ask the questions: Where are they from? What is their dish? What are the ingredients? How is it cooked?

(5) Through class discussion, compare ingredients to determine if they can be grown in the garden. Ask the questions: What can we grow in the garden that would help us make these dishes? What were similar and different ingredients between the dishes?

### Materials

Family meal (offer use of ingredients from the garden if available)  
Garden journal

