

We the People: *Work Together* © 2000
Houghton Mifflin Company
Grade Two

correlated to
Illinois Academic Standards
Social Science
Early Elementary

Illinois Goals, Standards, and Benchmarks	We the People: <i>Work Together</i> © 2000
STATE GOAL 14: Understand, analyze and compare political systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Describe and explain basic principles of the United States government.	
14.A.1 Identify the fundamental principles of government as expressed and implied in major documents (e.g., United States Constitution, Declaration of Independence, Gettysburg Address, Magna Carta, Mayflower Compact).	SB: Our Nation’s Government, 200–203; The Fight for Freedom, 138; American Leaders Compromise, 204 TB: Understanding the Text, 138, 200; Background Information, 201
B. Compare and analyze the structures and functions of the political systems of Illinois, the United States and other nations.	
14.B.1 Identify local, state and national political systems (e.g., local councils, legislatures, Congress).	SB: Rules and Laws, 194–197; The Congress, 202; The Supreme Court, 203 TB: K-W-L Chart, 193B; Before Reading: Word Web, 199B; Counting Representatives, 203A

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C. Describe and explain election processes and responsibilities of citizens.	
14.C.1 Identify the concepts of responsible citizenship (e.g., respect for the law, patriotism, civility).	SB: Rules and Laws, 11, 16, 139, 153, 164, 181, 194, 195, 197, 200, 202, 208, 214–215; Being a Good Citizen, 14–15, 17, 61, 90–91, 177, 206–208, 210–211 TB: Community Signs, 7E; Class Rules, 11A; Understanding the Text, 16; Laws in Our Community, 17A; Looking at Laws, 197A; School Rules, 197A; Laws from Long Ago, 197A; Getting Involved, 13B; Working Together, 15A; Citizenship/Math, 15A; My Community, 31A; Every Drop Counts, 49A; Reusable Paper, 61B; Understanding the Text, 90; What Would You Do?, 91A; National Holidays Timeline, 177A; Make a “Fireworks Safety Tips” Poster, 177A; Our Citizenship Handbook, 209B; Being a Good Citizen, 14–15, 17, 61, 90–91, 177, 204–205, 206–208
D. Analyze the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	
14.D.1 Describe and compare the roles of local leaders (e.g., governmental, community).	SB: Power and Authority, 16, 196–197, 201 TB: Power and Authority, 16, 17, 17A, 203A; Working Together, 205A
E. Describe and explain United States foreign policy as it relates to other nations and international issues.	
14.E.1 Identify the interaction of citizens in trade and communication.	SB: International Interdependence, 106–109, 209; Connecting to Past Learning, 106; Economics, 108; We Are Indivisible!, 209A; Interaction of Nations, 70–75, 106–109, 126–131, 170–171; International Interdependence, 106–109, 209 TB: International Interdependence, 106–109, 209; Connecting to Past Learning, 106; Economics, 108; We Are Indivisible!, 209A; Sequence Web, 105B; Understanding the Text, 130, 170; Economics, 106, 107, 108; Understanding the Visual, 171; Look at the Label, 109A; Transportation Mural, 109A; Connecting to Past Learning, 106; Economics, 108

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STATE GOAL 15: Understand, analyze and compare economic systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Explain and compare how economic systems facilitate the exchange, production, distribution and consumption of goods and services.	
15.A.1 Distinguish between producers and consumers and explain how their choices affect business decisions.	SB: Product, 98; Consumer 99 TB: Product, 98; Consumer 99
B. Analyze the effects of scarcity and choice on consumers.	
15.B.1 Describe how demand and scarcity affect people’s choices about goods and services (e.g., energy, food, cars, jobs).	SB: Opportunity Cost, 90; Goods and Services, 94–95, 116–117; Consumer, 99; Goods on the Move, 106–109; Supply and Demand, 84–85, 98–103, 112–115; Markets and Selling, 60, 73, 102, 106, 107, 112, 115, 117 TB: Background, 84; Understanding the Text, 90, 106, 107; Goods and Services, 94–95, 95A, 116–117; Goods on the Move, 109A; Economics, 99, 102; Comprehension, 114; Critical Thinking, 60; Understanding the Visuals, 106; History/Language Arts, 109A
C. Analyze the effects of scarcity and choice on producers.	
15.C.1a Identify human, natural and capital resources (e.g., skills, minerals, tools, machines) used to produce different goods and services.	SB: Resources and Production, 60, 100 TB: Understanding the Text, 60, 65, 100; Understanding the Visuals, 60; Critical Thinking, 60; Meeting Individual Needs, 60; Geography Minute, 99
15.C.1b Demonstrate how scarcity forces producers to make choices.	SB: Opportunity Cost, 90 TB: Background, 84; Understanding the Text, 90
D. Explain how trade generates interdependence affecting the economies of nations.	

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15.D.1a Describe United States currency and its use in economic exchange.	SB: Education and Work, 93; Profit, 102–103; Money vs. Barter, 96–97; Paying for Needs, 89; Reading a Flow Chart, 104–105; Kids in Business, 112–115 TB: Before Reading, 91B; Understanding the Text, 93; Critical Thinking, 93; Critical Thinking, 93; A Job Toolbox, 95A; (continued)
15.D.1a Describe United States currency and its use in economic exchange. (continued)	TB: (continued) My Dream Job, 95A; Make a Profit, 103A; Setting Purpose Activity, 95B; Understanding the Text, 96; Critical Thinking, 96; Trading Beads, 97A; The Exchange Game, 97A; Comprehension, 113
15.D.1b Identify the origin of products purchased by consumers.	SB: Resources and Production, 60, 100 TB: Understanding the Text, 60, 65, 100; Understanding the Visuals, 60; Critical Thinking, 60; Meeting Individual Needs, 60; Geography Minute, 99
STATE GOAL 16: Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.	
<i>As a result of their schooling, students will be able to:</i>	
A. Describe and explain contributions of selected individuals throughout history.	
16.A.1 Identify contributions of selected individuals (e.g., founders, current leaders, business persons, athletes, artists) in the history of the local community.	SB: In Business With Birds, 115; Helping Out, 14; Heroes, 180–183 TB: Background Information, 14; Meeting Individual Needs, 181
B. Explain the chronology and significance of major social, economic and political events throughout history.	

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<p>16.B.1 Explain the significance of events in the development of Illinois and the United States (e.g., settlement, statehood, wars, technological advancement).</p>	<p>SB: Explorers and Settlers, 126, 127, 128, 129, 130–131; Daily Life: Past and Present, 26–27, 96–97, 132–133; Midwest Region, 65, 67</p> <p>TB: K-W-L, 63B, 125B; Background, 97, 127, 128, 129, 130; History, 127, 128, 129, 131A; Plymouth Diorama; Changes in the Community, 25B; Understanding the Text, 26, 96, 133; Meeting Individual Needs, 27; Extension 27A, 97A; A Regional Grab Bag, 67A; Cultural Regions, 65</p>
<p>C. Summarize and analyze historical relationships and developments leading to similarities and differences among people and societies throughout the world.</p>	
<p>16.C.1 Identify characteristics that are useful to describe societies (e.g., organization, roles of members, ways of using resources).</p>	<p>SB: North American Neighbors, 70; Using a World Map, 76–77; Government, 195; United States, 200–203, 218; Pilgrim Community, 130–131; Pioneer Communities, 142–144;</p> <p style="text-align: right;">(continued)</p>

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<p>16.C.1 Identify characteristics that are useful to describe societies (e.g., organization, roles of members, ways of using resources). (continued)</p>	<p>SB: (continued) Native American Communities, 122–123, 124, 125, 132, 145, 166; Reservation Communities, 145; Rural Communities, 34–35, 38, 45; Suburban Communities, 28–31, 38; Urban Communities, 22–25, 26–27, 30, 38, 45; Canada, 55, 70–72; Dutch Culture, 166; Europe, 55, 126, 134, 150, 151; France, 73, 134, 166, 168; Great Britain, 73, 137, 138; Japan, 108, 167, 182; Mexico, 51, 70–75; South America, 55, 126, 150, 173; United States, 16, 22–25, 28–31, 34–35, 44–49, 52–55, 64–67, 86–89, 92–95, 174–177, 180–183, 200–203</p> <p>TB: Visual Walk Through, 69B; Understanding the Map, 70; Government, 195; Our Nation’s Government, 199B; United States, 200–203, 218; Living in Cities, 21B, 22–25A; Communities Change, 26–27A; Living in the Suburbs, 27B–31A; Living in Rural Communities, 33B–35A; The First Americans, 121B–125A; Explorers and Settlers, 125B–131A; Shelter, 131B–133A; Settlers on the Move, 141B–145A; Communities Around the World, 7F; Make a Model Town, 33A; Urban, Suburban, Rural, 35A; Across the Curriculum, 41E–41F, 83E–83F, 119E–119F, 161E–161F, 191E–191F; Sharing Traditional Legends, 125A</p>
<p>D. Explain the effects of urbanization, industrialization and technology on society and institutions throughout history.</p>	
<p>16.D.1 Explain the influence of transportation and communication changes throughout history (e.g., wheel, sailing improvements, steam power, fossil fuels, automobiles, telephones, broadcast media, Internet).</p>	<p>SB: Transportation Networks, 22, 24, 26–27, 29, 47, 105–109, 170; Communication Networks, 52, 56–57</p> <p>TB: Understanding the Text, 24, 29, 52; Understanding the Map, 24; Background, 26; Meeting Individual Needs, 27; Transportation Mural, 109A; Understanding the Visuals, 52, T171; Write to Pen Pals, 55A</p>
<p>E. Analyze the roles played by groups in developing a pluralistic society in the United States.</p>	

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16.E.1 Explain the influence of historical customs and traditions in American society (e.g., clothing, food, holidays).	SB: Family Stories, Past and Present, 164–169; Our Many Cultures Display, 191; Daily Life: Past and Present, 26–27, (continued)

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<p>16.E.1 Explain the influence of historical customs and traditions in American society (e.g., clothing, food, holidays). (continued)</p>	<p>SB: Daily Life: Past and Present, (continued) 96–97, 132–133; Mexican Graduation, 71; Calgary Stampede, Canada, 71; Green Corn Ceremony, 124; Chinese New Year, 167; Haiti Independence Day, 168; Palm Sunday, 175; Passover, 175; Ramadan, 175; Spring Jubilee Festival, 176; Admission Day, 176; Pilgrim Community, 130–131; Pioneer Communities, 142–144; Native American Communities, 122–123, 124, 125, 132, 145, 166; Reservation Communities, 145; Rural Communities, 34–35, 38, 45; Suburban Communities, 28–31, 38; Urban Communities, 22–25, 26–27, 30, 38, 45; Native Americans, 122–123, 124, 127, 132, 145; Hispanic Americans, 120, 129, 181; African Americans, 140, 141, 148, 152, 162, 181; European Americans, 126, 134, 150, 151; Asian Americans, 150, 151</p> <p>TB: Home/Community Connections, 9B, 21B, 27B, 121B, 141B, 163B; Connecting to Past Learning, 164; Background, 165; Understanding the Text, 164, 165, 166, 167, 168; Understanding the Visual, 164, 165; Changes in the Community, 25B; Understanding the Text, 26, 96, 133; Meeting Individual Needs, 27; Extension 27A, 97A; Background, 97; Background, 71, 175; Cultures, 174, 175; Understanding the Visual, 71, 175, 176; Home/Community Connection, 173B; K-W-L, 137B; Make a Thanksgiving Bar Graph, 173A; National Holidays, 176, 177A; Holiday Activity, 7F, 41F, 83F, 119F, 161F, 191F; Living in Cities, 21B, 22–25A; Communities Change, 26–27A; Living in the Suburbs, 27B–31A; Living in Rural Communities, 33B–35A; The First Americans, 121B–125A; Explorers and Settlers, 125B–131A; Shelter, 131B–133A; Settlers on the Move, 141B–145A; Literature, 121A, 163A; Background, 123, 124, 128, 130; Cultures, 124; History, 126, 127, 128</p>

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STATE GOAL 17: Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Locate, describe and explain places, regions and features on the earth using geographic terms, methods and representations.	
<p>17.A.1a Describe the physical characteristics of places, both local and global, using the spatial elements of point, line, area and volume (e.g., locations, roads, regions, bodies of water).</p>	<p>SB: Physical Characteristics of Places, 42, 46–47, 52–55, 58–61, 62–63; Human Characteristics of Places, 22–25, 28–31, 34–35, 62–63; Regions, 64–67; Compare/Contrast Regions, 67; Maps of Cultural Groups, 124, 127, 129, 130, 136, 149; Location, 53, 54, 55, 65, 70; Identify Four Directions, 18–19, 40, 70, 76; Location, 45–47, 52, 54, 59, 64–66, 74, 75, 79; Distance, 18, 110–111, 118; Direction, 18, 19, 40, 70, 76; Scale, 18, 110–111, 118; Movement, 66, 142–146, 150–152, 170–171</p> <p>TB: Mountain Making, 41F; Understanding the Map, 24; Make a City Skyline, 25A; Geography, 29, 30, 42, 44, 45, 46, 47, 48; Urban, Suburban, Rural, 35A; Many Places to Live, 41E; Make a Deck of Cards, 49A; Before Reading, 63B; Understanding the Text, 64, 65, 66; Critical Thinking, 64, 65, 66; A Regional Grab Bag, 67A; Compare Sizes, 41F; K-W-L, 63B, 67; Maps of Cultural Groups, 124, 127, 129, 130, 136, 149; Location, 53, 54, 55, 65, 70; Columbus Day Map, 41F; Using Symbols, 49B; Places in Our World, 51B; Make an Overlay Map, 55A; Identify Four Directions, 18–19, 40, 70, 76; Face Your Shadow, 17B; Make a Compass Rose, 19A; Face Your Shadow, 17B; Make a Compass Rose, 19A; Understanding the Map, 24, 53, 65, 70; Regions of the U.S.A., 63B; A Regional Grab Bag, 67A; Think It Through, 77; Using a Map Scale, 109B; Measure by Measure, 111A; Critical Thinking, 66; Geography, 64, 66, 74, 150; Understanding the Map, 142, 143</p>

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<p>17.A.1b Identify the characteristics and purposes of geographic representations (e.g., maps, globes, graphs, photographs) and be able to locate specific places using each.</p>	<p>SB: Locating the U.S. on a Map and Globe, 76–77; Locating the Seven Continents on a Map and Globe, 76–77; Locating the Four Oceans on a Map and Globe, 76–77; Maps of Cultural Groups, 124, 127, 129, 130, 136, 149; Location, 53, 54, 55, 65, 70; Identify Four Directions, 18–19, 40, 70, 76; Purpose/Characteristics of Geographic Representations, 18–19, 32–33, 50–51, 76–77, 110–111, 146–147; Making Maps, 210–211, 220; Making Maps, 220; Linkages, 18, 110–111, 118; A World of Places, 53, 54, 55</p> <p>TB: Understanding the Skill, 76; Geography/Science, 77A; Geography/Mathematics, 77A; Maps of Cultural Groups, 124, 127, 129, 130, 136, 149; Location, 53, 54, 55, 65, 70; Columbus Day Map, 41F; Using Symbols, 49B; Places in Our World, 51B; Make an Overlay Map, 55A; Identify Four Directions, 18–19, 40, 70, 76; Face Your Shadow, 17B; Make a Compass Rose, 19A; Setting the Purpose Activity, 17B, 31B, 49B, 75B, 109B, 145B; Understanding the Skill, 18, 32, 50, 76, 110, 146; Make a Compass Rose, 19A; Grid Bingo, 32B; Hunt for Symbols, 51A; Geography/Mathematics, 77A; Comparing Size, 111A; Make a Compass Rose, 19A; Make a Model Town, 33A; Natural Boundaries, 147A; Setting Purpose, 213B; Linkages, 18, 110–111, 118; A World of Places, 53, 54, 55; Global Address, 77A</p>
<p>B. Analyze and explain characteristics and interactions of the earth’s physical systems.</p>	
<p>17.B.1a Identify various components of the earth’s physical systems (e.g., atmosphere, lithosphere, hydrosphere and biosphere).</p>	<p>TB: Teachers can use the following activities to introduce the various components of the earth’s physical systems. <i>See</i> Weather, page 140, and Climate, page 88.</p>

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17.B.1b Describe the physical components of ecosystems (e.g., climate, altitude, latitude, water, soil characteristics).	SB: Plains Communities, 45; Mountain Communities, 46; Valley Communities, 46; Island Communities, 47; Ocean Communities, 48; Regions of the U.S.A., 64–67; Land and Water, 44–49; Citizenship/Science, 49A (continued)
17.B.1b Describe the physical components of ecosystems (e.g., climate, altitude, latitude, water, soil characteristics). (continued)	TB: Bulletin Board, 41E; Understanding the Visual, 42; Regional Diorama, 43, 83; Land and Water, 44–49; A Regional Grab Bag, 67A; K-W-L, 43B; Science Minute, 47
C. Analyze and explain relationships between geographic factors and society.	
17.C.1a Identify ways people depend on and interact with the physical environment.	SB: Shaping Places, 24, 26–27, 31, 35, 46, 53–55; Worldwide Land Use and Settlements, 55, 170; Resources and Population, 58–61, 62–63, 64–66; Modifying the Environment, 22, 26, 29, 31, 35, 45, 47, 60, 61, 62–63, 214–215; Human Adaptation to Environment, 26, 86, 87, 88, 96, 98, 123, 174; Environment-Human Accommodation/Endangerment, 209, 214–215 TB: Understanding the Text, 24; Changes in the Community, 25B; Background, 26; Buildings Around Us, 27A; Exploring Landmarks, 31A; Critical Thinking, 46; Learn How Coastlines Change, 55A; Connecting to Past Learning, 170; Anticipation Guide, 57B; Critical Thinking, 59, 60; Understanding the Text, 60; Geography, 62; Changes in the Community, 25B; Critical Thinking, 45, 62; Understanding the Text, 62; Cars Change the Land, 63A; Understanding the Visual, 86, 88, 123; Understanding the Text, 44, 88; All-Weather Wear, 89A; Our Geography, 213B; Understanding the Text, 214; Meeting Individual Needs, 214; Pollution Check, 215A; Polluting a Pond, 215A

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17.C.1b Identify opportunities and constraints of the physical environment.	SB: Opportunities and Constraints of Physical Environments, 34, 44–49 TB: Compare, 35; Urban, Suburban, Rural, 35A; Geography, 42, 45; Understanding the Text, 44, 47; Understanding the Visuals, 46, 48
17.C.1c Differentiate between renewable and nonrenewable resources.	SB: Conservation, 209, 210–211 TB: Conservation, 209, 209A, 210–211, 211A
D. Explain the historical significance of geography.	
17.D.1 Describe how the geographic characteristics of a region have changed over time.	SB: Shaping Places, 24, 26–27, 31, 35, 46, 53–55 (continued)
17.D.1 Describe how the geographic characteristics of a region have changed over time. (continued)	TB: Understanding the Text, 24; Changes in the Community, 25B; Background, 26; Buildings Around Us, 27A; Exploring Landmarks, 31A; Critical Thinking, 46; Learn How Coastlines Change, 55A
STATE GOAL 18: Understand, analyze and compare social systems, with an emphasis on the United States.	
<i>As a result of their schooling, students will be able to:</i>	
A. Identify and compare characteristics of culture as reflected in language, literature, the arts and traditions.	

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<p>18.A.1 Compare folklore (e.g., songs, stories, fables) from different cultures and identify those included in the heritage of the United States.</p>	<p>SB: Native Americans, 122–123, 124, 127, 132, 145; Hispanic Americans, 120, 129, 181; African Americans, 140, 141, 148, 152, 162, 181; European Americans, 126, 134, 150, 151; Asian Americans, 150, 151; Mexican Graduation, 71; Calgary Stampede, Canada, 71; Green Corn Ceremony, 124; Chinese New Year, 167; Haiti Independence Day, 168; Palm Sunday, 175; Passover, 175; Ramadan, 175; Spring Jubilee Festival, 176; Admission Day, 176; Cultural Contributions, 71, 73, 74, 122–125, 148–150, 164–169, 175–176, 190</p> <p>TB: Literature, 121A, 163A; Background, 123, 124, 128, 130; Cultures, 124; History, 126, 127, 128, 129; Background, 71, 175; Cultures, 174, 175; Understanding the Visual, 71, 175, 176; Home/Community Connection, 173B; K-W-L, 137B; Make a Thanksgiving Bar Graph, 173A; National Holidays, 176, 177A; Holiday Activity, 7F, 41F, 83F, 119F, 161F, 191F; Cultures, 71, 73, 122; Background, 71, 74, 124; Maya Math, 75A; Hello, Hello, 75A; Sharing Traditional Legends, 125A; Word Web, 163B; Tangram Puzzles, 169A; Folktales, Nursery Rhymes, and Songs, 169A</p>
<p>B. Analyze the roles of groups and institutions in relation to people and societies.</p>	
<p>18.B.1 Compare the roles of individuals in group situations (e.g., student, committee member, team leader).</p>	<p>SB: Pilgrim Community, 130–131; Pioneer Communities, 142–144; Native American Communities, 122–123, 124, 125, 132, (continued)</p>

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<p>18.B.1 Compare the roles of individuals in group situations (e.g., student, committee member, team leader). (continued)</p>	<p>SB: Native American Communities, (continued) 145, 166; Reservation Communities, 145; Rural Communities, 34–35, 38, 45; Suburban Communities, 28–31, 38; Urban Communities, 22–25, 26–27, 30, 38, 45; Goals, 180; Theme Projects, 9, 41, 43, 83, 85, 119, 121, 161, 163, 191, 193, 221; Working with Others, 14–15, 90–91; Being a Good Citizen, 14–15, 17, 61, 90–91, 177, 206–208, 210–211</p> <p>TB: Living in Cities, 21B, 22–25A; Communities Change, 26–27A; Living in the Suburbs, 27B–31A; Living in Rural Communities, 33B–35A; The First Americans, 121B–125A; Explorers and Settlers, 125B–131A; Shelter, 131B–133A; Settlers on the Move, 141B–145A; Goals, 180; Theme Projects, 9, 41, 43, 83, 85, 119, 121, 161, 163, 191, 193, 221; Working Together, 15A; Our Citizenship Handbook, 89B; What Would You Do?, 91A; Voting Choices, 203A; Difficult Choices, 211A; Working Together, 211A; Getting Involved, 13B; Working Together, 15A; Citizenship/Math, 15A; My Community, 31A; Every Drop Counts, 49A; Reusable Paper, 61B; Understanding the Text, 90; What Would You Do?, 91A; National Holidays Timeline, 177A; Make a “Fireworks Safety Tips” Poster, 177A; Our Citizenship Handbook, 209B</p>