Student Practice and Activity Workbook

People and Places

- Social Studies Skills
- Map and Globe Skills
- Chart and Graph Skills
- Curriculum Connections to Language Arts, Math, and Science
Grade 2  Workbook

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Rules for School and Home

Draw a picture of a rule that you follow at home in the first box. Then draw a picture of a rule that you follow at school in the second box.

A Rule at Home

A Rule at School
Neighborhood Spots

Look at the picture of Juan’s neighborhood. Then read the questions. Circle the best answer.

1. Where does Juan live?
   Apartments   Fred’s Food   Firehouse

2. Where does he learn?
   Fred’s Food   Firehouse   School

3. Where does he play?
   Firehouse   Pine Park   Fred’s Food
Make a Playground

Use the blank grid to make a map of a playground. Put a slide in box A3. Put swings in box B1. What else can you find at a playground? Add your ideas to the other boxes.
A Time Line of Communities

Nita has lived in three different kinds of communities. The time line is missing pictures of Nita’s homes. Draw a line from each picture at the bottom to the correct box on the time line.

**2001**
Nita is born in a rural community.

**2003**
Nita moves to an urban community.

**2008**
Nita lives in a suburban community.
Tradition, Tradition!

People follow traditions in many ways. Think about how you follow traditions with your family or friends. Finish each sentence below.

1. One special day that I celebrate with my family or friends is ________________________________
   ________________________________.

2. A special food that we eat on this day is ________________________________
   ________________________________.

3. A special thing that we do on this day is ________________________________
   ________________________________.
Making a Difference

Thomas Edison made a special light bulb. What would you make to help your community?

Draw a picture of your idea.
Vocabulary Review

Draw a line from the vocabulary word to the correct picture.

1. law

2. rural

3. custom

4. scientist
## Sorting Locations

Look at the pictures and labels. Decide if they show absolute location or relative location. Write each label where it belongs on the chart.

<table>
<thead>
<tr>
<th>Absolute Location</th>
<th>Relative Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Main Street</td>
<td>A bee under a flower</td>
</tr>
<tr>
<td>A pen next to paper</td>
<td>1 Book Street</td>
</tr>
</tbody>
</table>

1. ________________________________
2. ________________________________

1. ________________________________
2. ________________________________
Where I Live

Write your name in the first circle. Then write the places where you live in the other circles.

My name:

My street:

My state:

My town or city:

My country:

My continent:
A Home by Land and Water

Draw a picture of the place where you would like to live. Include at least one landform and body of water from the box.

desert    valley    lake
mountain  river     island
hill      plain     peninsula

Why would you like to live here?
A Colorful Map!

The map below shows landforms and water in Massachusetts. Follow the directions.

1. Color the water blue.
2. Color the mountains orange.
3. Color the plains green.
4. Color the hills yellow.
5. Include these same colors in the map key.
Pack for the Weather

Pick a state in the United States you would like to visit. Then pick the season you would like to go on your visit. Think about the weather. Will it be hot or cold? Will it be sunny or rainy? Draw the clothes that you will need to pack in your suitcase for that weather.

I will visit ____________________________ .
The weather will be ________________________ .
Johnny Appleseed

Read the story below. Then follow the directions.

John Chapman was born in Massachusetts long ago. He loved to grow apple trees. People began to call him Johnny Appleseed. Johnny planted apple seeds. The seeds needed soil, water, and sun to grow. Johnny gave away many apple seeds and trees to others. He wanted to see apple trees everywhere!

1. Look at the second sentence. Draw a star above the natural resource that Johnny Appleseed loved.

2. Underline three natural resources that Johnny’s seeds needed to grow.
**Helping Earth**

Look at the ways that people change Earth and cause problems. Then look at ways to help Earth. Draw a line from each problem to the best way to solve it.

<table>
<thead>
<tr>
<th>Changing Earth</th>
<th>Helping Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Juice box</td>
<td>Recycle it!</td>
</tr>
<tr>
<td>2. Books</td>
<td>Reduce it!</td>
</tr>
<tr>
<td>3. Van</td>
<td>Reuse it!</td>
</tr>
</tbody>
</table>

Use with Unit 2, Lesson 6
Vocabulary Review

Choose a term from the box that solves each riddle. Write the correct term on the line.

border  landform  natural resource
season  location

1. I am a place where something is.
   ________________________________

2. I am a line on a map that separates states
   or countries. _______________________

3. I am a shape of land on Earth.
   ________________________________

4. I am a time of year. ___________________

5. I am something in nature that people use.
   ________________________________
Transportation Then and Now

Do the pictures below show transportation commonly used long ago or today? Circle the correct answers.

1. [Image of a horse-drawn carriage] long ago today

2. [Image of an airplane] long ago today

3. [Image of a car] long ago today

4. [Image of a sailboat] long ago today

Think About It On a separate piece of paper, draw a picture of what you think transportation might look like when you grow up.
Putting Things in Order

Cut out the sentences below. Put them in the correct order to show our country’s history. Then, tape them to a separate piece of paper. Write a title for the page.

1. Settlers from Spain built St. Augustine in Florida.
2. The Pilgrims came to America. They started the colony of Plymouth.
3. The first people to live in America were Native Americans.
A Trip to Florida

Anna and her family went to Florida. Use the map scale to answer the questions.

1. On Monday they visited Florida’s capital, Tallahassee. Then they drove to St. Augustine to see our country’s oldest school. About how many miles did they drive on Monday? ___________________________

2. On Tuesday, they drove from St. Augustine to Miami. In Miami they swam at the beach. About how many miles did they drive on Tuesday? ___________________________
Our First President

American leaders chose our country’s first President, George Washington. Imagine you were there! Think about why Washington would make a good President. Make a sign below asking people to pick him.
A Pioneer Adventure

Imagine that you are a pioneer. Draw a picture of your family traveling in the covered wagon below.

Think About It

Answer these questions on a separate sheet of paper.

1. Do you think life was hard for pioneers? Why?

2. What kinds of things do you think pioneers saw on their way out west?
Interview a Hero

Harriet Tubman and Abraham Lincoln helped people become free. Imagine that you could interview them. What would you ask? Write your questions below.

Harriet Tubman
My Question: __________________________
______________________________

Abraham Lincoln
My Question: __________________________
______________________________

Think About It How do you think Harriet Tubman and Abraham Lincoln would answer your questions? Write your answers on a separate piece of paper.
Vocabulary Review

Choose the best words from the box to finish the story about our country’s history.

pioneers transportation
settlers Native Americans
President

Our Country’s Early History

The first people to live in America were ________________________. Next, ________________ from Spain and England came to live in America. Americans did not like the rules of England. They had a war to be free from England. After the war, Americans picked George Washington to be the first ____________ of the United States. The new country grew. People called ______________ traveled west in covered wagons. Covered wagons are one kind of ____________________.
Sorting Needs and Wants

Circle the things in the box that are needs. Put a line under the things that are wants.

- clothing
- food
- computer
- jewelry
- shelter
- love
- MP3 player
- bike

Think About It
Name one more need and one more want:

______________________________
School Workers

Look at the bar graph. Then answer the questions.

1. How many bus drivers work at Riverview School?

2. How many teachers work at Riverview School?

3. Are there more nurses or cooks?

4. Are the jobs listed on the bar graph service jobs? How do you know?
Workers and Goods

Look at the drawings of workers. What good is each worker making or growing? On a separate piece of paper, draw each worker’s final product.

1.

2.

3.
From Factory to School

The flow chart below shows the steps that workers take to make an American flag. Read the chart and answer the questions.

1. Which thing do workers do first?
   - sew the flag
   - fold the flag
   - pack the flag

2. Do workers fold the flag before they pack the flag?
   - Yes
   - No

3. What is the last step in the flow chart?
   - Workers sew the flag.
   - Workers pack the flag.
   - The flag flies on a flagpole.
Nick’s Truck Route

Nick must bring goods to stores in town. Look at his list below. Draw a line on the map to show the route his truck can take.

**Stop 1:** Bring books to Barbara’s Bookstore.
**Stop 2:** Bring CDs to Songs and Sounds.
**Stop 3:** Bring paper to The Art Store.
**Stop 4:** Bring toys to Tom’s Toys.
Vocabulary Review

There is a vocabulary word hidden in each example below. Circle the hidden words. Then draw a picture of one of the hidden words in the space below.

1. axvtechnologytrs  2. abtrnfactoryllzxra
3. bltshelterdmzxru  4. whproduceriqunt
5. naconsumerdpoi  6. vtzjvolunteermglt
If I Were a Leader

Suppose you could have signed the Constitution. Write a law or a right that you would want to see in the Constitution. Then sign your name.

Signed: ____________________________
Three Parts of Government

Complete the chart below. In the boxes, draw a leader, a lawmaker, and a judge.

Our Country’s Government

Leader

Lawmaker

Judge
A Special Monument

Make a monument for a person or event that you respect. Plan your monument. Then draw a picture of it.

1. Who or what will the monument show respect for?

2. Will the monument be a statue or a building?

My Monument
A State Symbols License Plate

Make a license plate for your state. Write the name of your state. Then write the name of one of your state’s symbols. Some types of symbols include the state dinosaur, state tree, state flower, state bird, and state flag. Draw a picture of your state symbol. Add your favorite number. Color your license plate.

My State: _______________________

State Symbol: __________________
A Tour of Washington, D.C.

Imagine you are on a tour of Washington, D.C. Look at the map and the compass rose. Then answer the questions.

1. Is the Washington Monument **north** or **south** of the White House? ____________________________

2. Is the Capitol **east** or **west** of the Lincoln Memorial? ____________________________

3. Is the Washington Monument **east** or **west** of the Capitol? ____________________________
A Letter to a Leader

Is there a problem in your community that needs to be solved? Write a letter to a community leader. Ask him or her to solve the problem. Then sign your letter.

Date:____________________

Dear ___________________,

_________________________

_________________________

_________________________

_________________________

_________________________

Thank You,

_________________________
Fighting for Justice

Rosa Parks and Dr. Martin Luther King, Jr., fought for justice. Cut out the events below. Paste them in the correct order on a separate sheet of paper.

- Police put Rosa Parks in jail.
- Rosa Parks would not give up her bus seat.
- The unfair law was changed.
- Dr. Martin Luther King, Jr., told people to stop riding the buses.
Vocabulary Review

Find the words in the box that match the meanings. Write the word next to the correct meaning.

immigrant  Constitution
judge       Capitol
governor

1. the leader of a state __ __ __ __ __ __ __ __

2. a person who leaves one country to live in another __ __ __ __ __ __ __ __

3. a plan for government written by our country’s early leaders __ __ __ __ __ __ __ __ __ __

4. the building where Congress works __ __ __ __ __ __

5. a person who decides what a law means __ __ __ __ __