

Things They Carried Church PDF

Things They Carried Church

Things They Carried Church: Exploring Themes and Symbolism in a Unique Context

things they carried church might seem like an unusual phrase at first glance, but it

opens up a fascinating discussion when examined through the lens of community, faith, and the emotional burdens people bear in a spiritual setting. Inspired by the iconic literary work *The Things They Carried* by Tim O'Brien, which delves deeply into the physical and emotional loads soldiers carry in war, we can draw parallels to what individuals metaphorically carry within the walls of a church. This article explores the concept of "things they carried church" in a natural, engaging way, highlighting how faith communities embody, share, and sometimes even lighten these burdens.

Understanding the Concept of "Things They Carried Church"

At its core, the phrase "things they carried church" refers to the tangible and intangible elements that congregants bring into a church space. This can range from physical items like hymnals, prayer books, and offerings to the more abstract items such as hope, guilt, grief, gratitude, and faith. Churches have long been sanctuaries where people lay down their emotional and spiritual loads, seeking comfort and communal support.

The Physical and Emotional Burdens in a Church Setting

Just as soldiers in Tim O'Brien's narrative carry physical gear and emotional scars,

churchgoers carry their own sets of challenges. These can include:

Personal struggles like grief, anxiety, or guilt

Past experiences that shape their worldview and faith

Hopes and prayers for themselves and others

Acts of service and generosity

The idea of carrying is powerful because it emphasizes that people do not come to church as blank slates. They bring with them stories, histories, and emotions that influence how they engage with worship and community.

The Symbolism of Items Carried Into Church

When we talk about "things they carried church," it's important to recognize the symbolism behind many of the objects and rituals within Christian worship. These items are not merely practical but are imbued with spiritual significance.

Holy Water and the Act of Cleansing

Holy water is often carried or used during services as a symbol of purification and renewal. It represents the desire to wash away past sins or burdens, a physical reminder of spiritual cleansing.

Candles: Light in the Darkness

Candles carried or lit within a church symbolize hope, guidance, and the presence of the divine light in moments of darkness. Many congregants carry candles during vigils or special services as a symbol of faith and solidarity.

The Cross and Personal Items

Some church members carry crosses, rosaries, or other devotional items with them. These personal objects serve as tangible connections to their beliefs and sources of comfort during difficult times.

Emotional Things They Carried Churchgoers Bring

Besides physical objects, the emotional “things” carried by individuals into church can be profound. Understanding this helps cultivate empathy and a more supportive community.

Guilt and Forgiveness

Many people enter a church burdened by guilt—be it from personal mistakes, unresolved conflicts, or feelings of inadequacy. The church often acts as a place for seeking forgiveness and reconciliation, providing a space where burdens can be laid down.

Hope and Renewal

Conversely, church is a place where hope is rekindled. The stories and teachings shared during services often inspire renewal and the strength to carry on despite life’s hardships.

Community Support and Shared Burdens

One of the most beautiful aspects of church life is the communal nature of carrying burdens together. Prayer groups, support ministries, and fellowship activities allow people to share their struggles and lighten the load collectively.

How Churches Help Lighten the Load

Understanding the “things they carried church” is incomplete without discussing the ways in which churches actively help congregants cope with their burdens.

Worship as a Form of Release

Worship services offer structured moments where individuals can express their joys, sorrows, and hopes. Music, prayer, and sermons provide catharsis and encouragement, acting as spiritual therapy.

Counseling and Pastoral Care

Many churches offer counseling services or pastoral care to help individuals process their emotional and spiritual loads. This personalized support can be vital for those carrying heavy invisible burdens.

Community Outreach and Acts of Service

Engaging in community service within the church can also help people shift focus away from their own troubles by serving others. This outward flow of care often circles back, fostering a sense of purpose and healing.

Integrating the Concept into Church Life: Practical Tips

If you're involved in church leadership or simply want to understand the dynamics of what people carry into church better, consider these insights:

****Create Welcoming Spaces for Sharing****

1.

Encourage small groups or prayer circles where people feel safe to share their burdens.

Transparency fosters connection.

****Incorporate Symbolic Rituals****

2.

Use rituals like lighting candles, laying on of hands, or writing down burdens to be symbolically released. These acts help make abstract struggles tangible and acknowledged.

****Promote Mental Health Awareness****

3.

Recognize that emotional burdens often intersect with mental health challenges.

Collaborate with professionals or offer workshops to increase awareness.

****Encourage Acts of Mutual Support****

4.

Foster a culture where congregants actively check in on one another, offering practical help and emotional encouragement.

Reflecting on "Things They Carried Church" Through Literature and Faith

Tim O'Brien's *"The Things They Carried"* paints a vivid picture of the physical and psychological weights borne by soldiers, but its themes resonate far beyond the battlefield. In the context of church and faith communities, it prompts us to consider what each person carries internally and externally. Recognizing this can deepen our compassion and engagement within spiritual gatherings.

Both literature and faith traditions remind us that everyone has a story, a load, and a need for connection and healing. The church, in its many forms, remains a vital space where these "things" are acknowledged and tended to.

Whether it's the tangible objects carried into the sanctuary or the invisible emotional burdens, understanding these elements enriches our appreciation of church life and community.

The next time you attend a service or engage with a faith community, take a moment to reflect on the "things they carried church" and perhaps on the things you carry, too. It's in this shared human experience that we find the deepest connections and the most profound sources of strength.

Question

Answer

What is the significance of the title 'Things They Carried' in relation to the church scenes in the book?

The title 'Things They Carried' refers to both the physical and emotional burdens carried by soldiers in Tim O'Brien's novel. The church scenes highlight these burdens by symbolizing a place of refuge and moral contemplation amid the chaos of war, emphasizing the soldiers' need for spiritual comfort and the weight of their guilt and memories.

How does Tim O'Brien

portray the role of faith

and religion in 'Things

They Carried'?

Tim O'Brien portrays faith and religion in a complex way,

showing that while some soldiers find solace in church and

religious rituals, others struggle with doubt and

disillusionment. The church serves as a setting where

characters confront their beliefs, fears, and hopes,

reflecting the ambiguous role of spirituality during wartime.

Are there any specific

church-related symbols

used in 'Things They

Carried' to convey deeper

themes?

Yes, churches and religious symbols in 'Things They

Carried' often represent sanctuary, memory, and moral

questioning. For example, the image of a church can

symbolize a safe haven from the horrors of war, while

religious rituals may underscore themes of forgiveness,

redemption, and the search for meaning amidst suffering.

How do church scenes in

'Things They Carried'

affect character

development?

Church scenes in the novel provide insight into the inner

lives of the characters, revealing their vulnerabilities,

hopes, and struggles with faith. These moments often

highlight contrasts between characters who cling to

religious beliefs and those who become skeptical, thereby

deepening the reader's understanding of their

psychological and emotional states.

What role does the church

play in the soldiers' coping

mechanisms in 'Things

They Carried'?

The church acts as a coping mechanism by offering a space

for reflection, prayer, and community, helping soldiers

manage fear, guilt, and grief. It serves as a symbolic place

where characters can momentarily escape the brutality of

war and seek spiritual reassurance, illustrating the broader

human need for meaning and support in times of crisis.

Things They Carried Church: Exploring Spiritual and Emotional Burdens in Tim O'Brien's

Narrative

things they carried church refers to a nuanced aspect of Tim O'Brien's acclaimed work,

The Things They Carried, which delves deeply into the emotional and psychological weights borne by soldiers during the Vietnam War. While the novel explicitly catalogues physical objects carried by the soldiers, it also implicitly addresses intangible burdens—faith, guilt, hope, and memory—that function almost like a spiritual church or sanctuary within the chaos of war. This article undertakes a professional and analytical exploration of the concept of "things they carried church," examining how faith and spirituality intersect with trauma and memory in O'Brien's storytelling, and why this perspective is essential for understanding the broader human experience within conflict narratives.

Understanding the Spiritual Dimension of "Things They Carried"

At first glance, *The Things They Carried* is often appreciated for its vivid depiction of physical objects—letters, weapons, photographs—that symbolize the soldiers' identities and survival strategies. However, an in-depth review reveals that the story also vividly portrays the spiritual and emotional "church" the characters inhabit. This church is not a physical building or organized religion but a metaphorical space where soldiers confront existential questions and seek solace amid uncertainty.

The phrase "things they carried church" encapsulates this idea—the intangible faith and rituals that soldiers carry parallel to their tangible gear. O'Brien's narrative subtly weaves in moments where spirituality or the lack thereof shapes the soldiers' perceptions and coping mechanisms. For instance, characters like Kiowa, a Native American soldier, bring a profound sense of spirituality rooted in cultural traditions, which contrasts with Lieutenant Cross's personal struggles with guilt and longing for normalcy.

Spirituality as a Coping Mechanism in War

War literature frequently highlights how faith or spiritual beliefs serve as vital psychological tools for soldiers. In *"The Things They Carried"*, moments of prayer, superstition, or reflection act as emotional anchors. This spiritual dimension can be interpreted as the "church" that holds the men together when external realities threaten to overwhelm them.

****Kiowa's Native American beliefs**** provide him with a moral compass and a connection to nature, offering a form of internal sanctuary.

****Lieutenant Cross's fantasies and memories**** of Martha, though secular, function like a personal ritual that helps him endure the horrors around him.

****The shared stories and confessions**** among soldiers resemble communal worship, fostering bonds that transcend physical survival.

This multifaceted spirituality challenges traditional notions of organized religion, presenting instead a fluid, personal, and often contradictory "church" that each soldier

carries uniquely.

Analyzing the Emotional and Psychological Burdens

The concept of "things they carried church" also ties closely to the novel's exploration of emotional and psychological burdens. Beyond physical items, the soldiers carry fear, shame, love, and hope—elements that are as weighty as any backpack or rifle. This duality between tangible and intangible burdens enriches the narrative's depth and invites readers to consider the holistic nature of human endurance.

The Weight of Guilt and Memory

One of the most poignant aspects of the story involves how soldiers carry the weight of their actions and memories, often in silence. This internal "church" is where they grapple with guilt and trauma, seeking forgiveness or understanding that may never come.

Lieutenant Cross's guilt over Ted Lavender's death is emblematic of this burden, symbolizing how responsibility and self-blame can become unbearable.

The recurring motif of storytelling serves as a confessional space, where recounting events becomes a ritual akin to spiritual cleansing.

Memory as a sanctuary preserves both pain and meaning, allowing soldiers to maintain their sense of identity even as reality shifts around them.

This emotional landscape challenges readers to recognize that the "church" each soldier carries is as complex and fragile as any physical object listed in the narrative.

Comparing "Things They Carried Church" to Other War Narratives

When placed in the broader context of war literature, the spiritual and emotional themes

in *The Things They Carried* reveal unique qualities that set it apart from traditional combat stories. Unlike narratives focused solely on heroism or strategy, O'Brien's work emphasizes the internal battles fought alongside external ones.

Contrast with Traditional War Memoirs

Many war memoirs emphasize discipline, camaraderie, and physical hardship. In contrast, *The Things They Carried* foregrounds vulnerability and ambiguity, where faith and doubt coexist in a "church" of human experience rather than dogmatic certainty.

Personal rituals vs. official rites: Soldiers invent personal "churches" through rituals and memories, contrasting with formal religious ceremonies.

Ambiguity in belief: The narrative avoids straightforward depictions of faith, instead presenting a spectrum ranging from skepticism to profound spirituality.

Focus on emotional survival: The novel prioritizes emotional resilience, suggesting that the "things they carried church" is a psychological sanctuary as much as a spiritual one.

This approach broadens the scope of war literature, making the novel relevant not only to veterans but also to anyone grappling with trauma or loss.

Similar Themes in Contemporary Literature

Other contemporary war stories also explore spiritual dimensions, but O'Brien's nuanced portrayal remains distinctive for its blend of realism and meta-fiction. The "things they carried church" concept resonates with works like Sebastian Junger's *War* or Phil Klay's

Redeployment, where soldiers' inner lives are central to the narrative.

Both Junger and Klay highlight the importance of storytelling as a means of processing trauma.

O'Brien's metaphorical "church" adds a layer of spiritual symbolism, enriching the conversation about how soldiers find meaning in suffering.

The focus on cultural and personal diversity within spiritual experiences marks a shift toward more inclusive representations of faith in war literature.

Implications for Readers and Educators

Understanding "things they carried church" as a symbolic and thematic element in O'Brien's work offers valuable insights for readers and educators alike. It encourages a multidimensional reading that appreciates the interplay of physical and metaphysical burdens borne by individuals in extreme circumstances.

Educational Perspectives

****Encouraging empathy:**** Exploring the spiritual and emotional "church" within the novel helps students connect with the human side of war beyond statistics and politics.

****Interdisciplinary approaches:**** The theme invites integration of literature, psychology, and religious studies, enriching classroom discussions.

****Critical thinking:**** Readers are prompted to question traditional narratives of heroism and explore the complexity of belief systems under duress.

Broader Cultural Resonance

The metaphor of a carried "church" extends beyond the Vietnam War context, applicable to diverse experiences of trauma and survival. It speaks to universal human needs for meaning, connection, and hope amidst adversity.

Veterans of other conflicts may find parallels in their own spiritual journeys.

Civilians facing personal hardships can relate to the internal sanctuaries that sustain them.

The narrative's emphasis on storytelling as a communal "church" highlights the power of shared experience in healing.

In this way, the "things they carried church" concept transcends its literary origins to become a lens for understanding resilience in its many forms.

The exploration of "things they carried church" within Tim O'Brien's *"The Things They Carried"* reveals an intricate layering of physical, emotional, and spiritual burdens. This metaphorical church, carried silently by soldiers, offers a profound commentary on the human condition in war and beyond—a reminder that the heaviest things are often those we cannot see but feel deeply.

Tim O'Brien, *The Things They Carried*, Vietnam War, war stories, trauma, guilt, memory, soldier's burden, spirituality, redemption

Living and nonliving things passage second grade

living and nonliving things passage second grade

Understanding the differences between living and nonliving things is an important part of a second-grade science curriculum. This knowledge helps young students develop their observation skills, expand their vocabulary, and foster a sense of curiosity about the world around them. A well-structured passage on living and nonliving things can serve as an engaging educational resource, helping children recognize and categorize the objects they see every day.

In this article, we will explore the characteristics that define living and nonliving things, provide examples of each, and suggest activities to reinforce learning. Whether you're a teacher preparing a lesson plan or a parent helping your child with homework, this comprehensive guide aims to make the topic clear and accessible for second graders.

What Are Living Things?

Living things, also known as organisms, are beings that grow, reproduce, respond to their environment, and have cells that make up their bodies. They are alive, meaning they have life processes that sustain their existence. Understanding what makes something living is key to distinguishing between living and nonliving things.

Characteristics of Living Things

Living things share several defining features:

- **Growth:** Living things grow larger over time. For example, a seedling grows into a big tree.
- **Reproduction:** Living organisms can produce new living things, such as a puppy having puppies or a plant producing seeds.
- **Response to Stimuli:** They can react to changes in their environment. For instance, plants bend toward sunlight, and animals move away from danger.
- **Cells:** All living things are made up of tiny building blocks called cells.
- **Need for Food:** Living things require food to get energy and stay alive.
- **Breathing:** Many living things breathe, taking in oxygen or other gases.

Examples of Living Things

Here are some common examples of living things that second graders might observe:

- Animals: dogs, cats, birds, fish, insects
- Plants: trees, flowers, grass, bushes
- Humans: boys, girls, adults
- Microorganisms: bacteria, fungi (though microscopic, they are living)

What Are Nonliving Things?

Nonliving things are objects that do not grow, reproduce, or respond to their environment in the ways living things do. They do not have cells or life processes. These objects can sometimes resemble living things but lack the essential characteristics of life.

Characteristics of Nonliving Things

Nonliving things:

- Do not grow or change on their own
- Never reproduce or create new objects
- Do not respond to stimuli in a way that indicates life
- Are not made up of cells
- Do not need food or water to survive

Examples of Nonliving Things

Common nonliving objects include:

- Rocks and stones
- Plastic toys and utensils
- Clothing and shoes
- Books and furniture
- Sunlight and air (non-solid nonliving things)

How to Tell the Difference Between Living and Nonliving Things

Helping second graders distinguish between living and nonliving things involves observation and understanding their characteristics. Here are some simple ways to identify each:

Steps for Identification

- Look for movement or growth: Is the object growing or moving on its own?
- Check if it needs food or water: Does the object require nutrients or hydration?
- Observe response to environment: Does it react when touched or exposed to light?
- Consider if it can reproduce: Can it make more of itself?

Using these questions, children can practice sorting objects into living and nonliving categories.

Activities to Reinforce Learning

Engaging activities can make the concept of living and nonliving things more memorable and fun for second graders.

1. Nature Walks

Take children on a walk in the school yard, park, or garden. Encourage them to observe and note what they see.

- Ask them to identify at least three living things (e.g., a bird, a flower, an ant).
- Identify nonliving things (e.g., a rock, a bench, a piece of paper).
- Discuss how they know which are living and which are nonliving.

2. Sorting Game

Provide pictures or objects representing various items.

- Have children sort them into two groups: living and nonliving.
- Ask them to explain their choices based on the characteristics discussed.
- This activity helps reinforce understanding through hands-on experience.

3. Drawing and Labeling

Ask children to draw a scene from nature, including both living and nonliving things.

- Label each item as living or nonliving.
- Describe why they categorized each object that way.

4. Classify and Compare

Create a chart with two columns: Living Things and Nonliving Things.

- Fill the chart with examples provided by the children.
- Discuss the differences in characteristics.

Key Vocabulary for Second Grade

Introducing and reinforcing key vocabulary helps students articulate their understanding:

- **Living:** Alive, grows, reproduces, responds
- **Nonliving:** Not alive, does not grow or respond
- **Cell:** The tiny building block of living things
- **Reproduce:** Make more of the same kind
- **Stimulus:** Something in the environment that causes a response

Summary

Understanding the difference between living and nonliving things is fundamental for second graders. Living things have life processes such as growth, reproduction, and response to stimuli, while nonliving things do not. By observing their surroundings, engaging in sorting activities, and discussing examples, children can develop a clear understanding of these concepts.

Encouraging curiosity and exploration through outdoor activities and hands-on experiments makes learning about living and nonliving things both fun and educational. As students become more familiar with the characteristics that define each, they build a strong foundation for future science studies and a greater appreciation for the natural world around them.

Whether at home or in the classroom, this knowledge helps children develop critical thinking skills and a scientific mindset that will serve them well as they continue to explore and learn about the world.

Living and Nonliving Things Passage Second Grade: An In-Depth Review

Understanding the concepts of living and nonliving things is a fundamental part of early science education, especially for second graders. Introducing young students to these ideas through passages and passages-based activities helps build a strong foundation for future scientific learning. In this article, we will explore the importance of these passages, their structure, benefits, challenges, and tips for making the learning process engaging and effective.

The Importance of Living and Nonliving Things Passages in Second Grade

Teaching second graders about living and nonliving things is a critical step in fostering their curiosity about the natural world. Passages designed for this age group serve as an accessible entry point into scientific classification and observation skills.

Why are these passages important?

- Early Scientific Literacy: They help students recognize and differentiate between living and nonliving things.
- Vocabulary Development: Introduce age-appropriate scientific terminology.
- Observation Skills: Encourage students to observe characteristics and features of various objects.
- Critical Thinking: Promote reasoning about what makes an organism alive or not.
- Preparation for Future Topics: Lay the groundwork for more complex science concepts like ecosystems, habitats, and life cycles.

Features of Effective Passages

- Age-appropriate language
- Clear definitions
- Engaging illustrations
- Interactive questions
- Real-life examples

Structure of a Typical Living and Nonliving Things Passage

Most passages aimed at second graders follow a simple, student-friendly structure designed to facilitate comprehension and retention.

Introduction

- Briefly introduces the topic, such as "What are living and nonliving things?"
- Uses relatable examples, e.g., animals, trees, toys, rocks.

Key Characteristics

- Describes features that distinguish living things (growth, movement, reproduction, need for air and water).
- Describes features of nonliving things (no growth, no movement without external cause, no reproduction).

Examples and Comparisons

- Provides examples of living things like cats, plants, insects.
- Provides examples of nonliving things like chairs, water, rocks.
- Uses side-by-side comparisons to highlight differences.

Interactive Activities or Questions

- Includes questions like "Is a car living or nonliving?" or "What do plants need to grow?"
- Promotes active engagement and critical thinking.

Summary and Conclusion

- Reiterates main points.
- Reinforces distinctions through simple summaries.

Pros of Using Living and Nonliving Things Passages in Second Grade

Utilizing well-designed passages offers numerous benefits for young learners.

Features and Benefits

- Enhances Reading Skills: Integrates science content with literacy development.
- Visual Learning: Illustrations and photographs help visual learners understand concepts.
- Builds Scientific Vocabulary: Introduces words like "alive," "growth," "reproduce," "nonliving."
- Encourages Observation: Prompts students to observe their environment actively.
- Fosters Curiosity: Engages students' natural interest in the world around them.
- Supports Differentiated Learning: Can be adapted for varied reading levels.

Pros Summary

- Combines literacy and science education effectively.
- Encourages hands-on and visual learning.
- Easy to incorporate into daily lesson plans.
- Suitable for diverse classroom settings.

Challenges and Cons of Living and Nonliving Things Passages

Despite their many advantages, there are some challenges associated with using these passages in

second-grade classrooms.

Potential Drawbacks

- Simplification Risks: Over-simplifying concepts might lead to misconceptions.
- Limited Depth: Passages may not cover all aspects or nuances of the topic.
- Engagement Variability: Not all students may find static passages engaging.
- Dependence on Visuals: Over-reliance on pictures may hinder understanding for some learners.
- Language Barriers: English language learners may need additional support with vocabulary.

Addressing Challenges

- Use a variety of teaching methods alongside passages, such as hands-on activities.
- Incorporate videos, experiments, and outdoor observations.
- Clarify misconceptions through discussion.
- Provide vocabulary supports, like word banks or visual aids.

Effective Strategies for Teaching Living and Nonliving Things

To maximize the effectiveness of passages, educators can employ various strategies:

Interactive Reading

- Encourage students to predict, ask questions, and summarize as they read.
- Use think-pair-share activities to promote discussion.

Hands-On Activities

- Sort objects into living and nonliving groups.
- Plant seeds and observe growth over time.
- Collect natural items from outside and classify them.

Visual Aids and Models

- Use charts, diagrams, and pictures to reinforce concepts.
- Create a classroom ?nature corner? with real examples.

Discussion and Reflection

- Ask open-ended questions to stimulate thinking.
- Have students draw or write about what they learned.

Assessment and Reinforcement

- Use simple quizzes or worksheets based on passages.
- Conduct informal observations during activities.

Sample Passage for Second Grade: Living vs. Nonliving Things

Living things are things that grow, change, and reproduce. They need air, water, and food to stay alive. Animals, plants, and insects are living things. For example, a dog can grow bigger, and a sunflower can produce seeds.

Nonliving things do not grow, reproduce, or need food. They are not alive, but they can still be useful. Examples include rocks, chairs, and water. Nonliving things can change because of weather or human activity, but they do not grow or have babies.

Questions for Students:

- Is a tree a living or nonliving thing? Why?
- Name two nonliving things in the classroom.
- What do living things need to stay alive?

This simple passage introduces core ideas clearly and encourages students to think critically about their environment.

Conclusion: Making Living and Nonliving Things Passages Effective

Living and nonliving things passages are a vital tool in second-grade science education. They serve as accessible, engaging, and educational resources that help young learners grasp basic scientific concepts. When carefully designed with age-appropriate language, vivid visuals, and interactive elements, these passages can foster curiosity, improve literacy, and lay a solid foundation for future scientific exploration.

While there are some challenges?such as oversimplification and engagement issues?these can be

mitigated through diverse teaching strategies, hands-on activities, and ongoing discussions. Ultimately, the goal is to cultivate a sense of wonder and understanding about the natural world, empowering students to observe, question, and appreciate the living and nonliving things around them.

By integrating well-crafted passages with active learning approaches, educators can create a dynamic and meaningful science learning experience for second graders that nurtures their natural curiosity and supports their educational growth.

QuestionAnswer What is a living thing? A living thing is something that grows, breathes, and needs food and water, like a dog or a tree. What is a nonliving thing? A nonliving thing is something that does not grow, breathe, or need food, like a rock or a chair. Can a plant be a living or nonliving thing? A plant is a living thing because it grows and needs water and sunlight. Is the sun a living or nonliving thing? The sun is a nonliving thing because it does not grow or need food. Do animals need food to live? Yes, animals are living things and need food to grow and stay healthy. Are rocks living or nonliving? Rocks are nonliving because they do not grow or breathe. What are some examples of living things? Examples of living things are cats, flowers, and fish. What are some examples of nonliving things? Examples of nonliving things are toys, water bottles, and buildings. Why do plants need sunlight? Plants need sunlight to make their food and grow. How can you tell if something is living or nonliving? You can tell if something is living if it grows, needs air or water, and can move or respond. Nonliving things do not do these things.

Related keywords: living things, nonliving things, plants, animals, rocks, humans, environment, characteristics, habitats, classification

Read the full article online: [Living And Nonliving Things Passage Second Grade](#)