

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the Second Grade Social Studies Course.

<h3 style="margin: 0;">Second Grade – Unit Two – Our Georgia</h3>	
Elaborated Unit Focus	<p>In this unit, students will learn about the roles of the Mayor, Governor, and President as they establish the need for rules and laws. They will have a full understanding of who makes decisions in our city, state, and nation. Students will learn the significance of the location of cities in Georgia in relation to rivers, landforms and resources in each region. Students will also learn the similarities and differences of each of the five regions of Georgia. Students will be introduced to the concept of allocation, or distribution, of goods and services. This can be applied throughout the year to understand other economic concepts.</p>
Connection to Connecting Theme/Enduing Understandings	<p>Using the theme of distribution of power, students will compare the basics of state and national government, as well as the need rules/laws in society. Students will locate Georgia’s regions and major rives, and discuss the impact of geography on people’s lives through the theme of location. The theme of production, distribution, and consumption will be used to help students learn basic economic concepts that will be used throughout the year.</p>
GSE for Social Studies (standards and elements)	<p>SS2CG1 Define the concept of government and the need for rules and laws.</p> <p>SS2CG2 Identify the following elected officials of the executive branch and where they work:</p> <ul style="list-style-type: none"> a. President (leader of our nation) and Washington, D.C. – White House b. Governor (leader of our state) and Atlanta, GA – State Capitol Building c. Mayor (leader of a city) and city hall <p>SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface.</p> <ul style="list-style-type: none"> a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee. <p>SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).</p>
Connection to Literacy Standards for Social	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Studies (reading and/or writing)</p>	<p>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills: 1 (cardinal directions), 2 (intermediate directions), 4 (features found on maps), 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences), 4 (fact/opinion), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 8 (social studies reference resources used for specific purposes), 9 (constructs charts and tables)</p>



Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<p><i>K-5 EU: The student will understand that laws and people’s beliefs help decide who gets to make choices in government.</i> How do the leaders of the executive branch of government enforce laws? a. Why do we have rules and laws? b. What is the difference between each of the leaders? c. Where do elected officials work and why is that location important?</p>
<p>Enduring Understanding 2</p>	<p><i>K-5 EU: The student will understand that where people live matters.</i> How do the topographical features of Georgia impact where and how we live? a. In what ways are the five regions of Georgia similar and different? b. Why are so many of Georgia’s cities and towns built near rivers? c. Where can you locate each river and region on the map?</p>
<p>Enduring Understanding 3</p>	<p><i>K-5 EU: The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.</i> How are goods and services distributed? a. In which ways are goods and services different? b. How do we get goods and services? c. In which situations do we get resources in various ways? (For example, by contests, first-come-first-served, lottery, authority, or sharing?)</p>

Sample Instructional Activities/Assessments

Elected Officials Sorting

Students will divide a separate sheet of paper in to three sections – Mayor, Governor, and President. Students will cut out each picture and paste it in the correct section. *Add images of your local Mayor and City Hall. Provide a word bank and students can add captions to each picture.

<p>GSE Standards and Elements</p>	<p>SS2CG2 Identify the following elected officials of the executive branch and where they work:</p> <ul style="list-style-type: none"> a. President (leader of our nation) and Washington, D.C. – White House b. Governor (leader of our state) and Atlanta, GA – State Capitol Building c. Mayor (leader of a city) and city hall
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>Information Processing Skills: 4</p> <p>K-5 EU: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p>

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Students will divide a separate sheet of paper in to three sections – Mayor, Governor, and President. Students will locate and cut out pictures for those who currently hold the position of each office and paste it in the correct section. *Add an image of your location’s City Hall as well.



Georgia Department of Education

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9.17.2019 • Page 5 of 29

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Elected Officials Flip Book

Students will create a flip book to organize information about the Mayor, Governor, and President. Use a sheet of paper or the attached template. Fold lengthwise and cut two slits to create three sections. The Flip Book is designed to be used as a resource for students. Students will add information as you are learning about each elected official during the unit.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to write on their own, it would be best to let them do this independently.*

1. Students often struggle to get started. Before doing any writing about what they have learned, have students orally tell you what they know about our elected officials.
2. Have images and graphic organizers from the unit ready to prompt their thinking if they become stuck.
3. Have students share over their fingers an appropriate number of things they know about each elected official. Students share over their fingers by touching a finger or holding up a finger as their share facts they know about each official.
4. Have the students orally rehearse what they will write for each official.
5. Some students may have trouble writing in a confined space. They may need a larger flip book.

GSE Standards and Elements

SS2CG2 Identify the following elected officials of the executive branch and where they work:

- a. President (leader of our nation) and Washington, D.C. – White House
- b. Governor (leader of our state) and Atlanta, GA – State Capitol Building
- c. Mayor (leader of a city) and city hall

**Literacy Standards
Social Studies Matrices
Enduring Understanding(s)**

ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
 ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.
 ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
 ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.
 ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

Map Skills: 7
 Information Processing Skills: 1, 9
 K-5 EU: The student will understand that laws and people’s beliefs help decide who gets to make choices in government.

Mayor	Governor	President

Mayor

- Leads our city
- Works at City Hall
- Located in _____

Governor

- Leads our state
 - Works at the State Capitol Building
- Located in Atlanta, Georgia

President

- Leads our nation
 - Works at the White House
- Located in Washington, D.C.

Heads of State Project

Students will choose **one** elected official and create a poster. It should include a picture of the official, his/her name, job title, where he/she works (building and city) and at least two responsibilities of the official. Once the poster is complete, tape the two sides together to create a cylinder. Cut a large circle from another piece of poster board or construction paper. Tape the circle to the bottom of the cylinder to create a top hat.

Send home a copy of the attached rubric so students and parents know the expectations and it will guide student work.

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to create the poster on their own, it would be best to let them do this independently.*

1. Using the rubric as a starting point, have students share what they know about each elected official and help them choose an elected official to write about.
2. Practice orally going through the rubric to answer what they know about each elected official. Have the students read each line of the rubric and respond, intervening only when vocabulary is too tricky. Students may need help filling in missing information. If so, prompt students to look through their notes or class charts and assist them in finding the answers as independently as possible.
3. Once the students have rehearsed the rubric orally, help them decide how to best show their thinking. Are they going to write or type their responses?

Some students may benefit from a graphic organizer to keep their thoughts in one place, particularly if this is an assignment they are completing at home.

GSE Standards and Elements	<p>SS2CG2 Identify the following elected officials of the executive branch and where they work:</p> <p>a. President (leader of our nation) and Washington, D.C. – White House</p> <p>b. Governor (leader of our state) and Atlanta, GA – State Capitol Building</p> <p>c. Mayor (leader of a city) and city hall</p>
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p>

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

	<p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Map Skills: 7</p> <p>Information Processing Skills: 1, 4, 6, 8</p> <p>K-5 EU: The student will understand that laws and people’s beliefs help decide who gets to make choices in government.</p>
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Heads of State Project



Standard SS2CG2: Identify the following elected officials of the executive branch and where they work: a) President b) Governor c) Mayor

Directions: Students will choose one elected official listed above and create a poster. It should include a picture of the official, his/her name, job title, where he/she works (building and city) and at least two responsibilities of the official. Once the poster is complete, tape the two sides together to create a cylinder. Cut a large circle from another piece of poster board or construction paper. Tape the circle to the bottom of the cylinder to create a top hat.

Student Name: _____

Elected official: Mayor Governor President

Grading Rubric

Performance Indicators	Not Yet Evident 0 points	Partially Evident 1 point	Fully Evident 2 points
Included the name of official			
Attached picture of the official			
Listed the official's job title			
Stated that the official is the leader of our city, state, or nation			
Listed the building in which the official works (City Hall, State Capitol, or White House)			
Picture of building included			
Included the city in which the official works			
Explained one responsibility of the official			
Described a second responsibility			

Total Points: _____ /18 possible

Grade: _____

Heads of State Project



Standard SS2CG2: Identify the following elected officials of the executive branch and where they work: a) President b) Governor c) Mayor

Directions: Students will choose one elected official listed above and create a poster. It should include a picture of the official, his/her name, job title, where he/she works (building and city) and at least two responsibilities of the official. Once the poster is complete, tape the two sides together to create a cylinder. Cut a large circle from another piece of poster board or construction paper. Tape the circle to the bottom of the cylinder to create a top hat.

Student Name: _____

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Attached picture of the official			
Listed the official's job title			
Stated that the official is the leader of our city, state, or nation			
Listed the building in which the official works (City Hall, State Capitol, or White House)			
Picture of building included			
Included the city in which the official works			
Explained one responsibility of the official			
Described a second responsibility			

Total Points: _____ /18 possible

Grade: _____

Regions Research Book

The teacher will guide students to fill in the attached graphic organizer for **each** region of Georgia as you study it (same pages are provided below). When all five regions are complete, bind them together to create a Regions Research Book. Use the attached “Georgia’s Five Regions” page as a cover or title page. Have students include a Venn Diagram that compares and contrasts two regions. As an extension, have students complete several Venn Diagrams.

Ideas for Differentiation:


Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to complete the organizer on their own, it would be best to let them do this independently.*

1. This book will be a great resource for students to frequently revisit to remember what they have been learning. It is very important to make the document useful and not merely “complete.” Many students will need to revisit and retell what is on each page. They may need guidance to do this. It is crucial that they are able to read back what they have written.
2. Some students have difficulty writing in small spaces. It may be beneficial to enlarge the documents or stretch the boxes over pages giving them more room to write.
3. If writing is not developmentally appropriate, the boxes could be completed in advance and students could highlight or color the key vocabulary terms.
4. As students begin comparing and contrasting the regions, they may need time to gather their thoughts and rehearse what they are going to write before they begin writing. Some students would benefit from pre-written facts that they could place in a larger diagram first. Comparing and contrasting is often a hard concept to grasp without intentional modeling and thinking aloud.

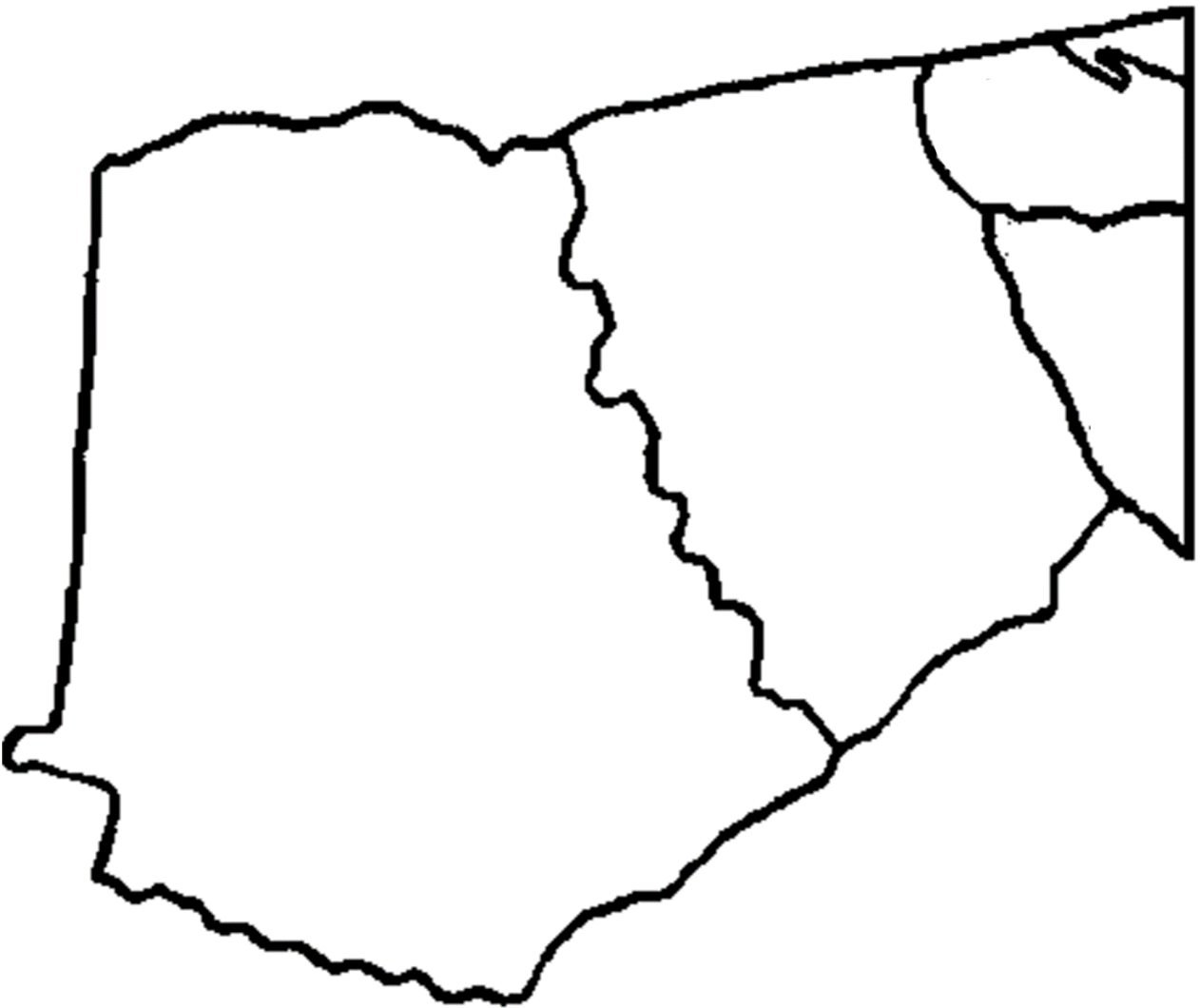
GSE Standards and Elements	SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface. a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic. ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers. ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question. ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

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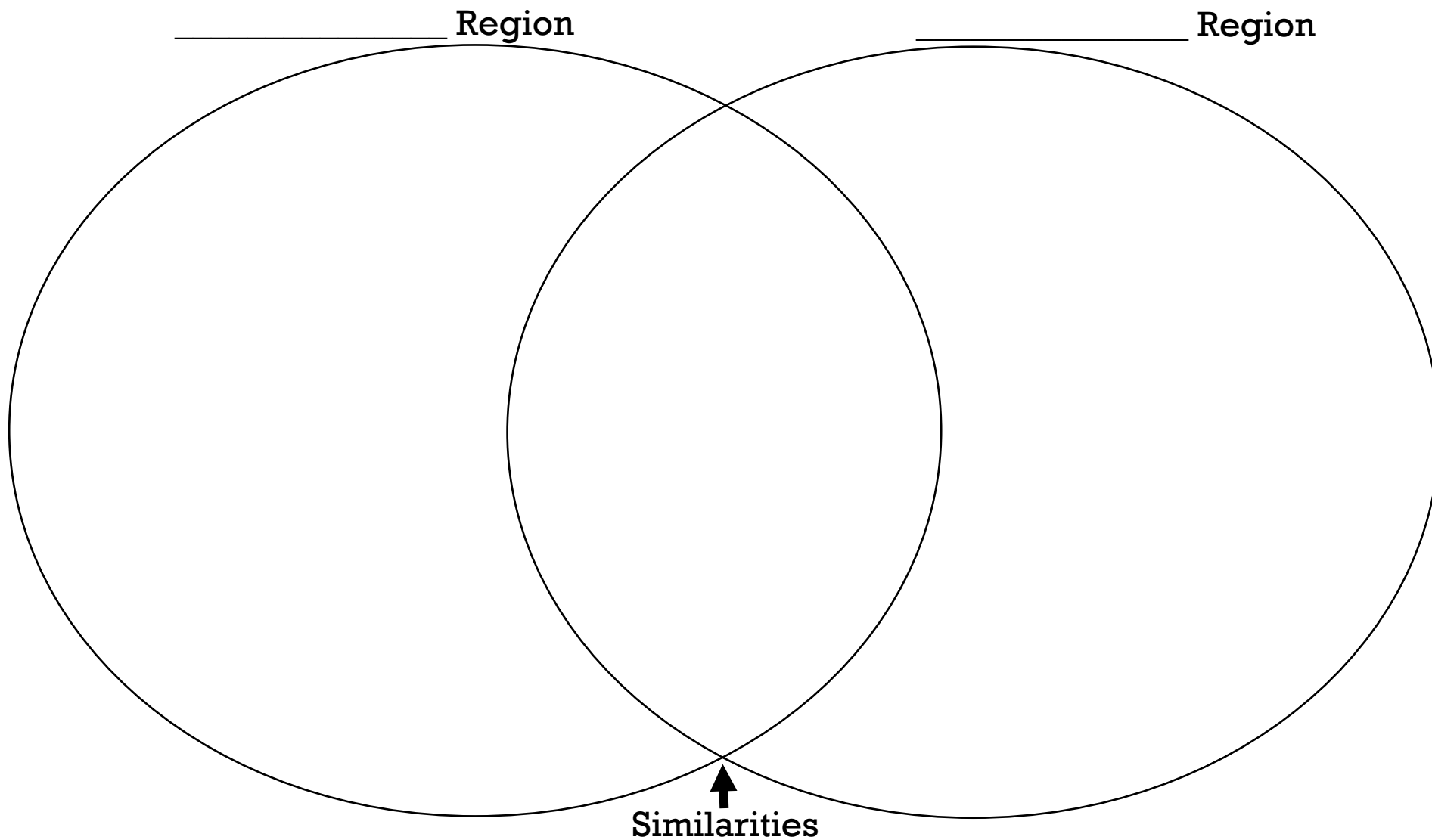
<p><u>Location</u></p> 	<p><u>Plants</u></p>	<p><u>Animals</u></p>
<p><u>Landforms</u></p>	<p><u>Interesting Facts</u></p>	<p><u>Places to Visit</u></p>

Georgia's Five Regions



Research Completed By:

Comparing and Contrasting Regions






Sample pages provided. Have students find and fill in important information as you are reading and researching each region. Use various resources. The information below was adapted for second grade classroom use from

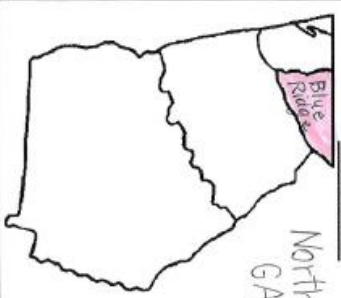
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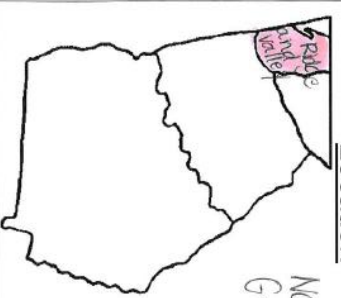
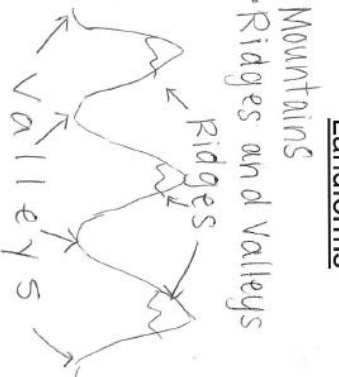
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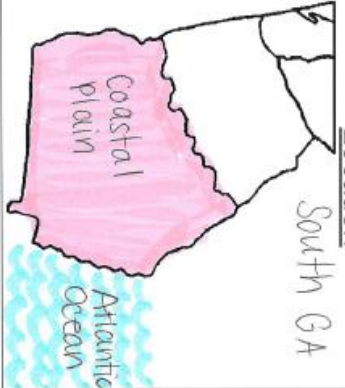
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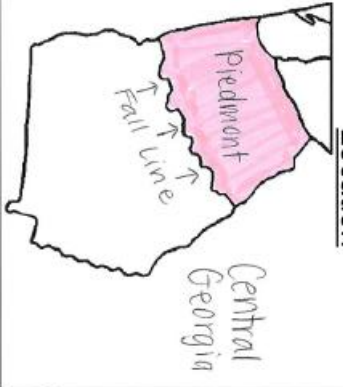
<http://gastateparks.org/>

<p><u>Location</u></p> 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • hardwood forests 	<p><u>Animals</u></p> <ul style="list-style-type: none"> • turtles • bats • Salamanders • foxes
<p><u>Landforms</u></p> <p>Plateaus (flat-topped mountains)</p>  <p>Some Mountains</p> 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <h2 style="margin: 0;">Appalachian Plateau</h2> </div> <p><u>Interesting Facts</u></p> <ul style="list-style-type: none"> • You can go hiking, camping or hang gliding! • Cooler temperatures • Smallest Region 	<p><u>Places to Visit</u></p> <ul style="list-style-type: none"> • Cloudland Canyon State Park • Lookout Mountain • Caves • waterfalls

<p><u>Location</u></p>  <p>Blue Ridge Northeast GA</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Basswood, Sugar Maple, American Beech, and Buckeye Trees • wildflowers 	<p><u>Animals</u></p> <ul style="list-style-type: none"> • black bears • song birds (warblers) • coyotes • whitetail deer • wild turkeys • trout
<p><u>Landforms</u></p> <ul style="list-style-type: none"> • Mountains • Rivers 	<p>Blue Ridge</p> <p><u>Interesting Facts</u></p> <ul style="list-style-type: none"> • You can go white water rafting and climb mountains! • Gold was found there! *The gold on the State Capitol Dome is from the Blue Ridge Region! 	<p><u>Places to Visit</u></p> <ul style="list-style-type: none"> • Tallulah Gorge • Brasstown Bald (Georgia's highest mountain)

<p><u>Location</u></p>  <p>Ridge and Valley North Georgia</p>	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Apple orchards • hardwood forests 	<p><u>Animals</u></p> <ul style="list-style-type: none"> • frogs • turtles • snakes • birds
<p><u>Landforms</u></p> <ul style="list-style-type: none"> • Mountains • Ridges and Valleys 	<p>Ridge and Valley</p> <p><u>Interesting Facts</u></p> <ul style="list-style-type: none"> • Cherokee Indians lived here in New Echota • Creek Indians lived in Etowah 	<p><u>Places to Visit</u></p> <ul style="list-style-type: none"> • New Echota • Amicalola Falls (Georgia's highest waterfall) • Etowah Indian Mounds State Historic Site

<p><u>Location</u></p>  <p>South GA</p> <p>Atlantic Ocean</p> <p><u>Landforms</u></p> <ul style="list-style-type: none"> • plains (flat and grassy) • Coast (beach - where land meets water) • Swamps and marshes 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Wiregrass • long leaf pine, cypress, maple, and black gum trees • water lily <p>Coastal Plain</p> <p><u>Interesting Facts</u></p> <ul style="list-style-type: none"> • Largest region • only region with coastline • This region has the most farm land 	<p><u>Animals</u></p> <ul style="list-style-type: none"> • alligators • wood peckers, sparrows, and other birds • Snakes • squirrels • tortoises and turtles <p><u>Places to Visit</u></p> <ul style="list-style-type: none"> • Providence Canyon • Okefenokee Swamp • Savannah • Cumberland Island • President Carter's home in Plains, Georgia • Radium Springs
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<p><u>Location</u></p>  <p>Central Georgia</p> <p>Fall Line</p> <p><u>Landforms</u></p> <ul style="list-style-type: none"> • hills • valleys • Fall Line is the Southern border and create rapids and waterfalls. The Fall line is where hard rocks drop off and landforms and plants begin to change. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • succulents • confederate daisy • oak trees • pine trees • fall grasses <p>Piedmont</p> <p><u>Interesting Facts</u></p> <ul style="list-style-type: none"> • Atlanta, our state capital is in this region. • Piedmont is the most populated region • The soil is mostly red clay • Creek Indians lived here 	<p><u>Animals</u></p> <ul style="list-style-type: none"> • bald eagles • owls • hawks • deer <p><u>Places to Visit</u></p> <ul style="list-style-type: none"> • State Capital Building • Braves, Falcons, Hawks games • Six Flags • Georgia Aquarium • Stone Mountain • FDR's Little White House and Warm Springs • Milledgeville, Georgia's other capital
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Georgia Tourism Brochure

Students may work independently or with a partner on this activity. Provide them with the checklist and rubric listed below to guide student work and make them aware of your expectations.

Congratulations! You have a new job working for the Tourism Association of Georgia. Your first task is to create a brochure that attracts visitors to one major geographic region of Georgia. This brochure should explain how the region is unique. Each tour guide may research and will use what they already know to create their brochure. You may create this on your own or design using a computer. Your travel brochure should include the following information:

<ul style="list-style-type: none"> The name of the geographic region. 	<ul style="list-style-type: none"> What does the land look like? (description and picture)
<ul style="list-style-type: none"> Names of any major rivers that flow through these regions 	<ul style="list-style-type: none"> Names of major cities in the region.
<ul style="list-style-type: none"> Local attractions for visitors. 	<ul style="list-style-type: none"> Natural resources/manufactured products in the region.
<ul style="list-style-type: none"> Plants and animals native to your region. 	<ul style="list-style-type: none"> Location of region on a map.

You will be asked to present your brochure to other tour guides and tourists. During your presentation, you should use your brochure to answer the following questions:

1. What is special about your region of Georgia?
2. Why does where you live matter? (talk about the land, products made in your region, attractions, population, and types of communities)
3. How does where you live affect your life?

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to create the brochure on their own, it would be best to let them do this independently.*

1. Using the rubric and checklist as a starting point, have students share what they know about each region and help them choose a region for their brochure.
2. Practice orally going through the rubric to show what they know about each region and plan what they want to include. Have the students read each line of the rubric and respond, intervening only when vocabulary is too tricky. Students may need help filling in missing information. If so, prompt students to look through their region book, notes, or class charts and assist them in finding the answers as independently as possible.
3. Once the students have rehearsed the rubric orally, help them decide how to best show their thinking. Are they going to write or type their brochure? What will it look like?
4. If you are able to show them an authentic brochure, it would be beneficial to give students a visual. Some students may benefit from a graphic organizer for their brochure. This could be a document on the computer with headings or a trifold paper. Helping students plan with post-it notes what goes in each section may be needed.

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p>GSE Standards and Elements</p>	<p>SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface.</p> <p>a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.</p> <p>b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Map Skills: 2, 4, 6, 7 Information Processing Skills: 1, 4, 8, 9 K-5 EU: The student will understand that where people live matters.</p>

Congratulations!

You have a new job working for the Tourism Association of Georgia. Your first task is to create a brochure that attracts visitors to one major geographic region of Georgia. This brochure should explain how the region is unique. Each tour guide may research and will use what they already know to create their brochure. You may create this on your own or design using a computer. Your travel brochure should include the following information:

1. The name of the geographic region.
2. What does the land look like? (description and picture)
3. Names of any major rivers that flow through these regions.
4. Names of major cities in the region.
5. Local attractions for visitors.
6. Natural resources/manufactured products in the region.
7. Plants and animals native to your region.
8. Location of region on a map.



You will present your brochure to other tour guides and tourists. During your presentation, you should use your brochure to answer the following questions:

1. Why does living in the _____ region matter? (talk about the land, products made in your region, attractions, population, and types of communities)
2. How does living in the _____ region affect your life?
3. What is special about your region of Georgia?

Use the Rubric below to guide you as you create your brochure.

Georgia Department of Education

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Georgia Tourism Bureau Pamphlet Rubric

Student Name: _____

Criteria	Not Yet (0 points)	Needs Improvement (1 point)	Meets Standard (2 points)	Exceeds Standard (3 points)
Rivers and Cities	The brochure includes one river OR one city, but not both.	The brochure only includes one river and one city.	The brochure includes 2-3 rivers and cities.	The brochure includes more than three rivers and cities.
Attractions	The brochure does not include any attractions.	The brochure lists one or two attractions of the region but does not give any information.	The brochure has details about two attraction in the region.	The brochure lists details about 3 or more attractions. Provides resources for attraction(s).
Natural Resources and Manufactured Products	The brochure includes either a natural resource OR a manufactured product, but not both.	The brochure includes at least one natural resource and/or at least one manufactured product in the region.	The brochure includes 1-2 natural resources and 1-2 manufactured products found in the chosen region.	The brochure includes three or more natural resources and three or more manufactured products in the region.
Plants and Animals	The brochure includes one plant OR one animal, but not both.	The brochure only includes one plant and one animal in the region.	The brochure includes 2-3 plants and animals.	The brochure includes more than three plants and animals.
Location and Landforms	The brochure includes either map OR a landform, but not both.	The brochure includes a map and/or at least one landform in the selected region.	The brochure includes a map and a landform with an illustration or photograph.	The brochure includes a map and two or more landforms with an illustration or picture.
			Total Points:	/15 possible
			Grade:	

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

Goods vs. Services

Students will work in groups or pairs for this activity. Each group will divide a paper into two sections – goods and services. Students will provide at least five goods and services by cutting from magazines and newspapers or drawing a picture. Each group will choose one good and one service to write about. Students will answer the following questions on the attached worksheet: Which good did you choose from your chart? Which service did you choose? How are the good and service different? How are they alike? How is the good obtained? How is the service obtained?

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. *Note: Be careful using these lessons for all students. If students are able to choose and sort images on their own, it would be best to let them do this independently.*

1. Students often struggle to get started. Before doing any work, meet with students and have a quick review of goods and services. Give them the opportunity to name a few examples of goods and services. If they have a hard time getting started give them examples and have them tell you if it is a good or a service. How do they know?
2. Monitor as students get started or do one of each together allowing students to build confidence and ensure that they are set up to be successful independent.

GSE Standards and Elements

SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics).

**Literacy Standards
Social Studies
Matrices
Enduring Understanding(s)**

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
 ELAGSE2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
 ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
 ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.
 ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.
 ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
 ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.
 ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.
 ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
 Information Processing Skills: 1, 4
 K-5 EU: The student will understand that where people live matters.

Georgia Department of Education

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Name: _____

Goods vs. Services

Which good did you choose from your chart? _____

Draw a picture of the good you chose.

How is the good obtained? _____

Which service did you choose? _____

Draw a picture of the service you chose.

How is the service obtained? _____

How are the good and the service **alike**? _____

How are they **different**? _____

Culminating Unit Performance Task

Edible Georgia

Students will be able to create, describe, and represent Georgia's regions, rivers, and landforms.

This lesson is messy, but fun! The students will extend their learning of Georgia's regions and major landforms by making an edible map. They will use different edible objects to display the different topographical features of our state. This lesson should follow the study of Georgia's five geographical regions as well as Georgia's three major rivers. *NOTE: Be aware of nut allergies before doing this activity. You may need to substitute ingredients for the dough to avoid peanut allergies.*

Materials needed (recipe makes approximately 25 maps):

- dough (2 cups smooth peanut butter, 2 ½ cups powdered milk, 2 ½ cups powdered sugar, 2 cups white corn syrup)
- 1 reference map of Georgia's regions (per student or group)
- 1 sheet of wax paper per student or group
- 3 pre-made toothpick flags to label Georgia's 3 major rivers per student or group
- 4 cups coconut (dyed green)
- blue icing (the gel kind that comes in a tube)
- 4 cups chocolate chips
- 4 cups M&Ms

Procedures:

1. Pre-make and separate the dough at home.
2. Pre-make and label toothpick flags for the Savannah, Chattahoochee, and Flint Rivers.
3. Talk with the students about the unit they've been working on and introduce today's culminating activity.
4. As a whole group, create a sample model for the students.
5. Give each student, or group of students, the reference map.
6. Allow students to look at the map to find Georgia's regions and geographical features.
7. Tape a piece of wax paper on top of each student's reference map.
8. Give each student or group a portion of the dough.
9. Have the students shape the dough into the shape of Georgia using the reference map beneath for help.
10. Once the map is shaped, have the students place the edible objects that represent the landforms onto the map. They may need to peek back and forth at the reference map underneath for hints.

Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

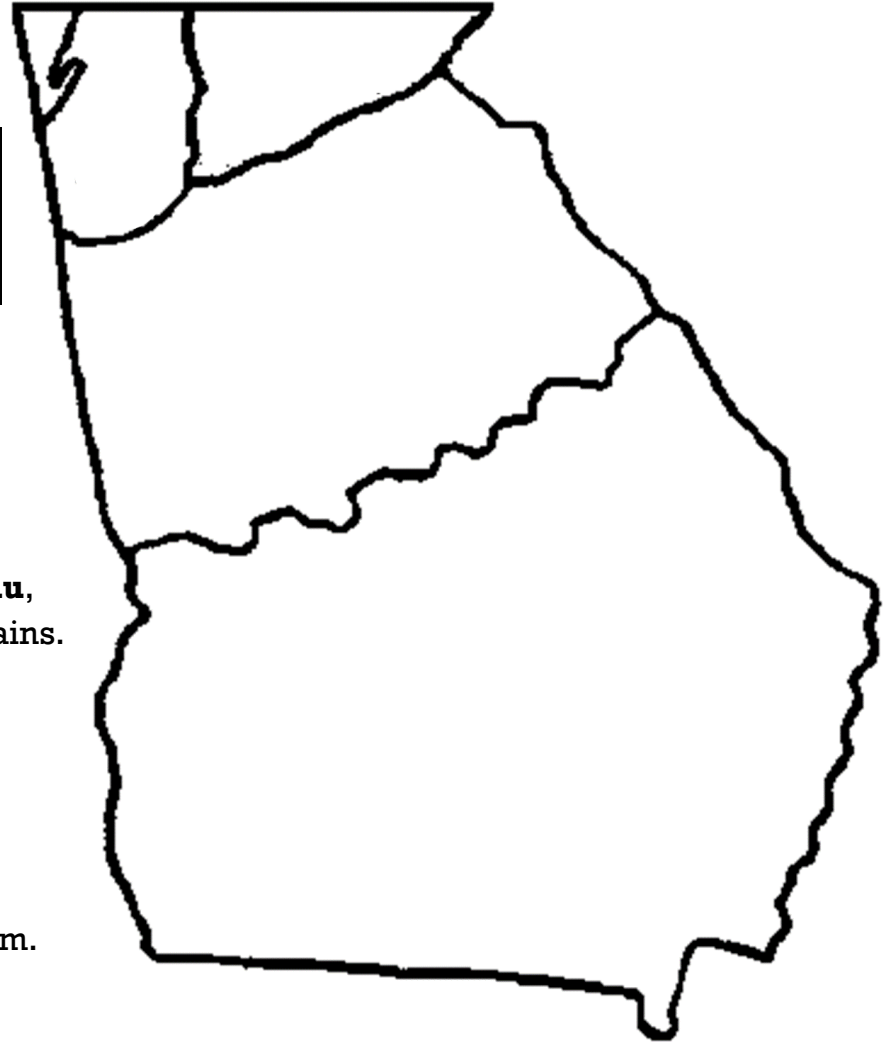
11. Students will “draw” the Chattahoochee, Flint, and Savannah Rivers using the blue icing. They will place pre-labeled toothpick flags on each river.
12. When the map is finished, have the students to share and compare their map with the rest of the class. Allow the students to look for and make any corrections needed.
13. Look at each map and assess using the attached rubric.
14. EAT!!!

<p>GSE Standards and Elements</p>	<p>SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface.</p> <ol style="list-style-type: none"> a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau. b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Map Skills: 4 Information Processing Skills: 1 K-5 EU: The student will understand that where people live matters.</p>

Student Activity Sheet: Edible Georgia A "Yummy" Map of Georgia's Regions & Rivers!

Materials Needed:

• 1 sheet of wax paper	• M&Ms
• 1 ball of dough	• blue icing
• green coconut	• chocolate chips
• 3 toothpick flags	• tape



1. Place the map of Georgia (on right) on your desk.
2. Put your sheet of wax paper ON TOP of your map.
Let your teacher tape it down so that it does not move.
3. Spread the cookie dough into the shape of Georgia.
Use your map to help you!
4. Put the chocolate chips on top of the **Appalachian Plateau, Ridge & Valley, and Blue Ridge** to represent the mountains.
5. Place M&Ms over the **Piedmont Region** to represent the rolling hills and valleys.
6. Put the green coconut over the **Coastal Plain Region** to represent the grassy plains.
7. Use the blue icing to draw where the **Chattahoochee, Flint, and Savannah Rivers** are located.
8. Place the toothpick flags on each of the rivers to label them.
9. Check your work to make sure that you have put regions, landforms, and rivers in the right place!
10. Compare your map with a partner. See where they put Georgia's regions, rivers, and landforms!
11. Have your teacher to check your work.
12. EAT!!!

Grading Rubric: Edible Georgia		
Student Name: _____	Not Evident (0 points)	Evident (1 point)
Dough is in the shape of Georgia		
Chocolate chips are on the Appalachian Plateau		
Chocolate chips are on Ridge and Valley		
Chocolate chips are on the Blue Ridge Region		
M&Ms placed on Piedmont		
Green coconut placed on Coastal Plain		
Chattahoochee River “drawn” in correct location		
Flint River “drawn” in correct location		
Savannah River “drawn” in correct location		
Chattahoochee labeled correctly with toothpick		
Flint River labeled correctly with toothpick		
Savannah River labeled correctly with toothpick		
Total Points		/12
Grade		

Grading Rubric: Edible Georgia		
Student Name: _____	Not Evident (0 points)	Evident (1 point)
Dough is in the shape of Georgia		
Chocolate chips are on the Appalachian Plateau		
Chocolate chips are on Ridge and Valley		
Chocolate chips are on the Blue Ridge Region		
M&Ms placed on Piedmont		
Green coconut placed on Coastal Plain		
Chattahoochee River “drawn” in correct location		
Flint River “drawn” in correct location		
Savannah River “drawn” in correct location		
Chattahoochee labeled correctly with toothpick		
Flint River labeled correctly with toothpick		
Savannah River labeled correctly with toothpick		
Total Point		/12
Grade		