

## 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.

### Second Grade – Unit Five – Georgians and Civil Rights

<b>Elaborated Unit Focus</b>	In this unit, students will learn about the influence of Martin Luther King, Jr. and Jackie Robinson during the Civil Rights Movement. Students will study King’s and Robinson’s civil rights work and contributions that have influenced America’s past, present, and future. Students will have a full understanding of how their life in modern Georgia is similar and different to the lives of King and Robinson. Additionally, students will develop an understanding of how scarcity affects their own lives, and that economic choices result in opportunity costs.
<b>Connection to Connecting Theme/Enduing Understandings</b>	During this unit, students will learn about two native-born Georgians who were influential in the Civil Rights Movement: Jackie Robinson and Dr. Martin Luther King, Jr. Using the theme of <b>individuals, groups, and institutions</b> , students will explore why each of these men was significant and the changes that each helped to make in society. The themes of <b>location</b> and <b>time, change, and continuity</b> will help students understand the cultural changes that occurred because of the Movement. Finally, students will use the theme of <b>scarcity</b> to discuss opportunity cost and choice-making within in the context of Robinson and King’s lives and their own life.
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b></p> <ul style="list-style-type: none"> <li>c. Jackie Robinson (sportsmanship and civil rights)</li> <li>d. Martin Luther King, Jr. (civil rights)</li> </ul> <p><b>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</b></p> <ul style="list-style-type: none"> <li>a. Identify specific locations significant to the life and times of each historic figure...on a political or physical map.</li> <li>b. Describe how each historic figure...adapted to and were influenced by their environments.</li> <li>c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.</li> </ul> <p><b>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</b></p> <p><b>SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.</b></p>
<b>Connection to Literacy Standards for Social Studies</b>	<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>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in</p>

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<p>(reading and/or writing)</p>	<p>technical procedures in a text.</p> <p>ELAGSE2R15: 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>ELAGSE2R17: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>ELAGSE2R19: Compare and contrast the most important points presented by two texts on the same topic.</p> <p>ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</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.</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>
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## Second Grade Frameworks for the Georgia Standards of Excellence in Social Studies

<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p>Map and Globe Skills: 1 (cardinal directions), 2 (intermediate directions), 6 (use map key/legend to acquire information) 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences), 2 (organize items chronologically), 3 (problems/solutions) 4 (fact/opinion), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 7 (interpret timelines), 8 (social studies reference resources used for specific purposes), 9 (constructs charts and tables), 10 (analyze artifacts)</p>
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## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1</b></p>	<p><b><i>K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</i></b></p> <p>Why is it important for all Americans to have the same rights and freedoms?</p> <ol style="list-style-type: none"> <li>Why was it important for Martin Luther King, Jr. to fight for civil rights?</li> <li>How did Dr. King’s work influence the way we live today?</li> <li>In what ways did Jackie Robinson’s sportsmanship and civility affect today’s athletes?</li> </ol>
<p><b>Enduring Understanding 2</b></p>	<p><b><i>K-5 EU: The student will understand that where people live matters.</i></b></p> <p>How did segregation and integration affect the lives of Americans in the north and south?</p> <ol style="list-style-type: none"> <li>Why was the fight for civil rights primarily in the southern states?</li> <li>Why did many African-American/Black citizens move to northern states during the days of segregation?</li> <li>In what ways is life in Georgia similar and different from the time when Dr. King was alive?</li> </ol>
<p><b>Enduring Understanding 3</b></p>	<p><b><i>K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.</i></b></p> <p>Why do you make economic choices?</p> <ol style="list-style-type: none"> <li>How do you decide how to spend your money?</li> <li>What is scarcity and when does it occur?</li> <li>How does scarcity affect our lives?</li> <li>What opportunity costs are there to economic choices?</li> </ol>
<p><b>Enduring Understanding 4</b></p>	<p><b><i>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</i></b></p> <p>How has Martin Luther King, Jr. and Jackie Robinson’s work influenced civil rights for all Americans?</p> <ol style="list-style-type: none"> <li>In what ways have schools, sports, and public places have changed since the days of Dr. King and Jackie Robinson?</li> <li>What kinds of struggles did African-Americans/Blacks have in the days of Dr. King that they may not have today?</li> <li>What are some rights and freedoms that you have today that your parents and grandparents may not have had?</li> </ol>

## Sample Instructional Activities/Assessments

### Comparing Jackie and Martin

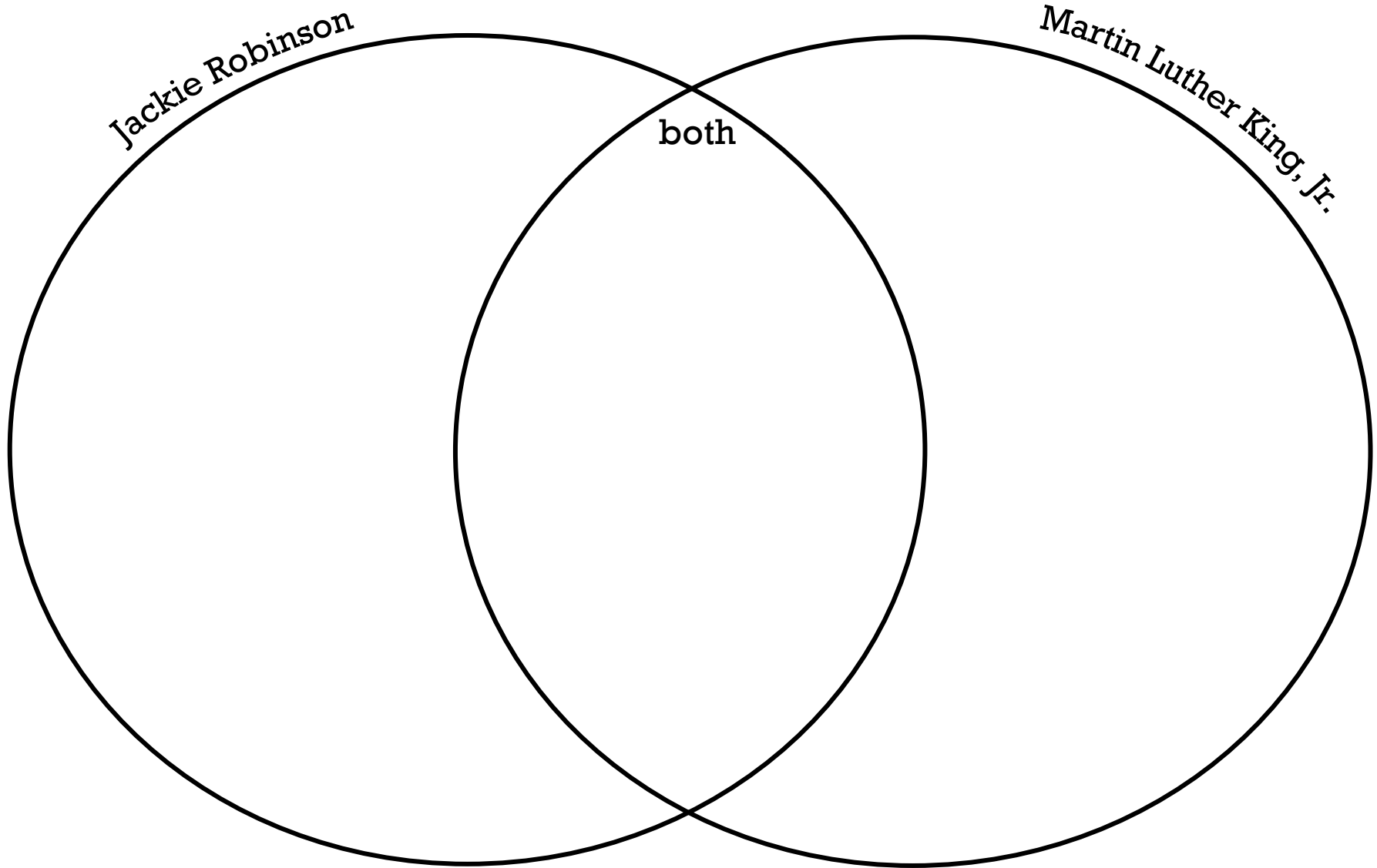
After reading about and studying Jackie Robinson and Martin Luther King, Jr, students will complete the attached activity. Students will cut out each statement and paste it in the correct section on the Venn diagram.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b></p> <p>c. Jackie Robinson (sportsmanship and civil rights)</p> <p>d. Martin Luther King, Jr. (civil rights)</p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p>ELAGSE2R11: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</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: 1 <b>(similarities/differences)</b></p> <p>K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.</p>

# Comparing Jackie and Martin

Name: \_\_\_\_\_

**Directions:** Cut out the statements and paste into the correct section of the Venn diagram.



# Comparing Jackie and Martin

Name: \_\_\_\_\_

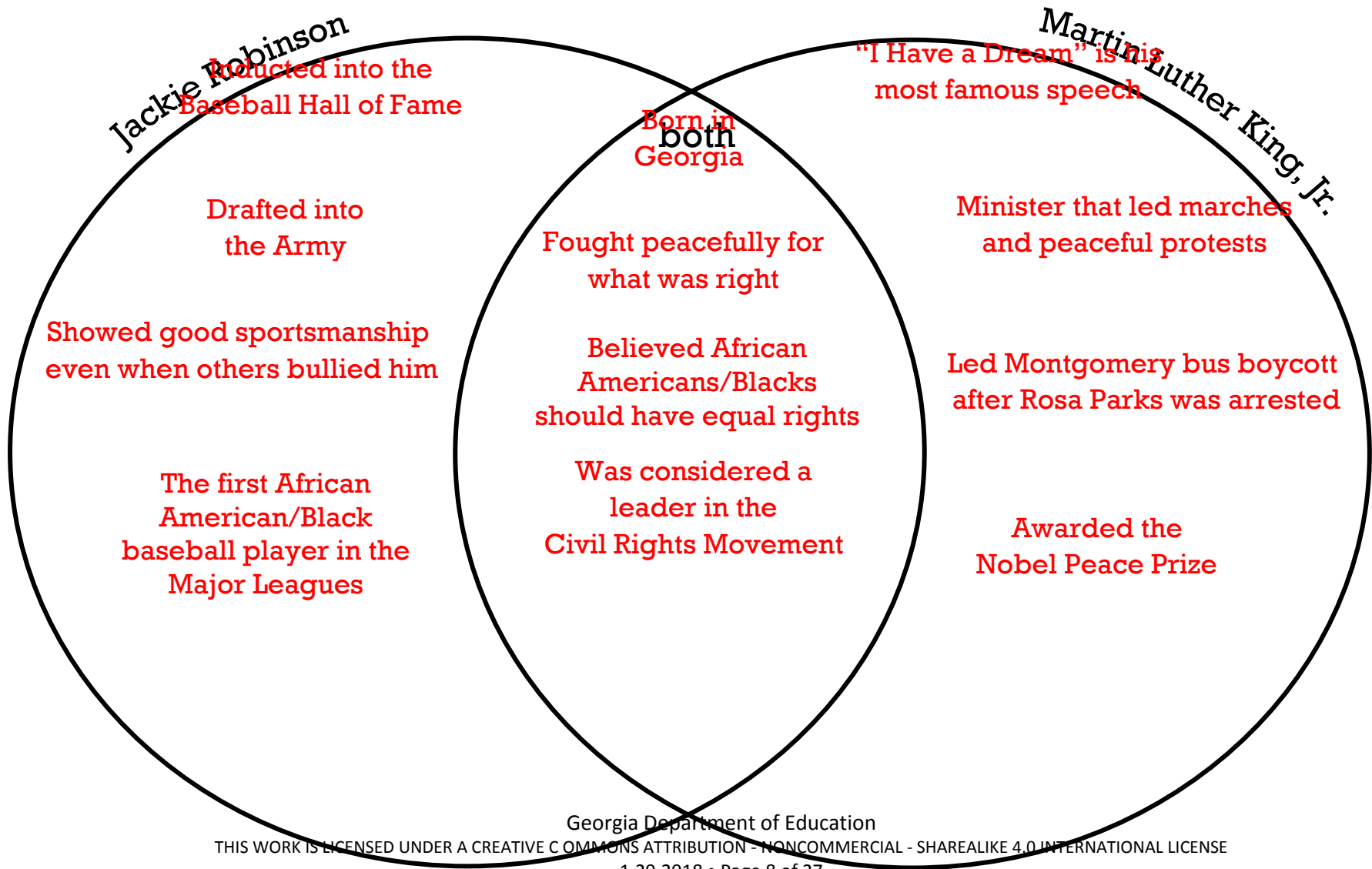
**Directions:** Cut out the statements on page two and paste into the correct section of the Venn diagram.

<p>"I Have a Dream" is his most famous speech</p>	<p>Minister who led marches and peaceful protests</p>	<p>Fought peacefully for what was right</p>
<p>Born in Georgia</p>	<p>Inducted into the Baseball Hall of Fame</p>	<p>Showed good sportsmanship even when others bullied him</p>
<p>The first African American/Black baseball player in the Major Leagues</p>	<p>Drafted into the Army</p>	<p>Believed African Americans/Blacks should have equal rights</p>
<p>Led Montgomery bus boycott after Rosa Parks was arrested</p>	<p>Awarded the Nobel Peace Prize</p>	<p>Was considered a leader in the Civil Rights Movement</p>

# Comparing Jackie and Martin

## Answer Key

**Directions:** Cut out the statements on page two and paste into the correct section of the Venn diagram.





## Research Organizer

The graphic organizer is designed to be used as a resource for students to organize information about Jackie Robinson and Martin Luther King, Jr. Students will have one graphic organizer for each figure and add information as you are learning and researching during this unit.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b>                  c. Jackie Robinson (sportsmanship and civil rights)                  d. Martin Luther King, Jr. (civil rights)</p> <p><b>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</b>                  c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.                  d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p> <p><b>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</b></p>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<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>ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in 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</p>

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<p>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>Map Skills: 7 (use maps to explain impact of geography on historical and current events)</p> <p>Information Processing Skills: 1 (similarities/differences), 2 (organize items chronologically), 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), 10 (analyze artifacts)</p> <p>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</p>
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<b>Important Dates</b>	<b>Our Similarities</b>	<b>Our Differences</b>
<b>Illustration</b>		<b>Contributions</b>
	<b>Character Traits</b>	

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## The Life of Jackie Robinson

After reading about and studying Jackie Robinson, students will complete the attached worksheet. Students will order the events of the Jackie’s life and explain how Jackie showed good sportsmanship.

**GSE Standards and Elements**

SS2H1 Describe the lives and contributions of historical figures in Georgia history.  
 d. Jackie Robinson (sportsmanship and civil rights)

SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

**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.

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

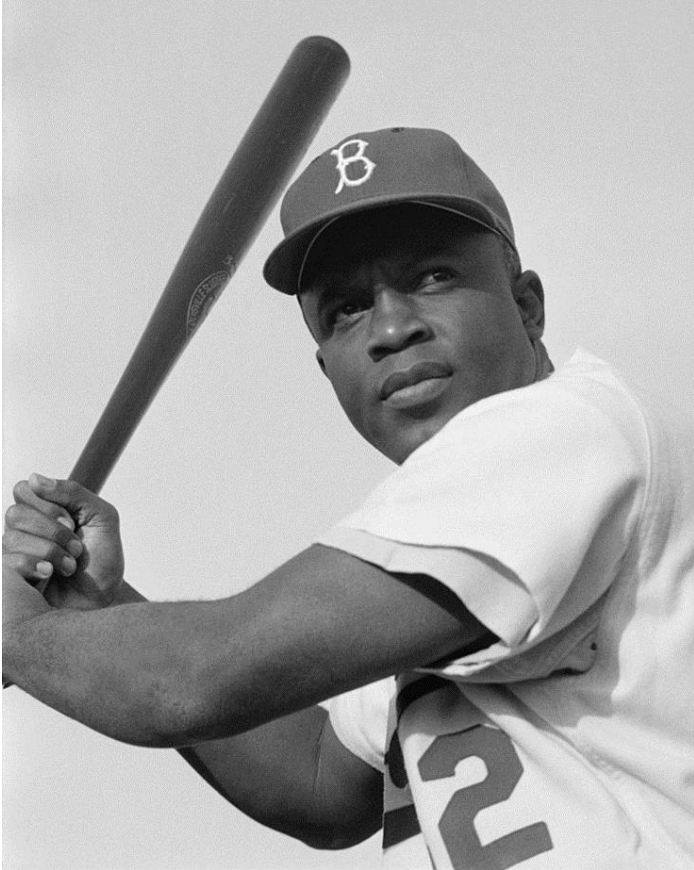
ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Information Processing Skills: 2 (organize items chronologically), 5 (main idea, details, sequence, cause/effect), 8 (social studies reference resources used for specific purposes)

K-5 EU: The student will understand that some things will change over time, while other things will stay the same.

## The Life of Jackie Robinson

Name: \_\_\_\_\_



Number the events from 1-8 to show the order in which they occurred.

\_\_\_\_\_ He was awarded Rookie of the Year.

\_\_\_\_\_ Jackie and his family moved to California.

\_\_\_\_\_ Jackie was drafted into the Army.

\_\_\_\_\_ He went to college and played many sports at the University of California Los Angeles (UCLA).

\_\_\_\_\_ Jackie was born in Cairo, Georgia.

\_\_\_\_\_ He was inducted into the Baseball Hall of Fame.

\_\_\_\_\_ Jackie died in Connecticut.

\_\_\_\_\_ He played for the Brooklyn Dodgers as the first African American/Black in the Major Leagues.

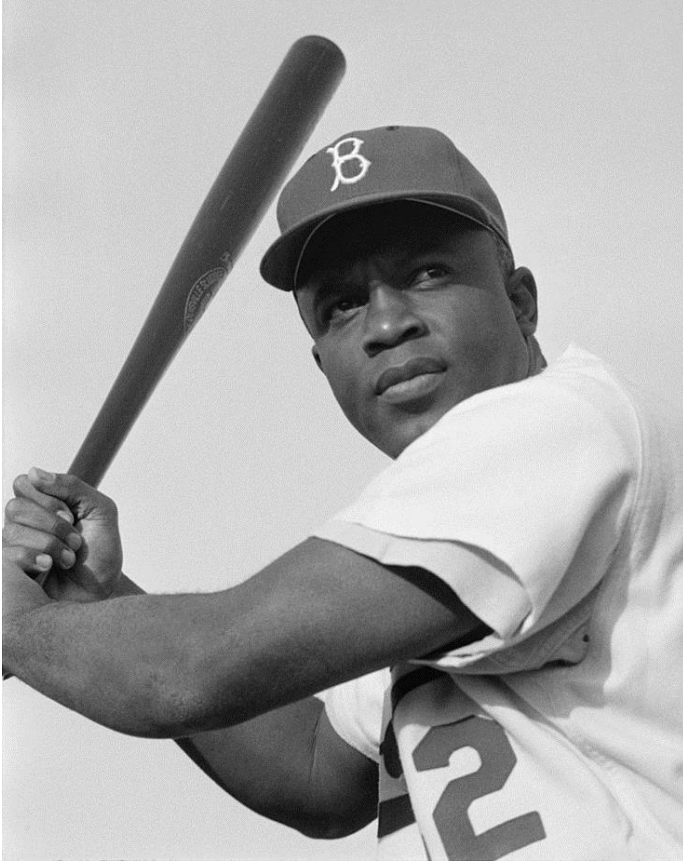
Explain how Jackie Robinson showed good sportsmanship. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## The Life of Jackie Robinson

## Answer Key



Number the events from 1-8 to show the order in which they occurred.

- 6 He was awarded Rookie of the Year.
- 2 Jackie and his family moved to California.
- 4 Jackie was drafted into the Army.
- 3 He went to college and played many sports at the University of California Los Angeles (UCLA).
- 1 Jackie was born in Cairo, Georgia.
- 7 He was inducted into the Baseball Hall of Fame.
- 8 Jackie died in Conneticut.
- 5 He played for the Brooklyn Dodgers as the first African American/Black in the Major Leagues.

Explain how Jackie Robinson showed good sportsmanship. Jackie showed good sportsmanship because when other players bullied him, he did not fight back. He always did the right thing even when others treated him badly.

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

Mapping Martin’s Life

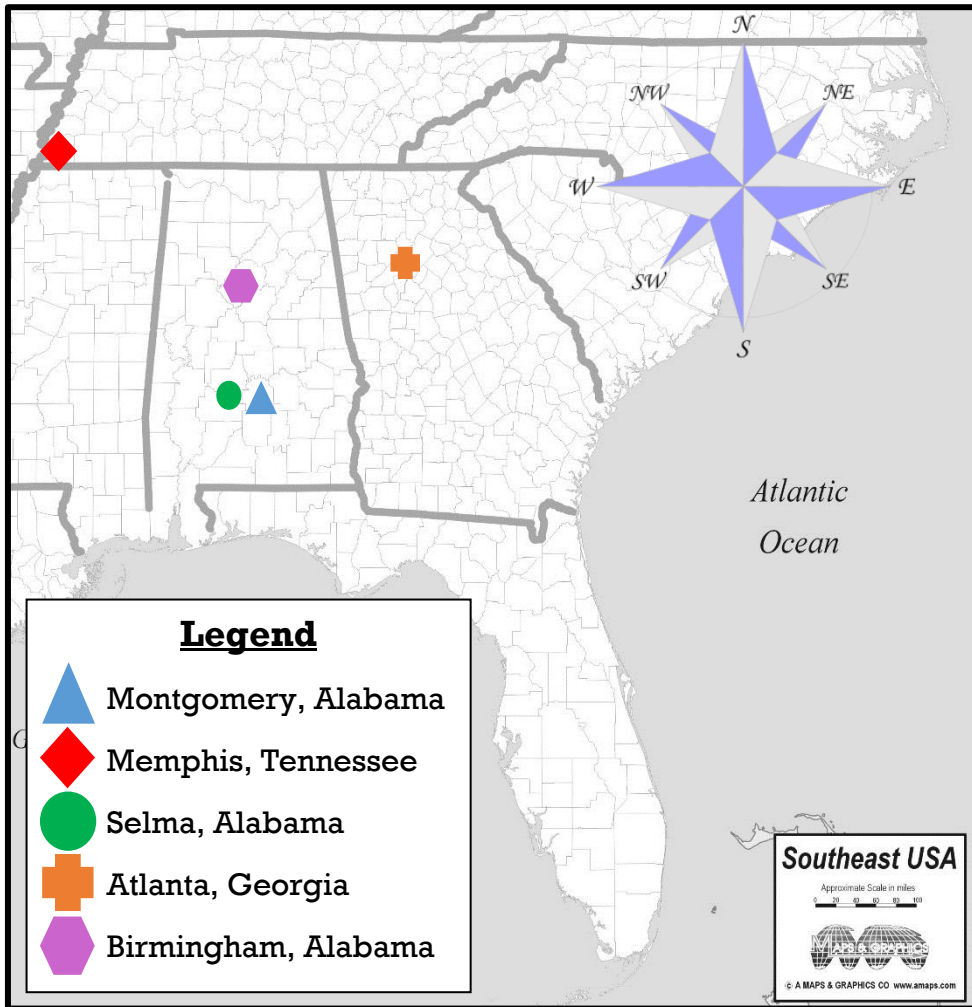
Students will complete the attached worksheet. Students will study the map with locations important to Martin Luther King, Jr.’s life. They will read each statement and fill in the blanks with the correct cardinal directions (N, S, E, W) or intermediate directions (NE, NW, SE, SW).

<p><b>GSE Standards and Elements</b></p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history.                  d. Martin Luther King, Jr. (civil rights)                  SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.                  c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.                  d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</p>
<p><b>Literacy Standards                  Social Studies                  Matrices                  Enduring Understanding(s)</b></p>	<p>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.                  ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.                  Map and Globe Skills: 1 (cardinal directions), 2 (intermediate directions), 6 (use map key/legend to acquire information) Information Processing Skills: 8 (social studies reference resources used for specific purposes)                  K-5 EU: The student will understand that where people live matters.</p>

# Mapping Martin's Life

Name: \_\_\_\_\_

Study the map with locations important to Martin Luther King, Jr.'s life. Read each statement and fill in the blanks with the correct cardinal directions (N, S, E, W) or intermediate directions (NE, NW, SE, SW).



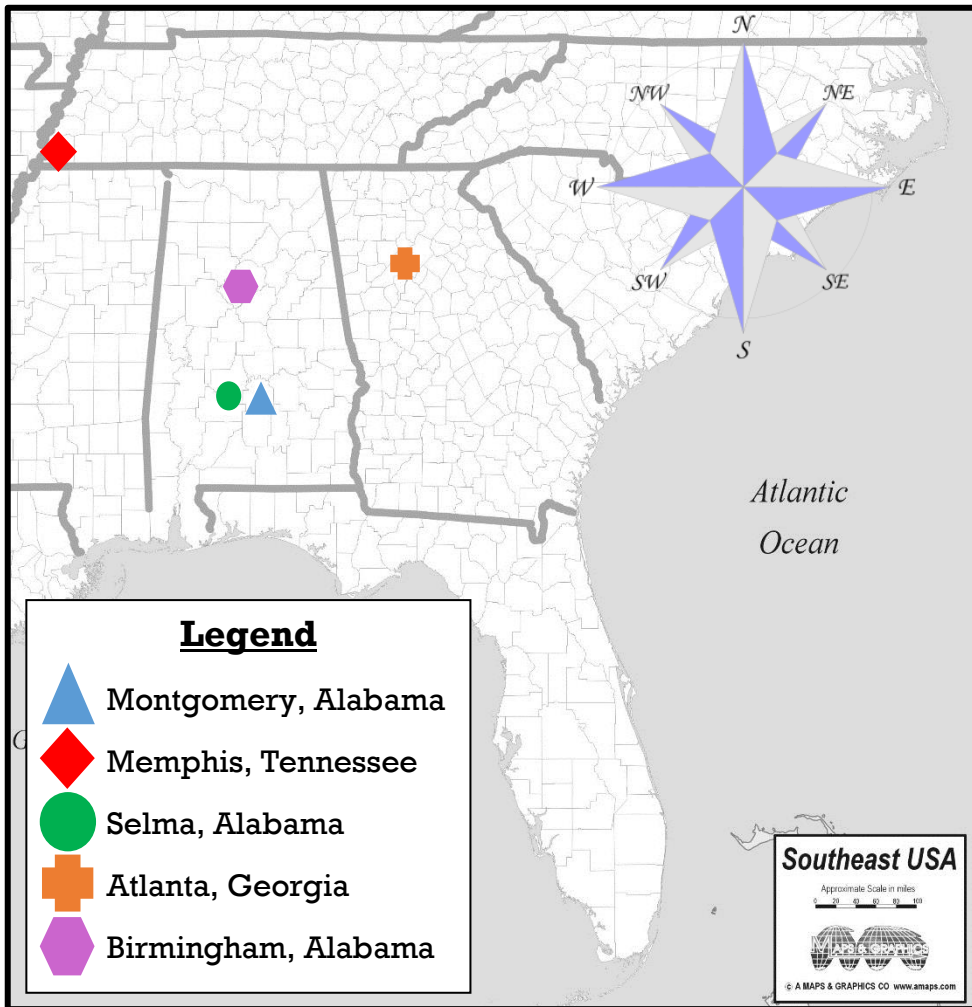
1. Martin was born in Atlanta, Georgia. Atlanta is \_\_\_\_\_ of where you live.
2. Dr. King died in Memphis, Tennessee. Memphis is \_\_\_\_\_ of Atlanta.
3. To travel from Memphis to Montgomery, Martin's family drove \_\_\_\_\_.
4. Martin Luther King lived in Montgomery but also spent time protesting in Birmingham, Alabama. To travel to Birmingham from Montgomery, Martin went \_\_\_\_\_.
5. Dr. King became the minister at Dexter Avenue Baptist Church in Montgomery, Alabama. Montgomery is \_\_\_\_\_ of Atlanta.
6. In March 1965, Dr. King led a march from Selma to Montgomery. Which direction did the protestors walk? \_\_\_\_\_
7. The Martin Luther King, Jr. National Historic Site is in Atlanta, Georgia. To travel to Atlanta from Birmingham, you must drive \_\_\_\_\_.



# Mapping Martin's Life

## Answer Key

Study the map with locations important to Martin Luther King, Jr.'s life. Read each statement and fill in the blanks with the correct cardinal directions (N, S, E, W) or intermediate directions (NE, NW, SE, SW).



1. Martin was born in Atlanta, Georgia. Atlanta is (answers will vary) of where you live.
2. Dr. King died in Memphis, Tennessee. Memphis is northwest of Atlanta.
3. To travel from Memphis to Montgomery, Martin's family drove southeast.
4. Martin Luther King lived in Montgomery but also spent time protesting in Birmingham, Alabama. To travel to Birmingham from Montgomery, Martin went north.
5. Dr. King became the minister at Dexter Avenue Baptist Church in Montgomery, Alabama. Montgomery is southwest of Atlanta.
6. In March 1965, Dr. King led a march from Selma to Montgomery. Which direction did the protestors walk? east
7. The Martin Luther King, Jr. National Historic Site is in Atlanta, Georgia. To travel to Atlanta from Birmingham, you must drive east.

## Martin Luther King, Jr. Timeline

After reading about and studying Martin Luther King, Jr., students will complete the attached timeline of his life.

**GSE Standards and Elements**

SS2H1 Describe the lives and contributions of historical figures in Georgia history.  
 d. Martin Luther King, Jr. (civil rights)

SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

**Literacy Standards  
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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.

ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.

ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Information Processing Skills: 2 (organize items chronologically), 5 (main idea, details, sequence, cause/effect), 7 (interpret timelines)

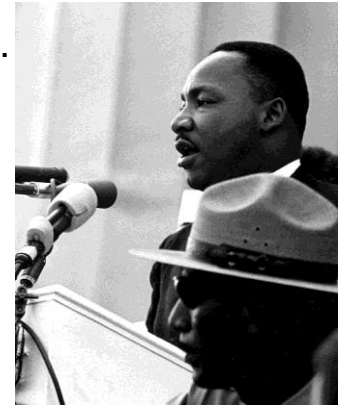
K-5 EU: The student will understand that some things will change over time, while other things will stay the same.

# Timeline of Martin Luther King's Life

Name: \_\_\_\_\_



Cut the events off the bottom and glue them into the correct place on the timeline.



1953

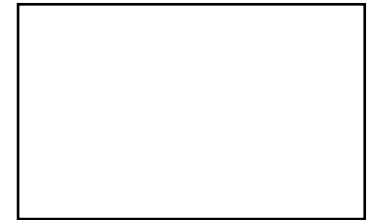
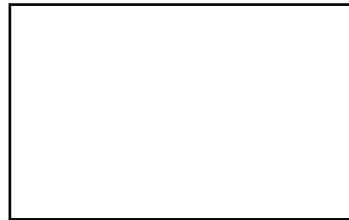
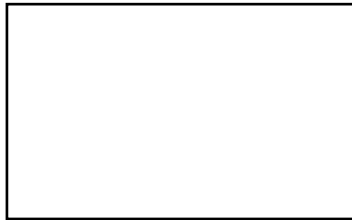
1964

1929

1955

1963

1968



How did Martin Luther King, Jr. show civility? \_\_\_\_\_

Martin received the Nobel Peace Prize

He led the Montgomery bus boycott

Martin was killed in Tennessee

He gave "I Have a Dream" speech in Washington, DC

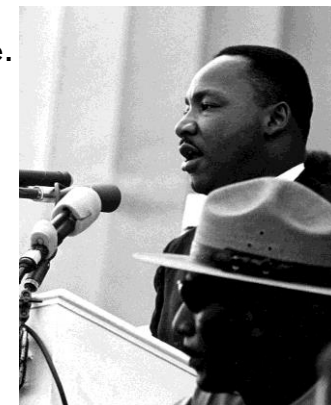
Martin Luther King, Jr. was born in Georgia

Martin married Coretta Scott

# Timeline of Martin Luther King's Life

## Answer Key

Cut the events off the bottom and glue them into the correct place on the timeline.



Martin married  
Coretta Scott

1953

Martin received  
the Nobel Peace  
Prize

1964

1929

Martin Luther  
King, Jr. was  
born in Georgia

1955

He led the  
Montgomery bus  
boycott

1963

He gave "I Have  
a Dream"  
speech in  
Washington, DC

1968

Martin was  
killed in  
Tennessee

How did Martin Luther King, Jr. show civility? Martin Luther King showed civility by  
peacefully standing up for what he believed in. He was never mean or violent.

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<b>Economic Choices</b>	
<p>Students will complete the attached scarcity activity independently or with a partner. They will read each statement and determine if it is an example of scarcity. They will explain how they know and explain the opportunity cost. As an extension, students could write their own scarcity situations and the opportunity costs.</p>	
<b>GSE Standards and Elements</b>	<p>SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs.</p>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<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>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>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>Information Processing Skills: 3 (problems/solutions)</p> <p>K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.</p>

# Economic Choices

Name: \_\_\_\_\_

**Directions:** Read each paragraph. Cut the opportunity costs off the bottom and glue them into the correct place.

Jodi and Amaya each received for \$10 for their birthday. Both girls have been wanting a new stuffed animal. However, if they combine their money, they could buy a board game. Depending on their choice, they have different opportunity costs.



CJ has been saving his money for two months and has \$45. When he goes to the store to buy a video game, he sees an awesome new bike. He must make a choice between buying a video game and saving up for a new bike. Depending on his choice, he has different opportunity costs.

If the girls buy...	The opportunity cost will be...
A stuffed animal	
A board game	

If CJ buys...	The opportunity cost will be...
A video game	
A new bike	

He will be able to play a video game but will have to use his old bike.	They each will have their own stuffed animal but won't have a game to play.	They will be able to play a game together but will not have a new stuffed animal.	He won't take home a new toy but will have a cool new bike in a few months.
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# Economic Choices

## Answer Key



**Directions:** Read each paragraph. Cut the opportunity costs off the bottom and glue them into the correct place.

Jodi and Amaya each received for \$10 for their birthday. Each of the girls have been wanting a new stuffed animal. However, if they combine their money, they could buy a board game. Depending on their choice, they have different opportunity costs.



CJ has been saving his money for two months and has \$45. When he goes to the store to buy a video game, he sees an awesome new bike. He must make a choice between buying a video game and saving up for a new bike. Depending on his choice, he has different opportunity costs.

If the girls buy...	The opportunity cost will be...
A stuffed animal	They each will have their own stuffed animal but won't have a game to play.
A board game	They will be able to play a game together but will not have a new stuffed animal.

If CJ buys...	The opportunity cost will be...
A video game	He will be able to play a video game but will have to use his old bike.
A new bike	He won't take home a new toy but will have a cool new bike in a few months.

## Culminating Unit Performance Task

### Biography Mobile

Students will create a biography mobile about Martin Luther King, Jr. or Jackie Robinson. Students should include at least five major events in King or Robinson’s life. The mobile should also include how people were treated and how schools, sports, and public places were different in Georgia during the Civil Rights Movement

Students could work independently or with a partner on this activity. Provide them with the directions and rubric listed below to guide student work and make them aware of your expectations. In addition, send home a copy of the attached rubric so students and parents know the guidelines as they work at home.

<p>GSE Standards and Elements</p>	<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</p> <ul style="list-style-type: none"> <li>c. Jackie Robinson (sportsmanship and civil rights)</li> <li>d. Martin Luther King, Jr. (civil rights)</li> </ul> <p>SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creek and Cherokee in SS2H2.</p> <ul style="list-style-type: none"> <li>c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.</li> <li>d. Describe the regions in Georgia where the Creek and Cherokee lived and how the people used their local resources.</li> </ul> <p>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<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>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>



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

ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

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.

ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.)

ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Information Processing Skills: 2 (organize items chronologically), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources), 7 (interpret timelines), 8 (social studies reference resources used for specific purposes), 10 (analyze artifacts)

K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

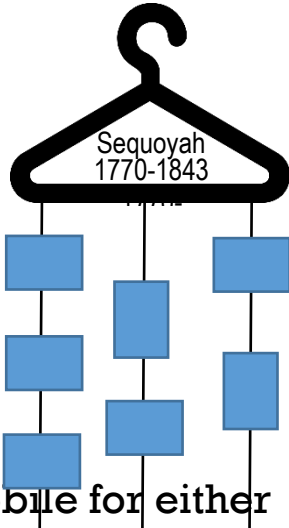
## Biography Mobile Project

**Name:** \_\_\_\_\_

<b>Performance Indicators</b>	<b>Not Yet Evident 0 points</b>	<b>Partially Evident 1 point</b>	<b>Fully Evident 2 points</b>
Name of historical figure			
Dates of birth and death			
Picture or drawing of figure			
Description of what the figure is most famous for			
Positive impact on America			
Timeline or list of at least 5 important events			
Character trait and description			
Obstacle(s) figure had to overcome			

To create a mobile biography, you will need the following supplies:

- Art supplies (markers, crayons, etc.)
- Notecards or paper
- Ribbon or string
- Hole punch
- Scissors



Follow these steps:

1. Decide to create a mobile for either Martin Luther King, Jr. or Jackie Robinson.
2. Use the rubric to guide you.
3. Write the information on cards.
4. Attach your information together using string and tie it to your hanger.
5. Turn in your mobile on \_\_\_\_\_.

Mobile is neat and handwriting is legible			
Correct spelling, punctuation and grammar			
<b>Total Points</b> (20 possible)			

- Hanger