

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 Six – Georgia Leaders	
Elaborated Unit Focus	In this unit, students will learn about President Jimmy Carter and Juliette Gordon Low. Students will learn how the leadership of Low was beneficial in the establishment and the continued success of the Girl Scouts. Students will also learn the significance of Jimmy Carter’s life, from his beginnings as a farmer in rural Georgia to his time as the President of the United States. They will have a full understanding of how their lives in modern Georgia are similar to and different from the lives of Carter and Low. Additionally, students will develop an understanding of how saving, spending, and economic choices affect their own lives.
Connection to Connecting Theme/Enduing Understandings	Students will culminate their second grade social studies year by studying prominent leaders of Georgia President Jimmy Carter and Juliette Gordon Low. They will discuss President Carter’s political and personal roles and Low’s leadership using the themes of <b>individuals, groups, and institutions</b> . The ideas of <b>location and time, change, and continuity</b> will help students explore the similarities and differences in their own lives and in the lives of Low and Carter, as well as the changes that have occurred within the lifetime of Carter and Low. Finally, they will wrap up their study of economics by using the theme of <b>scarcity</b> to discuss personal financial choices.
GSE for Social Studies (standards and elements)	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b></p> <p>e. Juliette Gordon Low (Girl Scouts and leadership)</p> <p>f. Jimmy Carter (leadership and human 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></p> <p>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.</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>SS2E4 Describe the costs and benefits of personal saving and spending choices.</b></p>
Connection to Literacy Standards for Social Studies (reading and/or	<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>

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

<p>writing)</p>	<p>ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.</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 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>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</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), 3 (letter/number grid system) 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>

## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1</b></p>	<p><i><b>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.</b></i></p> <p>What character traits make good leaders?</p> <ol style="list-style-type: none"> <li>How does Jimmy Carter show compassion for others?</li> <li>What challenges did Juliet Gordon Low face and how did she overcome them?</li> <li>In what ways can you be a good leader?</li> </ol>
<p><b>Enduring Understanding 2</b></p>	<p><i><b>K-5 EU: The student will understand that where people live matters.</b></i></p> <p>How does where you live affect how you live?</p> <ol style="list-style-type: none"> <li>Why is Savannah known as the birthplace for the American Girl Scouts?</li> <li>What did Jimmy Carter do before he became Governor and President?</li> <li>Why do you think the Carter family had a farm?</li> </ol>
<p><b>Enduring Understanding 3</b></p>	<p><i><b>K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.</b></i></p> <p>Why do you make economic choices?</p> <ol style="list-style-type: none"> <li>In what ways do our needs and wants influence our economic choices?</li> <li>How do you decide how to spend your money?</li> <li>How can saving money now help me when I am older?</li> </ol>
<p><b>Enduring Understanding 4</b></p>	<p><i><b>K-5 EU: The student will understand that some things will change over time, while other things will stay the same.</b></i></p> <p>How has Georgia and the U.S. changed over time?</p> <ol style="list-style-type: none"> <li>How has Jimmy Carter’s work for human rights influenced Americans and the world?</li> <li>In what ways did Juliette Gordon Low’s legacy live on through the Girl Scouts?</li> <li>How is your life similar and different to the lives of Jimmy Carter and Juliette Gordon Low?</li> </ol>

## Sample Instructional Activities/Assessments

### Daisy and Me

After reading about and studying Juliette Gordon Low, students will complete the attached activity. Students will fill in the Venn Diagram comparing themselves to Juliette “Daisy” Gordon Low.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b>                  e. Juliette Gordon Low (Girl Scouts and leadership)</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.</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>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>

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

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

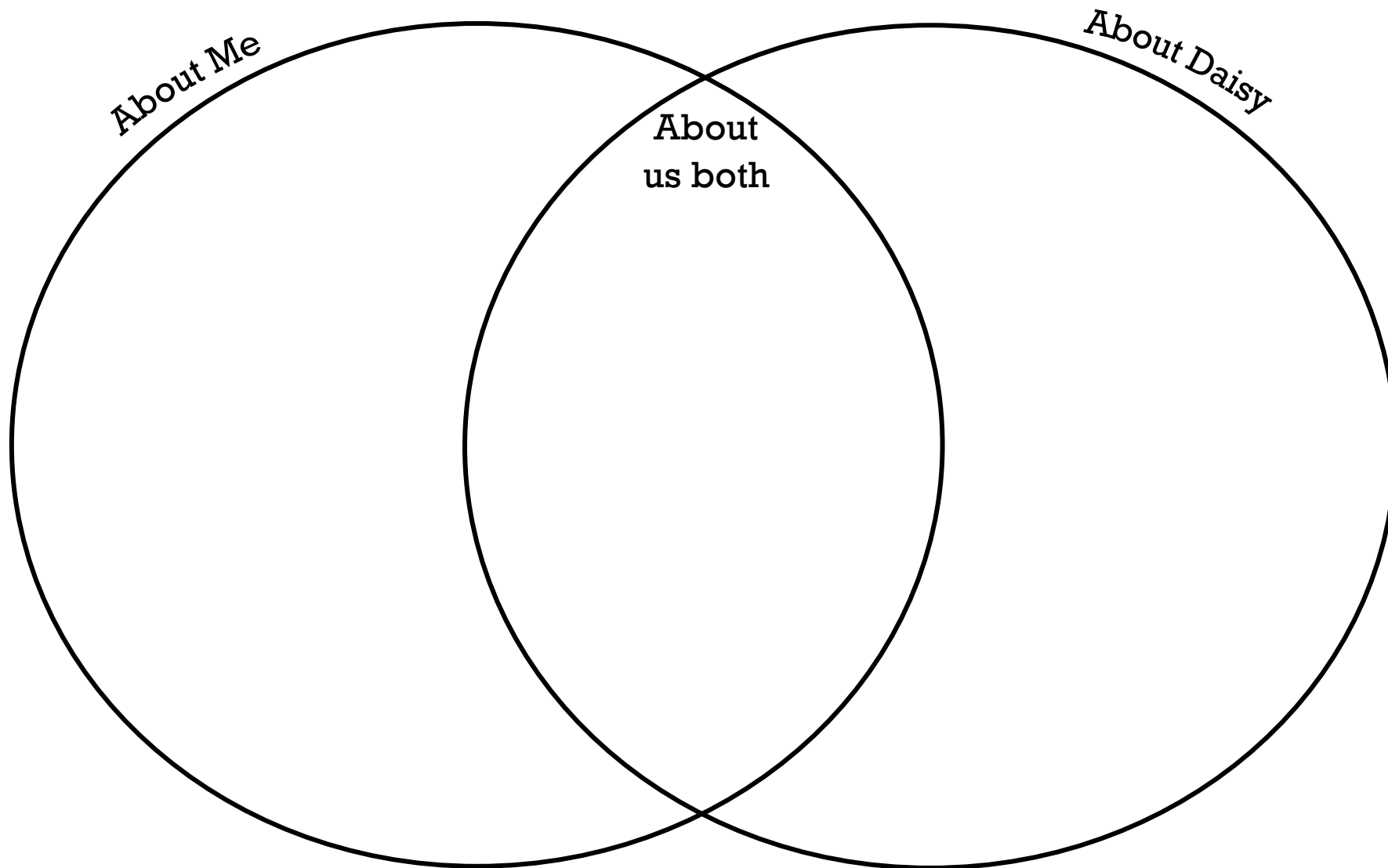
Information Processing Skills: 1 (similarities/differences), 4 (fact/opinion), 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources)

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.

# Me and Daisy

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

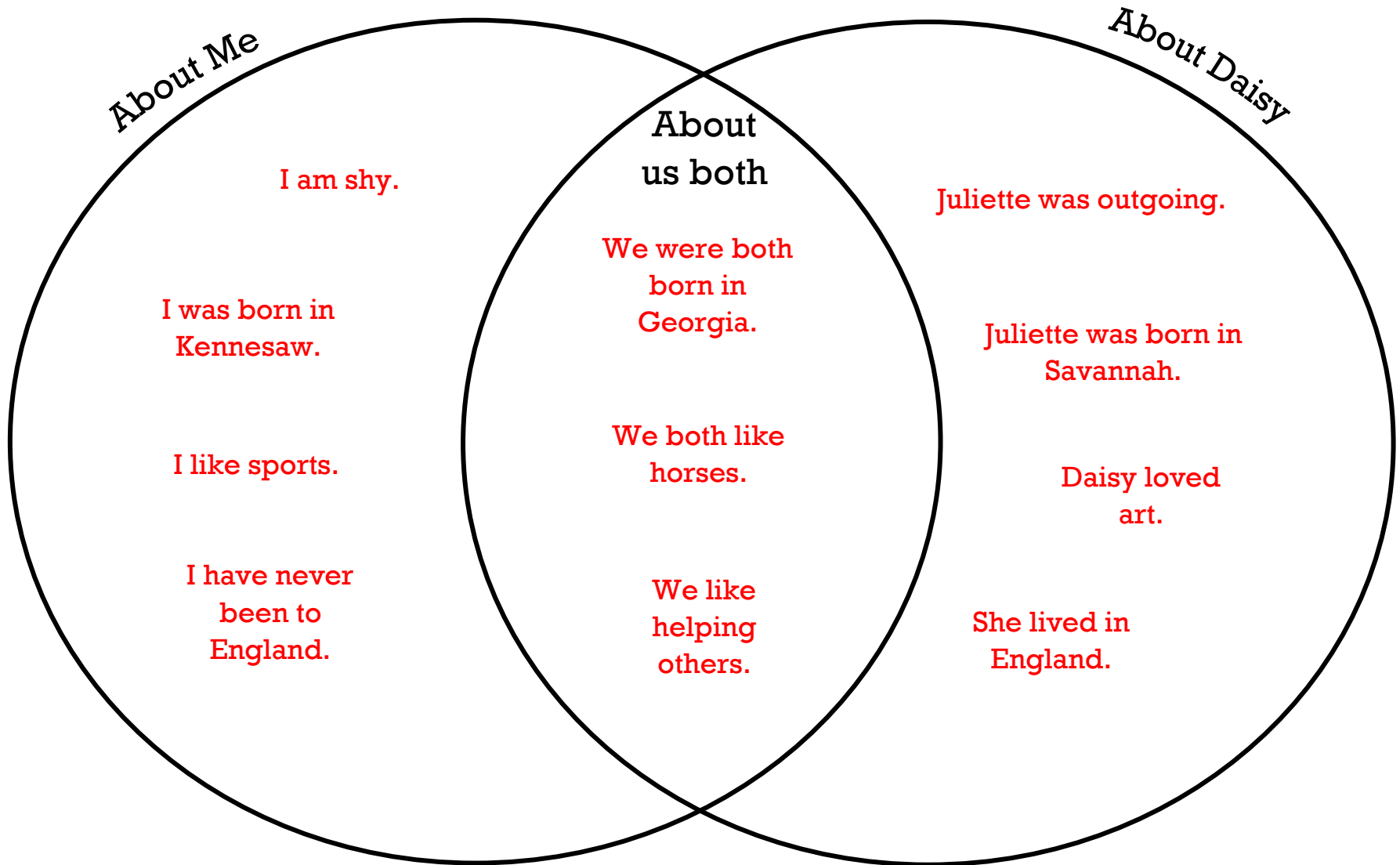
**Directions:** Think about how you are similar to and different from Juliette “Daisy” Gordon Low.  
Write the similarities and differences into the correct section of the Venn diagram.



# Me and Daisy

## Answer Key (answers will vary)

**Directions:** Think about how you are similar and different from Juliette “Daisy” Gordon Low. Write the similarities and differences 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 Juliette Gordon Low and Jimmy Carter. 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></p> <p>e. Juliette Gordon Low (Girl Scouts and leadership)</p> <p>f. Jimmy Carter (leadership and human 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></p> <p>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.</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</b></p> <p><b>Social Studies Matrices</b></p> <p><b>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 clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>



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

	<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>
--	---

<b>Important Dates</b>	<b>Our Similarities</b>	<b>Our Differences</b>
<b>Illustration</b>		<b>Contributions</b>
	<b>Character Traits</b>	

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

## The Life of Daisy

After reading about and studying Juliette Gordon Low, students will complete the attached worksheet. Students will decide if statements are true or false.

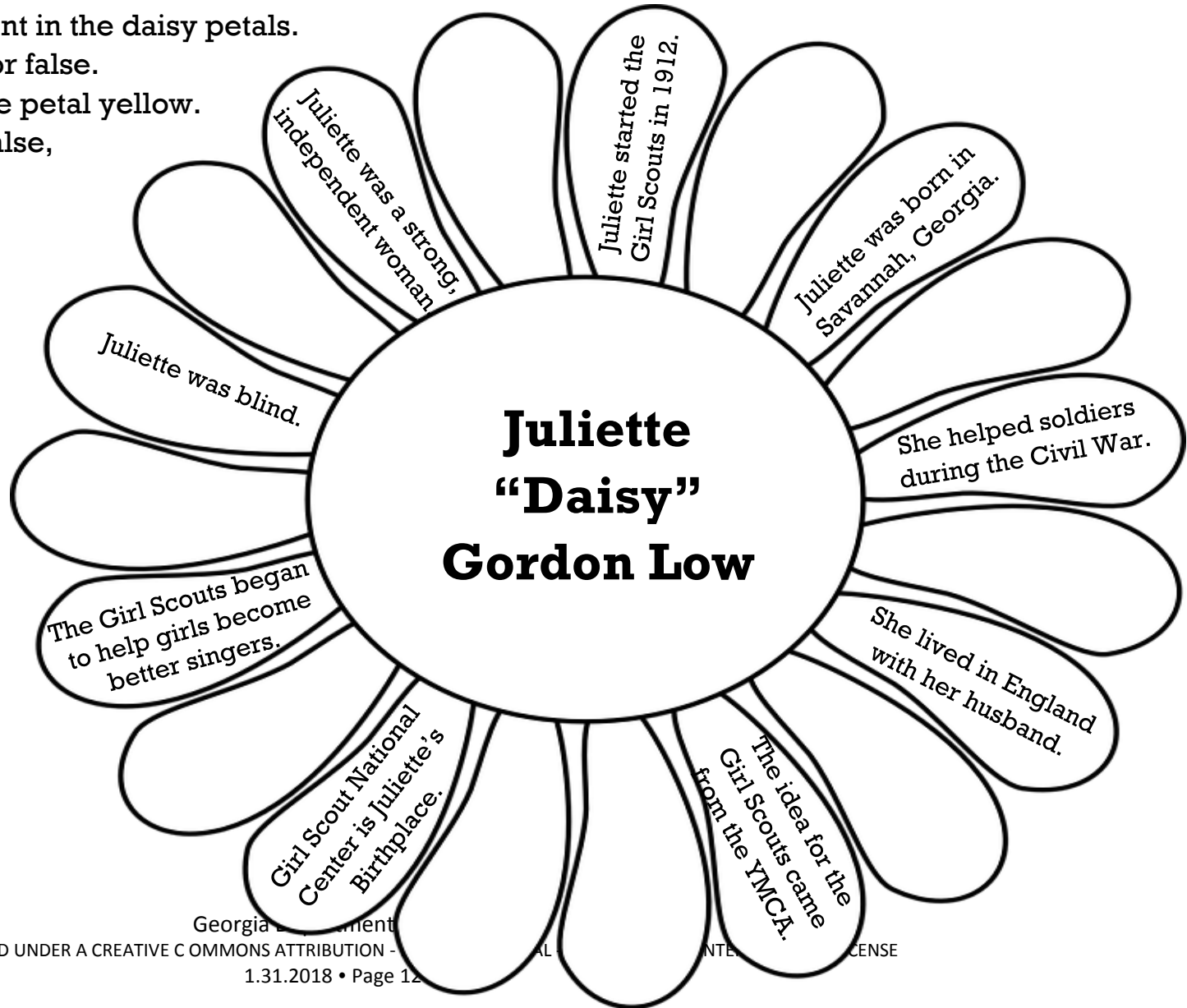
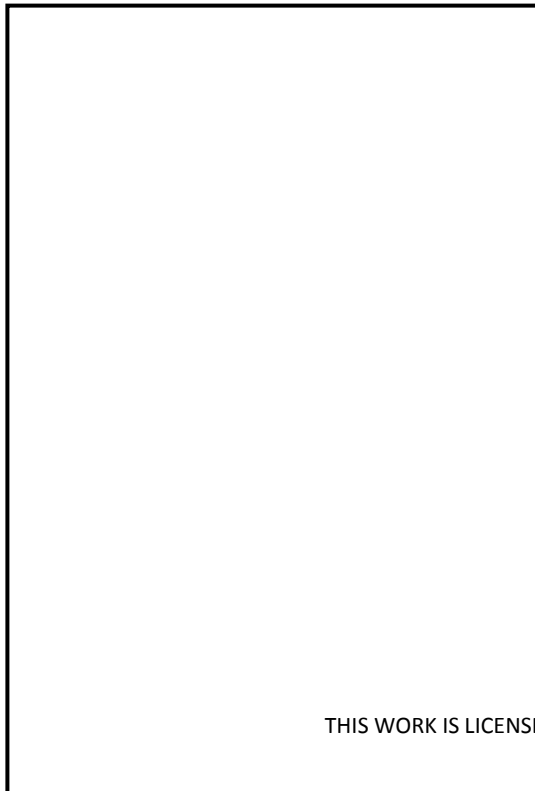
<p><b>GSE Standards and Elements</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b>                  e. Juliette Gordon Low (Girl Scouts and leadership)</p> <p><b>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.</b></p>
<p><b>Literacy Standards</b>  <b>Social Studies</b>  <b>Matrices</b>  <b>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.                  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.</p> <p>Information Processing Skills: 5 (main idea, details, sequence, cause/effect), 6 (primary/secondary sources)</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>

## The Life of Daisy

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

**Directions:** Read each statement in the daisy petals.  
Decide if the statement is true or false.  
If the statement is true, color the petal yellow.  
If the statement in the petal is false,  
color it brown

Draw a picture of Juliette  
in the box below.



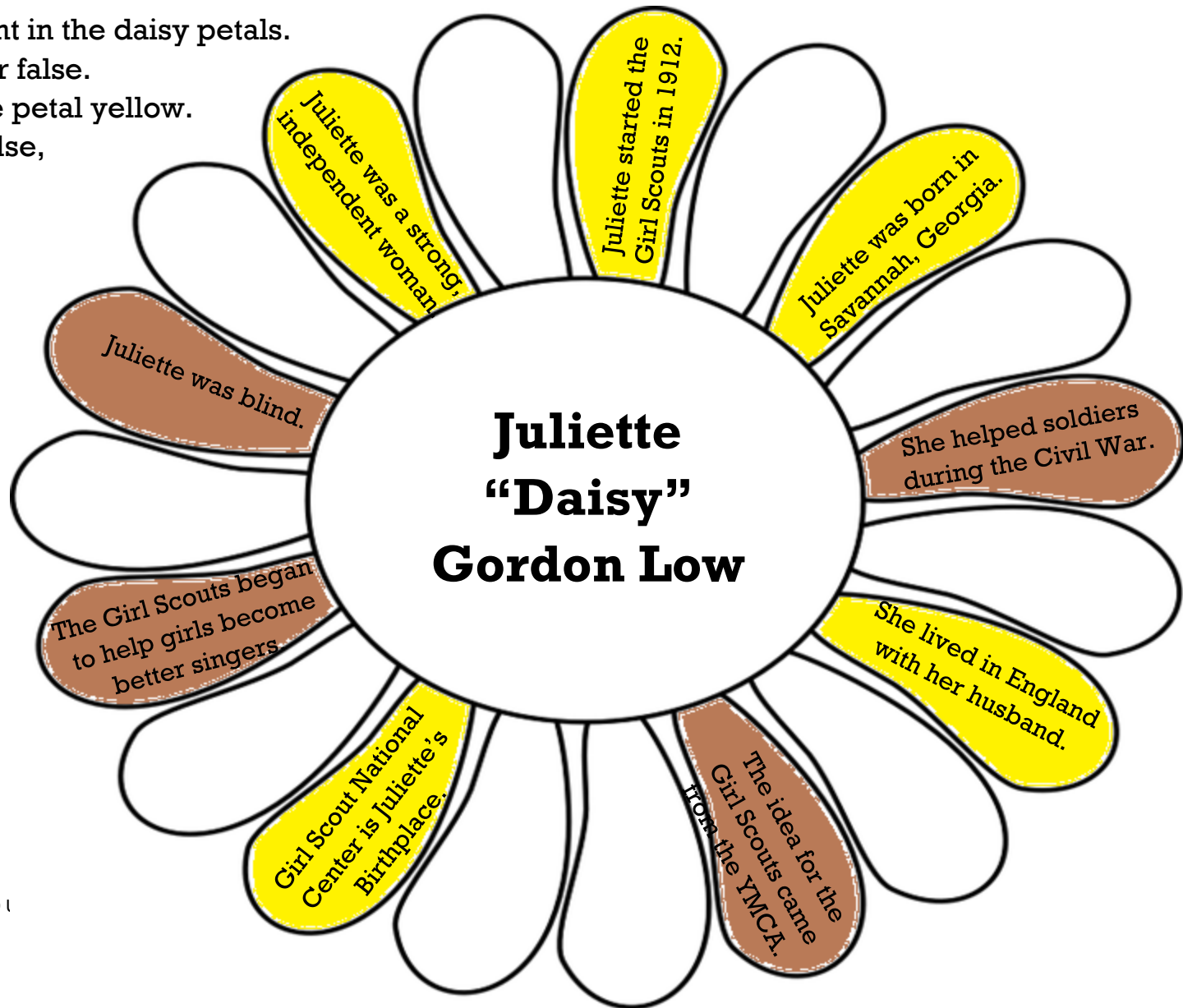
## The Life of Daisy

**Directions:** Read each statement in the daisy petals.  
Decide if the statement is true or false.  
If the statement is true, color the petal yellow.  
If the statement in the petal is false,  
color it brown

Draw a picture of Juliette  
in the box below.

THIS WORK IS LICENSED U

## Answer Key



## Mapping the Carter Family Farm

Students will complete the attached worksheet. Students will study the grid map of the Carter Family Farm and answer questions using the map.

<p><b>GSE Standards and Elements</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b>                  f. Jimmy Carter (leadership and human 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.</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>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 contribute to and clarify a text.</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>ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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</p>

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

audibly in coherent sentences.

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

Map and Globe Skills: 1 (cardinal directions), 2 (intermediate directions), 3 (letter/number grid system) 7 (use maps to explain impact of geography on historical and current events)

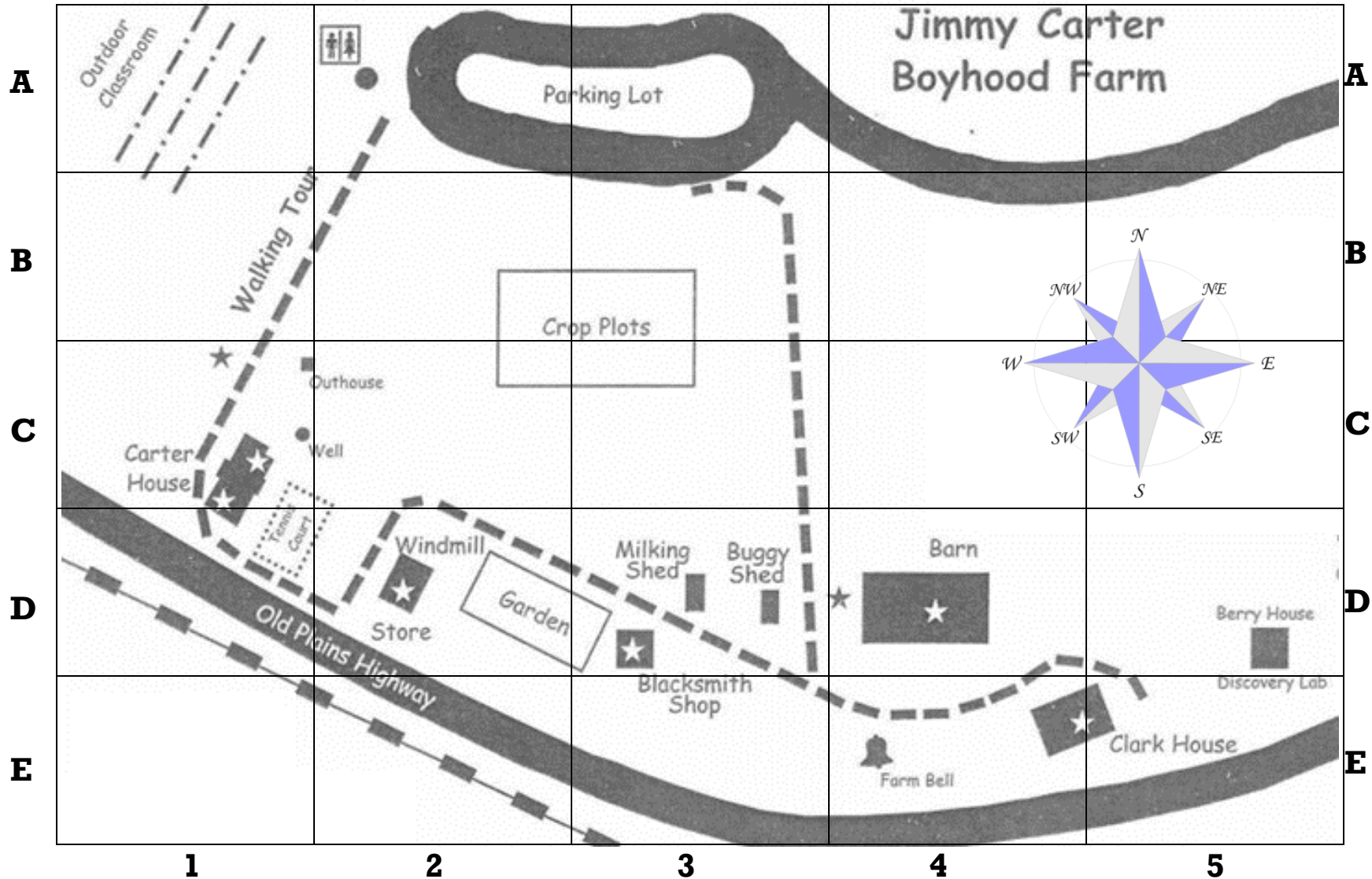
Information Processing Skills: 1 (similarities/differences), 5 (main idea, details, sequence, cause/effect), 8 (social studies reference resources used for specific purposes), 10 (analyze artifacts)

K-5 EU: The student will understand that where people live matters.

# Mapping the Carter Family Farm

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

**Directions:** Use the grid to answer the questions on page 2.





# Mapping the Carter Family Farm

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

**Directions:** Use the grid on page 1 to answer the questions below.

1. Where is the Farm Bell located? \_\_\_\_\_

2. Where is the Barn located? \_\_\_\_\_

3. Where is the Windmill Store? \_\_\_\_\_

4. Where is the Blacksmith Shop? \_\_\_\_\_



5. Which building is located west of the Garden? \_\_\_\_\_

6. What other buildings are in the same square as the Outhouse? \_\_\_\_\_

7. Which building is southeast of the Barn? \_\_\_\_\_

8. Why do you think the Crop Plots cover so much of the map? \_\_\_\_\_

9. Why do you think the Outhouse and the Well were located close to the Carter House? \_\_\_\_\_

\_\_\_\_\_

10. What do you think Jimmy Carter did for fun when he was a child? \_\_\_\_\_

\_\_\_\_\_

11. Explain one way your childhood is different from Jimmy Carter's childhood. \_\_\_\_\_

\_\_\_\_\_

# Mapping the Carter Family Farm

## Answer Key

**Directions:** Use the grid on page 1 to answer the questions below.

1. Where is the Farm Bell located? E, 4

2. Where is the Barn located? D, 4

3. Where is the Windmill Store? D, 2

4. Where is the Blacksmith Shop? D, 3



5. Which building is located west of the Garden? Windmill Store

6. What other buildings are in the same square as the Outhouse? Well and Carter House

7. Which building is southeast of the Barn? Clark House

8. Why do you think the Crop Plots cover so much of the map? They grew a lot of different crops

9. Why do you think the Outhouse and the Well were located close to the Carter House? I think they used the well and outhouse a lot, so it needed to be close. (answers will vary)

10. What do you think Jimmy Carter did for fun when he was a child? I think Jimmy Carter played outside and with his farm animals when he was young. (answers will vary)

11. Explain one way your childhood is different from Jimmy Carter's childhood. I do not live on a farm in the country and Jimmy Carter did. (answers will vary)

## The Life of Jimmy Carter

After reading about and studying Jimmy Carter, 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.**  
 f. Jimmy Carter (leadership and human 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.  
**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 Jimmy Carter

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



**Number the events from 1-9 to show the order in which they occurred.**

\_\_\_\_\_ He became the first person in his family to graduate from high school.

\_\_\_\_\_ Jimmy became a Georgia State Senator.

\_\_\_\_\_ He went to the Naval Academy in Maryland.

\_\_\_\_\_ Jimmy became President of the United States.

\_\_\_\_\_ Jimmy moved his family back to Plains, Georgia to run the Carter Farm after his father died.

\_\_\_\_\_ He became the Governor of Georgia.

\_\_\_\_\_ Jimmy was born in Plains, Georgia.

\_\_\_\_\_ He won the Nobel Peace Prize.

\_\_\_\_\_ He married Rosalynn Smith.

Explain how Jimmy Carter showed compassion. \_\_\_\_\_

---

---

## The Life of Jimmy Carter

## Answer Key



Number the events from 1-9 to show the order in which they occurred.

- 2 He became the first person in his family to graduate from high school.
- 6 Jimmy became a Georgia State Senator.
- 3 He went to the Naval Academy in Maryland.
- 8 Jimmy became President of the United States.
- 5 Jimmy moved his family back to Plains, Georgia to run the Carter Farm after his father died.
- 7 He became the Governor of Georgia.
- 1 Jimmy was born in Plains, Georgia.
- 9 He won the Nobel Peace Prize.
- 4 He married Rosalynn Smith.

Explain how Jimmy Carter showed compassion. Jimmy Carter showed compassion because he liked to help others. He created many peace treaties when he was president. Jimmy also helped build houses for people who needed a home. (answers will vary)

## Saving and Spending Choices

Students will complete the attached activity independently or with a partner. They will match economic vocabulary words to the definitions. Students will explain the difference between spending and saving and give an example of an economic choice they have made.

**GSE Standards and Elements**

**SS2E4 Describe the costs and benefits of personal saving and spending choices.**

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

ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.  
 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.  
 ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
 ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Information Processing Skills: 3 (problems/solutions), 5 (main idea, details, sequence, cause/effect),

K-5 EU: The student will understand that because people cannot have everything they want, they have to make choices.

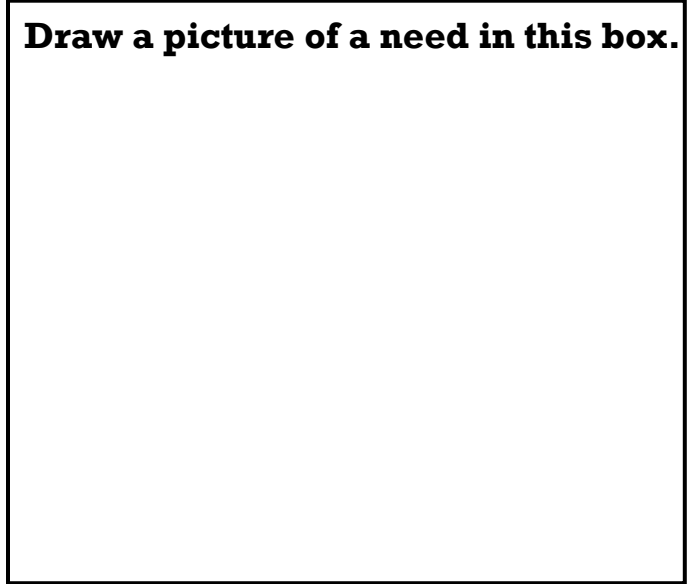
# Saving and Spending Choices

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

Draw a line to match the word to the correct definition.

- choice                      To buy something with your money.
- save                         To make a decision about your money.
- spend                        Something you would like but can live without.
- need                         To keep your money to use later.
- want                         Things you must have in order to survive.

**Draw a picture of a need in this box.**



Explain the difference between saving and spending. \_\_\_\_\_

\_\_\_\_\_

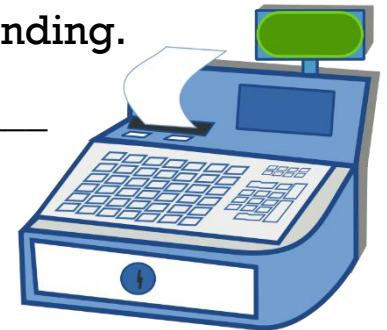
\_\_\_\_\_

Explain an economic choice you have made. Give an example of saving vs. spending.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Saving and Spending Choices

## Answer Key

Draw a line to match the word to the correct definition.

choice	To buy something with your money.
save	To make a decision about your money.
spend	Something you would like but can live without.
need	To keep your money to use later.
want	Things you must have in order to survive.

Draw a picture of a need in this box.

Picture could include shelter, food, clothing, school supplies, etc.



Explain the difference between saving and spending. Saving means that  
you keep your money instead of spending it. If you save your money, you  
can spend it later.

Explain an economic choice you have made. Give an example of saving vs. spending.

(answers will vary) I wanted a new doll but I did not have enough money.  
I did more chores to earn more money. I saved up so I could buy the doll.





## Culminating Unit Performance Task

### Living Poster Project

Students will create a living poster about Jimmy Carter or Juliette Gordon Low. Students should include at least five major events in Low or Carter’s life, what they are most famous for, and the character traits that describe the figure. The poster will have a hole in the middle for the student to put his/her head in so they can be the “face” of the figure. You could also encourage students to dress up as Carter or Low when they present their posters to the class.

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><b>GSE Standards and Elements</b></p>	<p><b>SS2H1 Describe the lives and contributions of historical figures in Georgia history.</b>                  e. Juliette Gordon Low (Girl Scouts and leadership)                  f. Jimmy Carter (leadership and human 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.</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>SS2E4 Describe the costs and benefits of personal saving and spending choices.</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>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>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</p>

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

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)

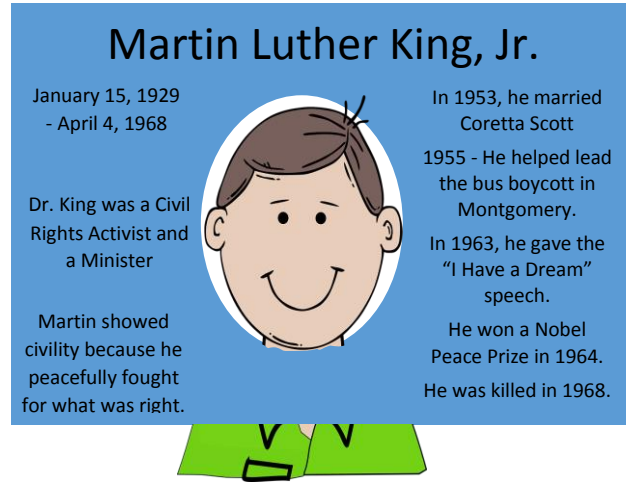
K-5 EU: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

# Living Poster Project

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

To create your poster, you will need these supplies:

- Art supplies  
(markers, crayons, etc.)
- Poster board
- Scissors



Follow these steps:

1. Decide to create a living poster for Jimmy Carter or Juliette Gordon Low.
2. Cut a hole in the middle of your poster big enough for your head. Your face will be the face of Juliette or Jimmy!
3. Begin to research and gather information. Use the rubric to guide you.
4. Write the information on your poster.
5. Turn in your living poster on \_\_\_\_\_.

Performance Indicators	Not Yet Evident 0 points	Partially Evident 1 point	Fully Evident 2 points
Name of historical figure			
Dates of birth and death			
Description of what the figure famous for			
Timeline of 5 or more important events			
Character trait(s) and explanation			
Poster is neat and handwriting is legible			
Correct spelling, punctuation, and grammar			
<b>Total Points</b> (14 possible)			