

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 2 ELA UNIT CONNECTED TO
SOCIAL STUDIES (INTERDEPENDENCE)**

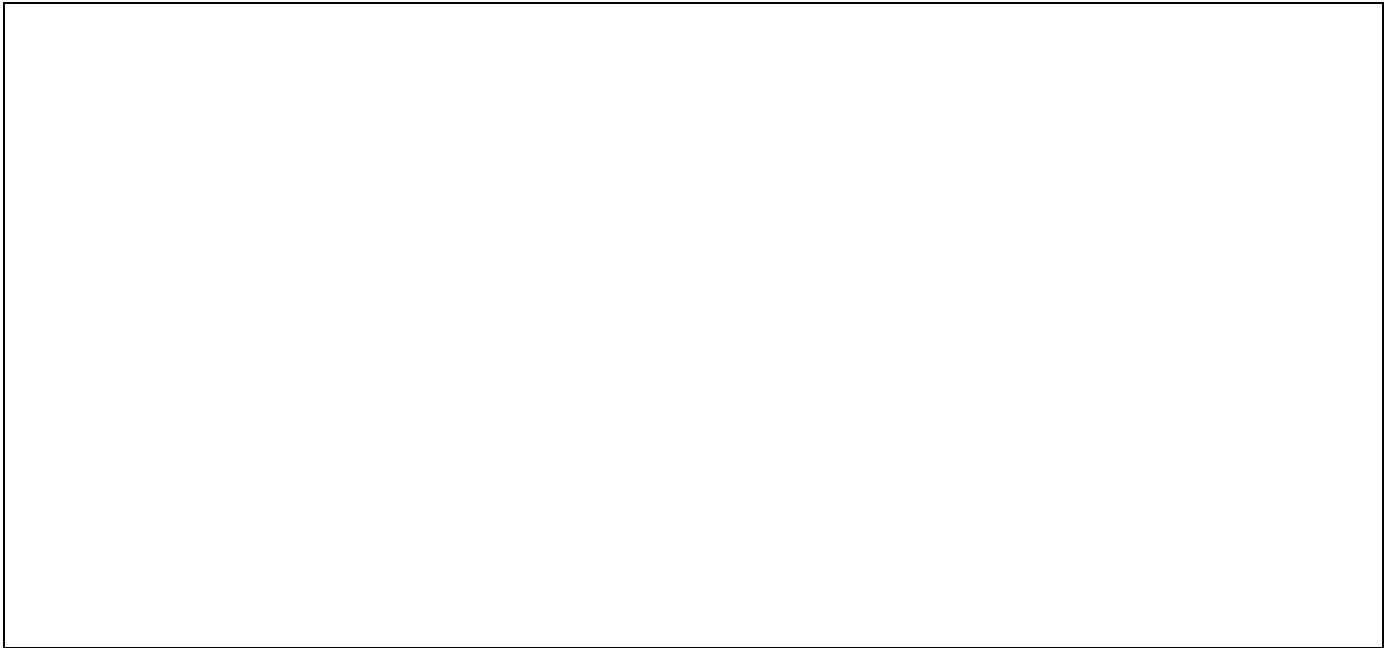
Second Grade
ELA Unit Starter
Interdependence

This belongs to:

Task 3:

You have been selected as a student ambassador to visit the United States Capitol. When you get there, you have been asked to share with some important government officials a visual representation and report that explains the three branches of government that they can display in the Capitol for all visitors to see. Your visual and description must show how the branches have equal power, depend on each other, and describe the role of each branch. Be sure to:

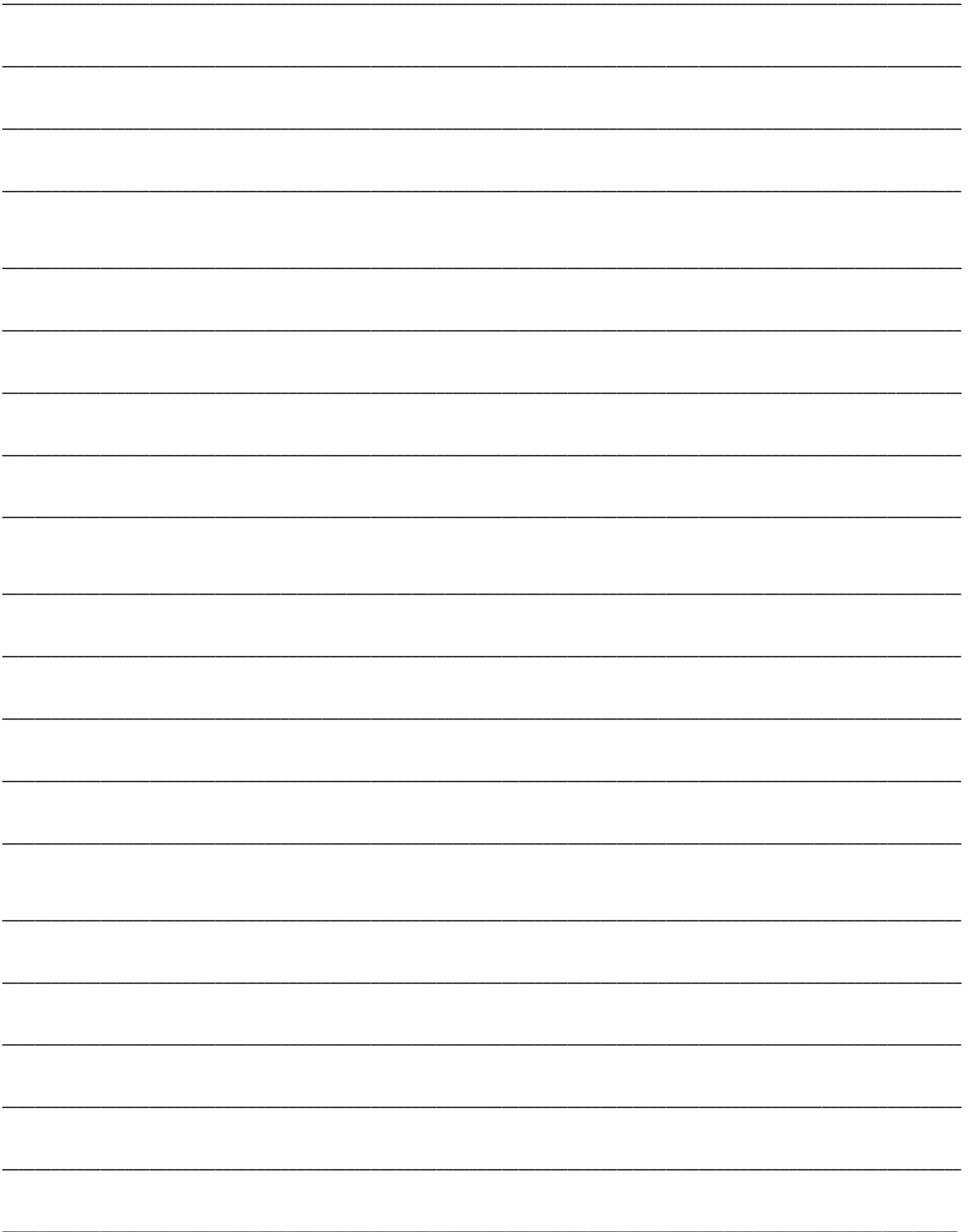
- draw a visual representation of the three branches having equal power;
- include in your visual, or use words to show, how the branches depend on each other; and
- use evidence from the text and anchor chart to explain the roles of each of the three branches.



Task 5:

You have recently been elected as president of your school's student government council. Your first task in this new role is to explain to the student body what the Bill of Rights are and what two of them mean at an upcoming student assembly. You also need to explain why we have the Bill of Rights and why they were an important addition to our Constitution. Consider how you will present your ideas so that even the youngest students in your school will understand. Think about some of the ways the authors in the texts we have been studying presented their ideas to make them clear. In your presentation be sure to:

- introduce your topic;
- use facts and definitions from any text we have read so far to explain the Bill of Rights, what two of them mean using words, text features, and illustrations;
- use facts and definitions from any text we have read so far to explain why we have the Bill of Rights and why they were an important addition to the Constitution;
- provide a concluding statement or section; and
- present to your class.



Task 6:

Remember, you were recently elected as president of your school's student government council. Your next job in this new role is to write three Bill of Rights for the students in your school. Think about what we have learned. What rights do you believe are most important for the students in your school to have and why? Write your three School Bill of Rights, and write your opinion about why these are the most important rights for students in your school. Describe what each one means and how it will help students of your school. Be prepared to present your ideas to the class. Your poster should include:

- an illustration of each of your three School Bill of Rights; and
- a brief description of each of your three School Bill of Rights.

Your explanation should:

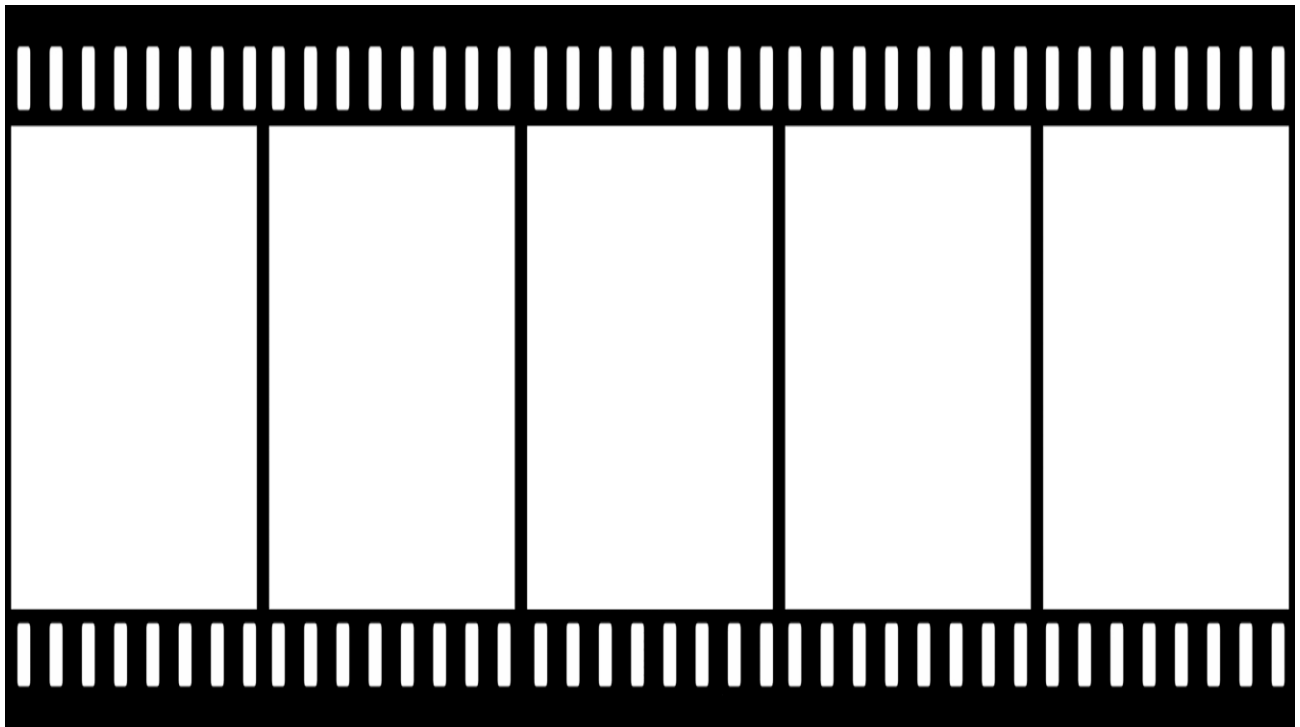
- introduce your topic and state your opinion of your three rights;
- supply reasons for why these three rights are most important for students in you school;
- explain what each right means;
- use linking words to connect the reasons to your opinion; and
- provide a concluding statement.

Right 1	Right 2	Right 3

Task 7:

You are a movie maker who has been hired to create a film about how an idea becomes a law. As you prepare to share your idea with your investors, the people that are going to pay you, create a filmstrip that includes:

- vocabulary from this text and the unit;
- evidence from the text;
- illustrations for at least 5 steps an idea takes to become a law; and
- a speech bubble to accompany each illustration explaining that step in the process.

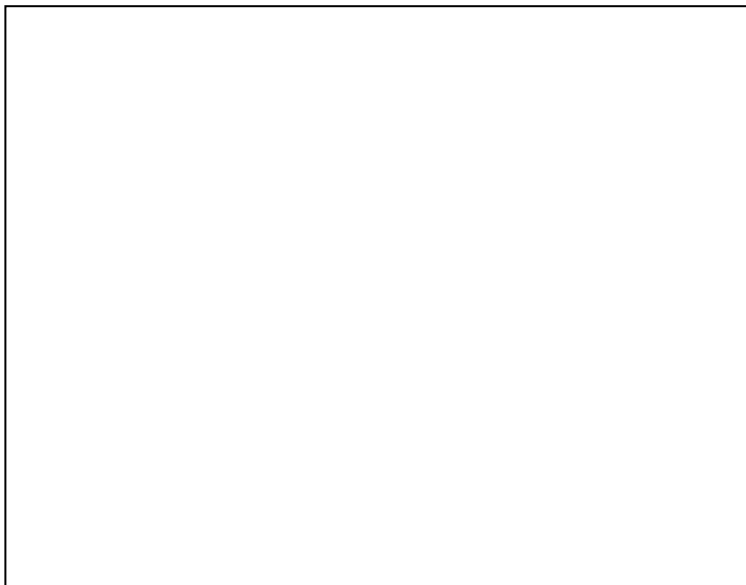
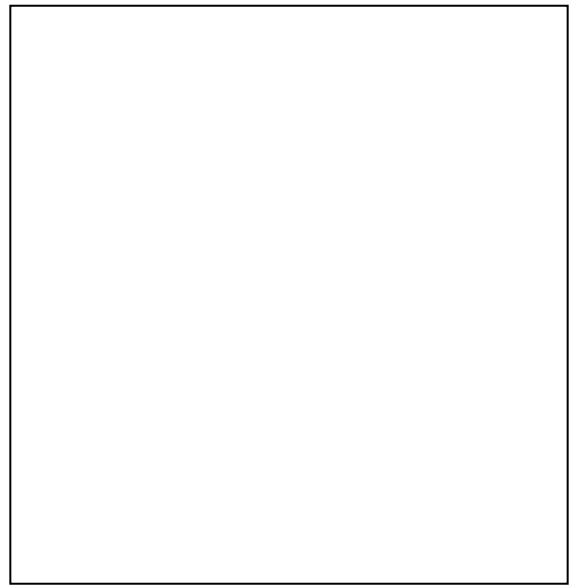


Task 9:

You have been asked to be a student writer of your local newspaper. Your article will inform the readers how the consumers and producers in your community work together. The publishers have asked that you include illustrations and text features in the article. You have made many connections that you want to share with your community. Using text evidence along with knowledge you have learned, write an article explaining what a producer and a consumer are, how they are connected, and how they help the economy.

In your article, be sure to:

- introduce the topic;
- use text evidence to define and explain the relationship between a producer and a consumer and how this relationship helps our economy;
- include text features and illustrations; and
- provide a concluding statement.



Task 10:

Yesterday, we read about how producers use advertising and marketing to convince consumers to buy their products. Today we read about the Ox Cart Man being a producer and a consumer. Imagine that you work for an advertising agency and have been hired to create an advertisement for one item the Ox Cart Man produced. Use what you learned yesterday as well as information from today's story to create your advertisement. Please label your advertisement and include information about how it can be used and helpful.

In your advertisement, be sure to use:

- convincing language to sell the product;
- text boxes;
- labels; and
- illustrations to share your information.

A large, empty rectangular box with a thin black border, intended for the student to create and label their advertisement. The box occupies the lower two-thirds of the page.

