



Marietta City Schools

District Unit Planner

Grade 2 Social Studies

Theme	Unit 6: Georgia and the Civil Rights Movement	Unit duration (Days)	15 - 30 Days
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GA DoE Standards

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 **SS2H1 Describe the lives and contributions of historical figures in Georgia history.**

- c. Jackie Robinson (sportsmanship and civil rights)
- d. Martin Luther King, Jr. (civil rights)
- e. Juliette Gordon Low
- f. Jimmy Carter

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1

- a. Identify specific locations significant to the life and times of each historic figure...on a political or physical map.
- b. Describe how each historic figure...adapted to and were influenced by their environments.
- c. Describe how the region in which these historical figures lived affected their lives and compare these regions to the region in which students live: dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.
- e. Juliette Gordon Low (Girl Scouts and leadership)
- f. Jimmy Carter (leadership and human rights)

Information Processing Skills:

- 1. compare similarities and differences
- 2. organize items chronologically
- 4. distinguish between fact and opinion
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. identify and use primary and secondary sources

8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
13. translate dates into centuries, eras, or ages

Map and Globe Skills:

3. use a letter/number grid system to determine location
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event

Themes and Enduring Understandings:

Individuals, Groups and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location:: The student will understand that where people live matters

Time, Change, Continuity: The student will understand that some things will change over time, while others stay the same

Essential Questions

Factual—

- Why did many African-American/Black citizens move to northern states during the days of segregation?
- Why is Savannah known as the birthplace for the American Girl Scouts?
- What did Jimmy Carter do before he became Governor and President?
- What kinds of struggles did African-Americans/Blacks have in the days of Dr. King that they may not have today?
- What are some rights and freedoms that you have today that your parents and grandparents may not have had?

Inferential—

- How did Jackie Robinson's sportsmanship and civility affect today's athletes?
- How did Dr. King's work influence the way we live today?
- How did segregation and integration affect the lives of Americans in the north and south?
- Why was the fight for civil rights primarily in the southern states?
- Why do you think the Carter family had a farm?
- In what ways have schools, sports, and public places changed since the days of Dr. King and Jackie Robinson?
- How has Jimmy Carter's work for human rights influenced Americans and the world?

Critical Thinking-

Why is it important for all Americans to have the same rights and freedoms?

Why was it important for Martin Luther King, Jr. to fight for civil rights?

In what ways is life in Georgia similar and different from the time when Dr. King was alive?

How does where we live matter?

In what ways did Juliette Gordon Low's legacy live on through the Girl Scouts?

How is your life similar and different to the lives of Jimmy Carter and Juliette Gordon Low?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
segregation integration legacy contribution adapt influence leadership	sportsmanship civil rights Jackie Robinson Martin Luther King Jr. Juliette Gordon Low Jimmy Carter Character traits: dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

Assessments**Summative Assessment(s):**

Georgia and Civil Rights Assessment

Assessment guides are designed to be given pre and post teaching and learning. Teachers can use the pre assessment to guide planning for instruction and providing differentiation to students as needed. Post teaching the assessments measure student understanding of unit content.

Standards: All unit GSE

*Teachers can access the anticipation guides via the grade level Schoology Group

Theme Based Writing Task and Rubric:

[Daisy and Me](#) Students complete a comparison (Venn Diagram) of their life with that of Juliette Gordon Low

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1

- b. Describe how each historic figure...adapted to and were influenced by their environments.
- c. Describe how the region in which these historical figures lived affected their lives and compare these regions to the region in which students live: dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.
- e. Juliette Gordon Low (Girl Scouts and leadership)

[Jimmy Carter Today](#) Students will explore Carter’s life after his presidency by taking a virtual tour of the Carter Center and watching a video clip about his work with Habitat for Humanity. They will write him a letter explaining their learning and why he is admired.

Teacher Resources These resources are intended to support teachers with background information and planning for instruction

[Parent Information Letter](#)- Edit for School Specific Information

[K-5 Map Collection](#): Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.

[Teacher Notes](#) for this unit

Additional unit information may be found at [GADOE Inspire](#)

The following Knowledge-Based Unit(s) contains instructional read alouds designed to build knowledge around concepts associated with this planner. Highlighted lessons provide direct text-based support for the expectations of the associated SS or Sci standards and could be used to deepen student understanding/application of those standards. The remaining lessons build similar knowledge but do not directly relate to the content standards.

[15 Day Plan: Notable Georgia Changemakers](#)

Objective or Content	Learning Experiences	Differentiation Considerations
Teacher Resources		
All GSE for the Unit	Research Organizer Students will organize information learned in the unit using this organizer. Teachers may choose to utilize the organizer throughout the unit or as a review.	Chunk the organizer to support understanding; allow students to collaborate; complete organizer in small groups; provide sentence starters or a word bank

<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. e. Juliette Gordon Low (Girl Scouts and leadership) SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits</p>	<p>Here Come the Girl Scouts Read aloud an optional text to support students with understanding the life of Juliette Gordon Low and her contributions to Georgia and the world.</p>	<p>Teach the AEIOU Activity by creating an anchor chart with the class. Some students may need additional time or instruction on what makes a statement false. Work in pairs for the task.</p>
<p>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</p>	<p>The Life of Jackie Robinson Complete a timeline representing major contributions of Jackie Robinson</p>	<p>Work in small groups, choral read the information.</p>
<p>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</p>	<p>Jackie Robinson: More than Good Sportsmanship Students will watch a video and create a baseball trading card to report how Jackie Robinson displayed characteristics of good citizenship in addition to good sportsmanship</p>	<p>Teachers may wish to pause the video to discuss citizen traits as they arise, Provide sentence starters or a word bank for the baseball card template.</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. SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits</p>	<p>Martin's Timeline Complete a timeline representing major contributions from MLK</p>	<p>Work in pairs; model matching the events to the timeline</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 historical figures lived affected their lives and compare these</p>	<p>Be Like Martin Students will explore more contributions of MLK and identify additional character traits he displayed</p>	<p>Sentence starter/fill-in template is provided for use with students as needed. Work with guided groups to complete the matching activity. Allow students to work collaboratively on the matching activity</p>

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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 historical 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	Mapping Martin Understand the influence of location on Civil Rights and MLK	Additional practice or review may be needed on directions
SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights)	Jackie and Martin Compare the contributions of Jackie Robinson and MLK	Provide additional resources; allow students to use previous work for reference; model using a Venn Diagram

<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. f. Jimmy Carter (leadership and human rights)</p> <p>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 historical figures lived affected their lives and compare these regions to the region in which students live.</p> <p>SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits compassion.</p>	<p>Jimmy Carter a Lifetime of Friendship Understand chronology and the contributions of Jimmy Carter including how he showed compassion throughout his lifetime.</p>	<p>Work in small groups, choral read the information.</p>
<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. f. Jimmy Carter (leadership and human rights)</p> <p>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 historical figures lived affected their lives and compare these regions to the region in which students live.</p>	<p>The Carter Family Farm Students will practice using the number-grid system to map the Carter's farm</p>	<p>Direct instruction utilizing grid activities.</p>
<p>SS2H1 Describe the lives and contributions of historical figures in Georgia history. c. Jackie Robinson (sportsmanship and civil rights) d. Martin Luther King, Jr. (civil rights)</p> <p>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 historical 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</p>	<p>Biography Mobile Comparing biographies and autobiographies</p>	<p>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 rubric so students and parents know the guidelines as they work at home.</p>

local resources. SS2CG3 Give examples of how the historical figures in SS2H1 demonstrates positive citizenship traits such		
Recommended High Quality Complex Texts		
<i>Here Come the Girl Scouts</i> by Shana Corey <i>Let Them Play</i> by Margot Theis Raven <i>A Picture Book of Jackie Robinson</i> by David Adler <i>Jackie’s Bat</i> by Marybeth Lorbiecki <i>My Brother Martin</i> byChristine King Farris <i>Jimmy Carter: A Life of Friendship</i> bySheila Anderson <i>Jimmy Carter: A Life of Service</i> by Barbara Kramer <i>Hard Work, but It's Worth It: The Life of Jimmy Carter</i> by Bethany Hegedus		