

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

UNIT 6 – “Being a Georgian Today: Jimmy Carter & Me”

Elaborated Unit Focus

Students will culminate their second grade social studies year by using President Jimmy Carter as an example of how our state has changed over time. They will discuss his various political and personal roles using the themes of *distribution of power* and *individuals, groups, and institutions*. The ideas of *location* and *time, change, and continuity* will help students explore the differences in President Carter’s life and their own lives, and the changes that have occurred within President Carter’s lifetime. Finally, they will wrap up their study of economics by using the theme of *scarcity* to discuss opportunity cost, choice-making, and personal financial choices.

Standards/Elements

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

- a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); **Jimmy Carter (leadership and human rights)**.
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

SS2G2 The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia’s Creeks and Cherokees.

- e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live.

SS2CG2 The student will identify the roles of the following elected officials:

- a. President (leader of our nation)
- b. Governor (leader of our state)

SS2CG3 The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

SS2E1 The student will explain that because of scarcity, people must make choices and incur opportunity costs.

SS2E4 The student will describe the costs and benefits of personal spending and saving choices.

Map Skills: 1,2,3,4,5,6,7

Info Skills: 1,2,3,5,6,7,8,9,10

Enduring Understandings/Essential Questions

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

K-5 EU: The student will understand that laws and people's beliefs help decide who gets to make choices in government.

- How are the jobs of the United States President and Governor of Georgia different?
- What documents help explain the laws of our government?
- How did our nation's early leaders make a plan for our country's government?
- Why did our nation's early leaders not want the country to be run like a monarchy (a government with a king or queen)?
- Why did our first President not want to be a king?
- How can words like liberty and justice help guide our rules and laws?
- How do we participate in democracy? (school, community, state, nation)
- What is democracy?
- How are the laws that were created when Jimmy Carter was born the same as or different from our laws today?

Individuals, Groups, and Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

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.

- How does Jimmy Carter show compassion for others?
- How have you shown compassion for others?
- How did Jimmy Carter try to bring about peace between other countries?
- What happens if you or your friends choose not to follow the rules in school or at home?
- Why is it important to make good choices?
- What are the benefits of working alone?
- What are the benefits of working with a group or on a team?

Location: The student will understand that location affects a society's economy, culture, and development.

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

- Why was Jimmy Carter a farmer before he became Governor and President?
- What are some products that are made or grown in Georgia?
- Why are peanuts important to Georgia's economy?
- Why can't Georgians grow and produce coconut?
- How does climate affect what Georgians can produce?
- Why do people live in different parts of Georgia?

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

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

- What choices have Georgia farmers made because of weather?
- Why did President Carter choose to leave the Navy and return to Plains?
- How can saving money now help me when I am older?
- How have our lives changed since gasoline has become more expensive?
- If there are only a few of a certain item available, what happens to the price?
- If there is a large amount of an item available, what happens to the price?

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of society.

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

- How is your life the same as Jimmy Carter’s life when he was small?
- How is your life different from Jimmy Carter’s life when he was small?
- How is Jimmy Carter’s life different now than it used to be?
- How is Jimmy Carter’s life the same as it used to be?
- What has changed in our country since Jimmy Carter was our President?
- What has changed in our state since Jimmy Carter was our Governor?
- What has Jimmy Carter done to help our country or other countries?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Compare/Contrast Students will create a graphic organizer comparing and contrasting ways Martin Luther King, Jr. and Jimmy Carter have each helped other people and why. If Internet access is available, students can complete this online Venn diagram or this compare/contrast chart can be printed.</p>	2H1, 2H1a	Constructed Response
<p>Spider Web/Bubble Map Students will complete a web. In the middle circle, students will write Jimmy Carter and on the other circles, students will tell all the ways Jimmy Carter has shown compassion. This map can be printed for student use.</p>	2H1a, CG3	Constructed Response
<p>Region Skits Students will break into groups and create a skit to describe and tell about the region in which they live. In the skit, they will tell or “act out” all the great things that occur in their region as well as the resources their region depends on. They will also tell how living in their region impacts their daily life. {Background information for teacher use can be found at the New Georgia Encyclopedia.}</p>	2G2E	Dramatization/Teacher Observation

<p>“Create your own currency” Teacher can have students create their own currency to be used for a classroom store. Students can earn this currency for variety of reasons (good behavior, following instructions, homework, etc.) They may choose to use their currency now or save for later to use on larger item(s). This complete unit can serve as a model.</p>	2E4	Observation/class discussion
<p>Timeline Students will create a timeline from the time Jimmy Carter was born until today. The students will list at least 10 of the following: accomplishments, jobs, and programs he has led or joined. Students will then make a timeline of their own lives for comparison. Students can use this link to help guide them with their research on President Carter: www.jimmycarter.info/studentresearch_11.html. Students should share their timeline with a partner, and explain why they selected the events that they did, and why those events were important in the life of Jimmy Carter. Timelines can be created on graph paper, adding machine paper rolls, or even rolls of freezer paper, and then made into scrolls!</p>	2H1b, Info. Skill 7	Constructed Response/Teacher Observation/
<p>Riddle Making Students can think of a person, place, or thing they have learned about in this unit. They should keep their choice a secret. Then they can do the following:</p> <ol style="list-style-type: none"> 1. Take a sheet of paper and fold it half and write their riddle clues on the outside to help others try to guess what their secret is. They are to write their secret answer on the inside. 2. Show their clues to others. Students try to guess the correct answer to the riddle. {Example: I am a region of Georgia. I make up the southernmost part of the state. I used to be at the bottom of an ancient ocean. <i>Coastal Plain</i>} 	2H1 *ELA cross-curricular	Teacher Observation/Student Choice
<p>“Peanut Postcard” Students will create a postcard-sized piece of artwork that has a peanut on it but also ties in Jimmy Carter and Georgia Agriculture. {Students can submit their artwork for a contest held every September. For more details on the contest go to: www.jimmycarter.info/spotlight_1.html.} Alternatively, students could also create postcards from different periods of President Carter’s life, and put them together to make a “postcard” timeline of his life and achievements.</p>	2H1a, CG3	Student Choice/Observation

<p>Photographic Evidence Students can access the Vanishing Georgia archives and search for images related to President Carter and/or Plains, GA. They can use these images to compare/contrast their lives with President Carter’s life, and their community with Plains. Also, teachers could pre-print selected images and ask students to identify various features (transportation, housing, clothing, etc.) that are different from their own, and why these might have changed over time.</p>	<p>2H1a, CG3</p>	<p>Teacher Observation/Student Discussion</p>
<p>Web Quest http://www.kennesaw.edu/prism/A_Technology/Ayoola/Georgia_on_my_Mind_WebQuest.ppt Using the above link, students will complete a Web Quest on Georgia. Please view the website before having the students go to this site. Print off anything that is needed beforehand.</p>	<p>SS2G2 SS2H1</p>	<p>Observation/Teacher Assessment</p>
<p>Using Oral Histories Introduce students to the idea of an oral history. Discuss why we preserve what people have to say about their own lives, and share that these are primary sources. Then, use the short videos on the JCNHS website to introduce students to some of President Carter’s favorite memories. Use the attached graphic organizer to help students record information they learn from the video. As a follow-up activity, students could record their own oral histories (if the technology is available), or write their memories and compile a class book. Second graders’ memories of kindergarten could be quite charming! 😊</p>		

Sample Performance Task

“Jimmy Carter and Me!”

~ A Biography and Georgia Studies Project

You are an historian. Your area of expertise is Georgia’s influential people—past and present. Your task is to create a biography about one of Georgia’s most influential people: Jimmy Carter. After completion, your work will be presented to other historians and guests, and put on display.

Your Biography

Your biography will have three chapters or parts. Below is an explanation of what each chapter or part should include.

Chapter 1: “Jimmy Carter and Me”

- Include information about Carter’s life such as:
 - where he was born/where he grew up.
 - what his childhood was like.
 - challenges he and his family experienced with scarcity and meeting their needs.

- Compare your life TODAY with Jimmy Carter’s life when he was your age. Answer the following questions.
 - How has Georgia changed (transportation, communication, land, population, etc.)?
 - How has Georgia stayed the same (transportation, communication, land, population, etc.)?
 - What are some of the SAME chores/games/activities Jimmy did as a kid that you do today?
 - How is your life today DIFFERENT from Jimmy Carter’s childhood?

Chapter 2: “Jimmy Carter the Leader”

- Explain how Jimmy Carter became Georgia’s governor and then President of the United States.
- Talk about the roles, jobs, and responsibilities Jimmy Carter had when he was governor AND when he was President. How were they alike and different?
- Tell how Jimmy Carter has changed the world in a positive way through his leadership.

Chapter 3: “Jimmy Carter...Did you know?”

****This is where you really can be creative, so have fun!****

- List “fun facts” about Jimmy Carter
- List interesting information about Georgia and how it relates to your life

Your Presentation

You will present your work to other historians (classmates) and guests. Your work will also be put on display. Please be sure to include pictures, artifacts, items, and other representations to bring your biography to life! You may use a variety of resources including, but not limited to the library, the Carter Center, the Internet, and other people (as an interview). You may choose any ONE of these ways to present your work:

- **Newspaper:** Make a newspaper biography with articles that talk about the required topics.
- **Time Capsule:** Construct a time capsule biography with items and written descriptions related to the required topics.
- **Video:** Make a video biography that discusses required topics.

Map and Globe Skills:

Information Processing Skills:
1,4,6

Content Rubric for Performance Task

<u>Criteria</u>	<u>Not Yet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Student's product explains Jimmy Carter's life, and how scarcity affected his family.	The student's explanation of Jimmy Carter's life is incorrect and the comparison of past and present scarcity problems is incorrect.	The student identifies where Jimmy Carter was born and where he grew up, explains what his childhood was like, and explains the challenges that he and his family experienced with scarcity, but is unable to compare Jimmy's scarcity problem with modern scarcity problems.	The student identifies where Jimmy Carter was born and where he grew up, explains what his childhood was like, and explains the challenges that he and his family experienced with scarcity and compares the scarcity problem with modern scarcity problems.	The student correctly identifies and explains Jimmy Carter's life, challenges with scarcity, and compares past and modern scarcity issues, and identifies ways that both the student and Jimmy Carter overcame adversity.
Student compares his/her life today with Jimmy Carter's life.	The student accurately compares two or fewer of the following areas with Jimmy Carter's life: transportation, communication, land, and population.	The student accurately compares three of the following areas with Jimmy Carter's life: transportation, communication, land, and population.	The student compares modern transportation, communication, land, and population with that of the past and compares their life with that of Jimmy Carter.	The student compares modern times with that of the past and compares their life with Jimmy Carter's life and identifies several specific ways that change has affected President Carter's life and choices.
Student's product discusses Jimmy Carter's leadership roles as Governor and President, and discusses the differences in those two positions.	The student's explanation of Jimmy Carter as Governor and/or President is incorrect, as is the student's explanation of the differences between those two positions.	The student discusses some part of how Jimmy Carter became Governor and President, but doesn't compare and contrast the roles of the president and the governor.	The student discusses how Jimmy Carter became Governor and President by comparing and contrasting the roles of the president and governor.	The student correctly discusses Jimmy Carter's roles as President and Governor by comparing and contrasting those roles, and discusses examples of how he changed the world in a positive way.
Student's product shares accurate facts about Jimmy Carter and connects those facts to the student's life.	The student's product shares fewer than five facts and the information is not connected to the student's life.	The student lists at least five fun facts, but not all of those facts are connected to the student's life.	The student lists more than five fun facts and all of the information is connected to the student's life.	The student lists more than five fun facts and connects all of those facts to his/her life.

Product Rubric for Performance Task

<u>Criteria</u>	<u>Not Yet</u>	<u>Needs Improvement</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
Visual Appearance	The product is messy, and the words and illustrations were not used effectively.	The product is neat, but words and illustrations were not used effectively.	The product is neat, and words and illustrations were used effectively.	Same as meets, plus student made an effort to draw in the audience (use of color, quality of work, etc.).
Oral Presentation	Doesn't make eye contact with the group AND doesn't speak clearly and loudly enough to be heard.	Doesn't make eye contact with the group OR doesn't speak clearly and loudly enough to be heard.	Makes eye contact with the group and speaks clearly and loudly enough to be heard.	Makes eye contact with the group, uses facial expressions and gestures, uses enthusiasm, and speaks clearly and loudly enough to be heard.

Resources for Unit

www.jimmycarter.info
Teacher-friendly website from the Jimmy Carter National Historic Site – great resource!!

<http://www.whitehouse.gov/history/presidents/jc39.html>
Biography of Jimmy Carter

<http://www.cartercenter.org/homepage.html>
Carter Center site

<http://www.jimmycarterlibrary.org/>
Jimmy Carter Library

<http://www.pbs.org/wgbh/amex/carter/index.html>
PBS Site about Jimmy Carter

<http://www.nps.gov/jica/>
Jimmy Carter National Historic Site

<http://www.plainsgeorgia.com/>
Home of Jimmy Carter

http://www.jimmycarter.info/fieldtrips_1.html
Information on Field Trips to the Jimmy Carter National Historic Site in Plains, GA

<http://www.econedlink.org/lessons/index.cfm>
Economic Lessons

<http://www.econedlink.org/weblinks/>
Economic Web Links

<http://odur.let.rug.nl/~usa/P/jc39/jc39.htm>
State of the Union Addresses

<http://www.gavoyager.com/depression.html>

Jimmy Carter's Experience during the Great Depression

http://www.kennesaw.edu/prism/A_Technology/Ayoola/Georgia_on_my_Mind_WebQuest.ppt

Fabulous WebQuest for this Unit. Aligned with the SS standards for 2nd grade!!

<http://www.northcanton.sparcc.org/~elem/kidspiration/merrill/levelsgov.htm>

If you have access to Kidspiration software, this is a great interactive activity to discuss the levels of government in our country.

This unit was created by Julie Ott Branyan, Kanessa Fain, Michael Forehand, and Christina Freeman and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/11/08.

