

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

UNIT 2 – “Our Georgia”

Elaborated Unit Focus

In this unit, students will use the theme of **time, change, and continuity** to begin to focus on Georgia’s government, geography, and economy in order to prepare them for later study of historical Georgians. Using the theme of **distribution of power**, students will compare the basics of state and national government, as well as the need rules/laws in society. Students will locate Georgia’s regions and major rivers, and discuss the impact of geography on people’s lives through the theme of **location**. The theme of **production, distribution, and consumption** will be used to help students learn basic economic concepts that will be used throughout the year.

Standards/Elements

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

SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia’s surface.

a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.

b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary’s, Chattahoochee, and Flint.

SS2CG1 The student will define the concept of government and the need for rules and laws.

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

a. President (leader of our nation)

b. Governor (leader of our state)

c. Mayor (leader of a city)

SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.

SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others).

Map Skills: 1, 2, 3, 4

Info Skills: 1, 2, 4, 6

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.*

- What is the difference between the president, governor, and mayor?
- What does the **capitol** building of Georgia look like?
- What does the **capitol** building of the United States look like?
- Where can you find the **capital** city of Georgia and **capital** city of the United States on a

map?

- Why are rules and laws important? (ex. stop signs, crosswalks, speed limits)
- How should citizens of our community behave?

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.*

- How is each of the five regions of Georgia unique?
- What are the names of Georgia's seven major rivers?
- Where can you locate each of the five regions of Georgia on a map?
- Where can you locate _____ River on a map? (insert the names of the given rivers)
- Why are so many of Georgia's cities and towns built near rivers?
- How does living in _____ region affect the way we live?

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

K-5 EU: *The student will understand that the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services.*

- How are goods and services different?
- What are some examples of goods?
- What are some examples of services?
- How do goods get from one place to another?
- Who makes _____? (insert example of a good)
- What kinds of services in our community help other people?
- Why can't you buy the same goods in our community that you can buy in _____?

Time, Change, and 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 transportation today different from transportation in the past?
- How is what you do for fun different from what your parents did for fun when they were children?
- How is what you do for fun different from what your grandparents did for fun when they were children?
- How is what you do for fun different from what children did for fun when _____ was a child?
- What are some rights and freedoms we all enjoy today that some people did not have in the past?
- How did we achieve these freedoms?

*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>Students will complete the attached “Yummy Map of Georgia” activity.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Peer tutor assistance • Assistance with reading • Check for understanding-monitor work 	G1a;G1b Map Skill 4	Constructed Response
<p>Students will create a flip book that identifies distribution of power. On the outside, they will draw illustrations of where the mayor, governor, and president work. On the inside they will insert written explanations of their illustrations. (Example is attached.)</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Peer tutor assistance • Assistance with cutting • Assistance with illustrations • Line paper/lines for written work • Use of visuals to help with illustrations • Check for understanding-monitor work • Orally review concepts for this activity with student 	CG2;CG4	Constructed Response
<p>Students will complete the attached graphic organizer (Venn Diagram) to compare and contrast modern Georgia and Georgia of the past. Students should include information about transportation, communication, recreation, and rights/freedoms.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Use of visuals-pictures, books of Georgia past/present • Check for understanding of directions • Dictation of written work • Peer paired working arrangement • Orally review concepts for this activity with student 	Info Skill 1	Constructed Response/Selected Response
<p>Multiple choice test addressing important facts about the concepts of government and identifying the roles of elected officials.</p> <p><u>Modifications-</u></p> <ul style="list-style-type: none"> • Limited choices of answers • Assistance with written material • Visual cues of the various elected positions • Assist with any reading 	CG1;CG2abc	Selected Response
<p>Students will be given a map of Georgia. They will work in pairs. Each pair will label and describe the seven rivers and five regions of Georgia.</p>	SS2G1ab,	Self- Assessment/Selected Response

<u>Modifications-</u> <ul style="list-style-type: none"> • Visual cues of the five various regions • Assistance with written work • Lines for labeling • Dictation of written material 		
Students will complete the attached “Our Leaders” activity. <u>Modifications-</u> <ul style="list-style-type: none"> • Peer paired assistance • Assistance with cutting • Assist with attaching yarn • Dictation of written work • Assist with reading material • Orally check for understanding of assignment • Monitor work progression • Make sure student understands the roles of the various leaders-review orally 	Info Skill 2	Constructed Response
Electronic Review Game (Jeopardy) *attached* { Click on graphic below for game to start – not intended for printing. }		Selected Response

Sample Performance Task I

Tourism Association of Georgia

You work for the Tourism Association of Georgia. Your task is to create a brochure that identifies the five major geographic regions of Georgia and how each of them is unique. This brochure should attract visitors to the state of Georgia. Each tour guide (student) and their partner will research and use what they already know to create their brochure. Your travel brochure should include the following and will be presented to the other tour guides and/or tourists:

- 1.) The names of all 5 geographic regions.
- 2.) What does the land look like? (description and picture)
- 3.) Names of any major rivers that flow through these regions.
- 4.) Names of major cities in the regions.
- 5.) Local attractions for visitors.
- 6.) Natural resources/manufactured products in each region.
- 7.) Types of communities in each region (ex. urban, rural, suburban)

You will be asked to present your brochure to other tour guides and tourists. During your presentation, you should use your brochure to answer the following questions:

- What is special about your region of Georgia?
- Why does where you live matter? (talk about the land, products made in your region, attractions, population, and types of communities)
- How does **where** you live affect your life?

Be sure to include personal examples that relates to YOU. You may talk to your parents, family members, neighbors, teachers, and friends to get ideas!

**Note to teachers: Students may write only about the region in which they live, or they may be assigned/allowed to choose from among the other regions of the state.

SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.

a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.

b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint

Sample Performance Task II

Georgia Art Museum for Children

You are an artist. You can choose any kind of artist that you would like to be. You may be a famous painter, singer, rapper, song writer, author, architect, etc. Whatever artist you decide to be, your job is to create a piece of art for the Georgia Art Museum for Children. The piece of art will identify the roles of the president, governor, and mayor. No matter what type of artist you choose to be, you will create either a painting, song, poem, or display. Keep in mind that your art must EXPLAIN your thinking, so you will need to create more than just a chart or a list.

You must identify the following in your masterpiece:

Our Leaders: Who? Where? What? How?

- 1.) ***Who?*** What does each person lead? (nation, state, city)
- 2.) ***Where?*** In what building does each person work? (state, city hall, etc.)
- 3.) ***What?*** Name (3) duties/responsibilities for EACH leader.
- 4.) ***How?*** Explain how each leader's position affects your life and the lives of the citizens in your community.

Your piece of art will be displayed in the Georgia Art Museum for Children (a spare classroom or other area in the school) and your school will be invited to come by to see and hear you present your finished product in order to learn more about our government.

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

a. President (leader of our nation)

b. Governor (leader of our state)

c. Mayor (leader of a city)

SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.

Content Rubric for Performance Task 1

<u>Criteria</u>	<u>Not Yet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Regions	The brochure only includes one region.	The brochure includes three of the regions, but not the entire five.	The brochure includes all five of the regions.	The brochure includes all five regions and additional information about the regions was added that was not required.
Rivers and Cities	The brochure includes a river or a city but not both for one of the regions.	The brochure only includes one river and one city for the three of the regions.	The brochure includes rivers and cities for all regions.	The brochure includes many rivers and many cities for all regions.
Attractions	The brochure does not include any attractions for visitors to visit.	The brochure gives an example of one attraction.	The brochure gives and example of at least one attraction and provides more details on the attraction.	The brochure gives and example of at least one attraction and provides more details on the attraction. Also, provides resources for this attraction.
Natural Resources/ Manufactured Products	The brochure includes either a natural resource OR a manufactured product for each region.	The brochure includes at least one natural resource and/or at least one manufactured product for each region.	The brochure includes one or more natural resources and one or more manufactured products for each region.	The brochure includes three or more natural resources and three or more manufactured products for each region.
Communities	The brochure has a type of community for one region, but not all five.	The brochure has a type of community for 3 of the regions, but not all five.	The brochure has a type of community for all five regions.	The brochure has a type of community for all five regions and explains each of the types.

Product Rubric for Performance Task 1

<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 or does not include all requirements AND some information is not accurate.	The product is not complete and research and information is not completely accurate.	The product is neat and includes all items required. Research and information is accurate.	The product is neat, includes all items required. Information, research, and illustrations are accurate. The product is neat and shows evidence that it was well thought out.
Oral Presentation	Student doesn't speak clearly and loud enough to be heard.	Student speaks clearly and loud enough to be heard, but does not present entire brochure.	Speaks clearly and loud enough to be heard and brochure is completely presented. Makes eye contact with the audience.	Speaks clearly and loud enough to be heard. Brochure is completely presented. Additional items added. Makes eye contact with the audience

Content Rubric for Performance Task 2

<u>Criteria</u>	<u>Not Yet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Roles	The roles of the president, mayor, OR governor is identified.	The roles of the president, mayor AND/OR the governor is identified.	The roles of the president, mayor, and governor is identified.	The roles of the president, mayor, and governor is identified and the current names of the person's in these roles is stated.
Duties/Responsibilities	At least one duty and responsibility for the president, mayor, and governor is listed.	At least two duties and responsibilities for the president, mayor, and governor is listed	Three duties and responsibilities for the president, mayor, and governor is listed.	More than three duties and responsibilities for the president, mayor, and governor is listed.
Explanations of duties/responsibilities	Student does not explain why each person has the duties/responsibilities that they have.	Student explains for only one role why they have the duties/responsibilities that they have.	Student explains for all three roles why they have the duties/responsibilities that they have.	Student explains for all three roles why they have the duties/responsibilities that they have and gives additional duties/responsibilities these roles might have, with explanations.
Where Do They Work?	Student only explains where one of the roles works.	Student explains where two of the roles work.	Student explains where all three roles work.	Student explains where all three roles work, and gives visuals for the places.

Product Rubric for Performance Task 2

<u>Criteria</u>	<u>Not Yet</u>	<u>Needs Improvement</u>	<u>Meets Standards</u>	<u>Exceeds Standards</u>
Visual Appearance	The product is not organized AND words/illustrations are not used effectively.	The product is organized but both words/ illustrations were not used effectively.	The product is neat, organized and words/illustrations are used effectively.	The product looks great. A variety of materials is used. Both words /illustrations are used effectively. The product is organized and shows evidence that it was created with much attention to detail.
Oral Presentation	Doesn't speak clearly and loud enough to be heard.	Speaks clearly but not loud enough to be heard.	Speaks clearly and loud enough to be heard.	Makes eye contact with the group, uses facial expressions, uses enthusiasm, and speaks clearly and loud enough to be heard.

Resources for Unit

<http://www.archives.gov/index.html>

National Archives

<http://geology.com/state-map/georgia.shtml>

Georgia Maps

<http://www.50states.com/georgia.htm>

Georgia Facts and Important Information

<http://www.mcwdn.org/ECONOMICS/GoodService.html>

Goods and Services Examples

<http://www.yorkville.k12.il.us/webquests/webqknutson/webqstknutson.html>

Goods and Services WebQuest

http://www.econedlink.org/lessons/EM642/em642_popupActivity6.html

Goods and Services activity

<http://streaming.discoveryeducation.com/search/assetDetail.cfm?guidAssetID=D331E6B4-6A3B-4F97-80B3-761B01D98648>

United Streaming Video (If you cannot use this direct link, go to www.unitedstreaming.com, type Government in the search box, and scroll down the results page to the video labeled “TLC Understanding Government.”)

<http://www.past-to-present.com/showitems.cfm?CategoryID=5791636>

Past and Present forms of transportation

<http://library.thinkquest.org/CR0213900/>

Five Regions of Georgia

<http://www.enchantedlearning.com/usa/states/georgia/>

Georgia Information and Resources

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 7/24/2008.

Our Leaders!

Standards:

SS2CG1 The student will define the concept of government and the need for rules and laws.

SS2CG2 The student will identify the roles of the following officials: a. President, b. Governor, c. Mayor

SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the USA and the state of Georgia by locating them on appropriate maps.

Task:

You are going to create a "hanger mobile" that tells about the roles of our President, our Governor, and our Mayor.

Materials:

- One wire hanger
- Information cut-out sheet (attached) that includes:
 - Labels for the 3 types of leaders
 - Picture cards of the leaders
 - Place cards that show where they work
 - Job description cards that tell what the leaders do

****Option: Teachers can print the cut-out sheets on card stock for instant use, or on regular paper for students to cut out and glue on index cards.*

- Yarn or string
- Hole puncher
- Tape

Directions:

1. You will cut out all of the information cards.
2. Punch a hole in each card.
3. Cut yarn (about 12 pieces) to attach the cards to each other.
4. You need to put the information cards in the correct order. (see teacher's example)
5. Once finished, you will need to present your "Leader Mobile" to the class and explain why you put the cards where you did.
6. Lastly, you will choose which leader you would prefer to be (Mayor, Governor, or President) and complete the sheet your teacher gives you.

Who Do I Want to Be...Governor, Mayor, or President?

Name _____ Date _____

I have decided that I want to be _____.

The reasons I want to be _____, is because (list 3 reasons why):

1. _____

2. _____

3. _____




These are the things I would change if I were the

_____:

1. _____

2. _____

3. _____

<p>•</p> <h1>Governor</h1>	<p>•</p> <h1>Mayor</h1>	<p>•</p> <h1>President</h1>
<p>•</p> <h2>White House</h2>	<p>•</p> <h2>City Hall</h2>	<p>•</p> <h2>State Capitol</h2>
<p>•</p> 	<p>•</p> 	<p>•</p> 
<p>•</p> <ul style="list-style-type: none"> • Signs and enforces rules and laws for a city or community • Takes advice from city council 	<p>•</p> <ul style="list-style-type: none"> • Signs and enforces laws • Leader of the Army, Navy, Air Force, and the Marines • Makes friends with other countries. 	<p>•</p> <ul style="list-style-type: none"> • Signs and enforces laws • Leader of the state national guard • Listens to advice of the General Assembly

Example of Distribution of Power Flipbook:

1. Take a piece of paper and fold it hotdog style (lengthwise)
2. Have students cut two lines vertically as seen below, but ONLY cut the top half.
3. Have students to draw pictures on the outside where each individual lives.
4. In the inside, have the students write under the “flap” what they drew on the front and why.

Outside: (top)

Cut Here		Cut Here
Where the Mayor Works (Drawing of where your city or town’s mayor works)	Where the Governor Works (Drawing of where the current mayor works)	Where the President Works (Drawing of where the current president works)

Inside: (bottom)

Explain what the mayor does and why his/her job is important. Also, tell why the mayor gets to make the choices he/she does.	Explain what the governor does and why his/her job is important. Also, tell why the governor gets to make the choices he/she does.	Explain what the president does and why his/her job is important. Also, tell why the president gets to make the choices he/she does.
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Teacher's Guide to Making a "Yummy" Map of Georgia

Learning Georgia's Physical Geography Through Making an Edible Map

Grade: 2

Subject: Social Studies

Standard:

SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.

- a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.
- b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint



Description:

This lesson is messy, but fun! The students will extend their learning of Georgia's regions and major landforms by making an edible map. They will use different edible objects to display the different topographical features of our state. Therefore, this lesson should follow or accompany a study of Georgia's five geographical regions as well as Georgia's 7 major rivers.

Tasks and Concepts:

Students will be able to create, describe, and represent Georgia's regions, rivers, and landforms.

Materials (This recipe makes about 25 maps):

- cookie dough (see recipe below)
- 1 reference map of Georgia's regions (per student)
- 1 sheet of wax paper (per student)
- coconut (dyed green)
- blue icing (the gel kind that comes in a tube)
- chocolate chips
- M&Ms
- 7 pre-made toothpick flags (to label Georgia's 7 major rivers)

Dough Recipe:

- * 2 cups smooth peanut butter
- * 2 1/2 cups powdered milk
- * 2 1/2 cups powdered sugar
- * 2 cups white corn syrup

Procedures:

1. Pre-make and separate the dough at home.
2. Pre-make and label toothpick flags with the following names to show Georgia's 7 major rivers (make sets of 7):
 - a. Ocmulgee
 - b. Oconee
 - c. Altamaha
 - d. Savannah
 - e. St. Mary's
 - f. Chattahoochee
 - g. Flint
3. Talk with the students about the unit they've been working on and introduce today's culminating activity.
4. Do a sample model for the students.
5. Give each student or group of students (two or three at the most), the reference map.
6. Allow students to look at the map to find Georgia's regions and geographical features.
7. Tape a piece of wax paper on top of each student's reference map.
8. Give each student (or group) a portion of the dough.
9. Have the students shape the dough into the shape of Georgia using the reference map beneath for help.
10. Once the map is shaped, have the students place the edible objects that represent the landforms onto the map. (They may peek back and forth at the reference map underneath for hints.)
11. Have the students to place their pre-labeled toothpick flags on each river representation.
12. When the map is finished, have the students to share and compare their map with the rest of the class. (Allow the students to look for and make any corrections needed.)
13. Look at each map and assess using the attached rubric.
14. EAT!!!

Student Activity

A “Yummy” Map of Georgia’s Regions and Landforms!

Name _____

Date _____

What You Need:

- 1 ball of cookie dough
- 1 guide map of Georgia’s regions
- 1 sheet of wax paper
- green coconut
- blue icing
- chocolate chips
- M&Ms
- 7 toothpick flags (to label Georgia’s rivers)



How to do it:

1. Put your map of Georgia on your desk.
2. Put your sheet of wax paper ON TOP of your map. Let your teacher tape it down so that it does not move.
3. Spread the cookie dough into the shape of Georgia. (Use your map to help you!)
4. Put the chocolate chips on top of the BLUE RIDGE MOUNTAINS, THE RIDGE AND VALLEY, AND THE APPALACHAIN PLATEAU.
5. Put M&Ms over the PIEDMONT.
6. Put the green coconut over the COASTAL PLAINS.
7. Use the blue icing to show Georgia’s 7 major rivers.
8. Use your guide map to check your work to make sure that you have put regions, landforms, and rivers in the right place!
9. Compare your map with a partner. See where they put Georgia’s regions and landforms!
10. Have your teacher to check your work.
11. EAT!!!