

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 1 – “Connecting Themes Used in Second Grade Social Studies”

Elaborated Unit Focus

This unit is designed to introduce students to the six themes that will feature prominently in second grade social studies. Activities will focus on *distribution of power; individuals, groups, and institutions; location; production, distribution, and consumption; scarcity; and time, change, and continuity*. At the conclusion of this unit students should demonstrate effective use of the enduring understandings, and apply the enduring understandings to their lives and to prior knowledge.

Standards/Elements

This unit is designed to teach the themes used in the course. The standards listed with each activity in the balanced assessment plan may be introduced in the unit, but will be taught in greater depth throughout the school year. These themes will provide the scaffolding needed for the study of Social Studies for the school year.

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.*

- Who makes the rules in your home?
- Who makes the rules at our school?
- How are the rules in our classroom different from the rules in our school?
- Why do you have the chores that you are responsible for?
- How are your chores different from your brothers’ or sisters’ chores?
- What jobs will students be responsible for in our classroom? Why?
- What jobs with the teacher be responsible for in our classroom? Why?

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 do can help or harm others whether they mean to or not.*

- What happens when you choose to break a rule at home? School?
- Why do you think people break rules at school? At home?
- Why is it important to make good choices?
- What does it mean to be a good citizen?

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 did your family decide to live in this city or town? (Be sensitive to all answers)
- How is the beach different from the big city?
- What things can you do on a farm?
- What things can you do in a big city?
- Why do people live in different parts of Georgia?

Production, Distribution, and 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.

- What are some products that are made or grown in Georgia?
- How do stores get the products you want to buy?
- How do you get the things you want and need?
- How do you get things that are not made in Georgia?
- Why do stores in our area not sell snow shovels (or another item appropriate for your community)?

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 happens when you go to a store to buy your favorite toy and they are sold out?
- Why do some things cost more than others?
- How do we make sure we have enough time in our school day to do everything we need to do?

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 has your family changed and stayed the same since you were a baby? (teachers should be sensitive to those children in foster care situations, or who have parents that have died, divorced, etc.)
- How has school changed and stayed the same since kindergarten?

What kinds of things have people always needed to survive?

*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
All themes Students will match the themes taught with pictures of examples of each theme. (see attachment) <u>Modifications</u> <ul style="list-style-type: none"> Assist with reading printed material 	All themes	Selected Response
Distribution of Power In groups, students will conduct a survey to ask other students and teachers about home and school rules. They can use the results to create tally tables, picture graphs, or bar graphs. (Suggestions for survey questions: Do you have chores? Do you have homework? What kind of rules do you have at home/school? Why do you have rules at your house/school? Who makes you follow the rules at home/school?) Conclude with a discussion about why students must do some things that they are told to do, and why they are allowed to choose other things that they do. <u>Modifications</u> <ul style="list-style-type: none"> Assist student with writing/drawing Peer paired working arrangement Dictate information to be written Assist with student survey questions 	Distribution of Power M2D1a	Constructed Response/ Dialogue and Discussion
Individuals, Groups, & Institutions The class will create their own classroom economy within the classroom. Jobs will be assigned or students will apply for jobs within the classroom (police officer, mayor, banker, etc.). Students will name their new “town,” and then develop the rules and laws that will be followed. Students will get paid for their jobs and use the money to buy classroom supplies. This economy can be implemented for this unit only OR the entire year. <u>Modifications</u> <ul style="list-style-type: none"> Check for understanding of assignment Review meaning of law and rule Assist with any written work 	Individuals, Groups, Institutions	Observation/self-assessment
Location Students will write a journal entry on What My Life is Like in a _____ (City, Farm, Coastal, Mountain) Community. Students will also make illustrations to show what life is like in the community of their choice. Students can use relevant teacher-selected books for ideas.	Location ELA2W1a	Self-Assessment

<u>Modifications</u> <ul style="list-style-type: none"> • Peer paired working arrangement • Dictate information to be written • Assistance with reading material • Review orally with student prior to writing • Assist with illustrations 		
Scarcity Scarcity Skit: The teacher will remove a chair from the classroom. When the students notice the missing chair, the teacher will observe student reactions. <i>The teacher will use this skit to make a real-life connection to the concept of scarcity.</i> <u>Modifications</u> <ul style="list-style-type: none"> • Check for understanding of term scarcity 	Scarcity SS2E1	Observation
Time, Change, and Continuity Students will create a time line of their lives up to the present. Each student will bring in a baby picture (or draw themselves as a baby if no photo available) and the teacher will have the students bring in a current picture (or teacher can take pictures of the children). On their time line, students will write the year they were born and each year up to the present. On each year, they will tell something that happened in that year (began 1 st grade, played baseball, moved to a new place, etc.). Students will present their time line to the class and explain to everyone how they have changed. <u>Modifications</u> <ul style="list-style-type: none"> • Assist with written work • Dictation of written work • Review orally prior to presentation 	Time, Change, Continuity Information Processing Skills 2,7	Dialogue and Discussion

Resources for Unit

<http://ecedweb.unomaha.edu/home.cfm>
EcEdWeb, the Economic Education Web is your portal to economic education resources in all forms and at all levels.

<http://www.economicswisconsin.org/minisociety.htm>
 Resource to teach students financial literacy and economic understanding

<http://ecedweb.unomaha.edu/lessons/saveK-2.pdf> great lessons on scarcity, saving money, and society

<http://www.proteacher.com/090041.shtml>
 Economics plans for teachers

<http://ted.coe.wayne.edu/sse/lesson/law.htm>

Rules and Laws plan

<http://www.learningtogive.org/lessons/unit83/lesson3.html> Location affects society's culture and development

www.congresslink.org/ Continuity and Change in the Governing of the United States

This unit was created by Julie Ott Branyan, Kanessa Fain, Michael Forehand and Christina Freeman approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 5/27/08.

Unit 1 Theme Activity

Name: _____ Date: _____

Matching

Directions: Draw a line to connect each theme with the correct picture.

1. Rules and Laws

2. Location

3. Needs, Time, and Change

4. Products

5. Citizenship



Connect to Your Everyday Life

Bonus Question: Every store in your community is **SOLD OUT** of a new toy that lots of kids want to buy. Using the word bank, choose the theme that tells what has just happened. Explain why you made your choice.

products

location

scarcity

needs

citizenship