

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 5 – “Georgians and Civil Rights”**

### **Elaborated Unit Focus**

During this unit, students will learn about two native-born Georgians who were influential in the Civil Rights Movement: Jackie Robinson and Dr. Martin Luther King, Jr. Using the theme of *individuals, groups, and institutions*, students will explore why each of these men was significant and the changes that he helped to make in society. The themes of *location* and *time, change, and continuity* will help students understand the cultural changes that occurred because of the Movement. Finally, students will use the theme of *scarcity* to discuss opportunity cost and choice-making within in the context of Robinson and King’s lives.

### **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.**

- a. Identify specific locations significant to the life and times of each historic figure on a political map.
- b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure.
- c. Describe how each historic figure adapted to and was influenced by his/her environment.
- d. Trace examples of travel and movement of these historic figures and their ideas across time.
- 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.

**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.**

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

**Info Skills: 1,3,6,7,9,10**

### **Enduring Understandings/Essential Questions**

**Individuals, Groups, & 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.***

- What is liberty?
- What does liberty mean to you?
- Why is it important for all American citizens to have the same rights and freedoms?
- What is sportsmanship?
- What is civility?
- How do you show sportsmanship and civility in your own life?
- How did Jackie Robinson's decision to demonstrate sportsmanship and civility affect today's American sports?
- How did Dr. King's work for civil rights affect the way we live today?
- What are some things people like Dr. King did to help all Americans have the same rights and freedoms?
- Why was it important for people like Dr. King to fight for civil rights?

**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.***

- What is segregation?
- How did segregation affect the lives of many Americans?
- What is integration?
- How did integration affect the lives of many Americans?
- During the days of Dr. King and Jackie Robinson, was life for African-Americans easier in southern states or northern states? Why?
- What are some reasons why it was/is harder for African-Americans to be treated fairly in the South than it was in the North?
- How is life in Georgia different today than it was during the days of Dr. King?

**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.***

- Why did many African-American citizens move to northern states during the days of segregation?
- During the days of Dr. King and Jackie Robinson, why was it sometimes more important to work than to get an education?
- How did the Montgomery Bus Boycott have an effect on the bus companies?
- How did Dr. King's fight for workers' rights help underpaid workers?
- How did Jackie Robinson help other athletes to get jobs as professional athletes?

**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 have civil rights changed since the days of Dr. Martin Luther King, Jr. and Jackie Robinson?
- What are some rights and freedoms that you have today that your parents and grandparents may not have had?
- What are some ways that schools, sports, and public places have changed since the days of Dr. King and Jackie Robinson?

What kinds of struggles did African-Americans have in the days of Dr. King that they do not have today?

\*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
<b>K-W-L Chart</b> What do you know about Georgia during the Civil Rights Era? What do you want to know? What have you learned? (see attached form)	2H1	Informal Teacher Observation/Discussion Dialogue/Discussion
<b>Character Web</b> Students will create a character web about Jackie Robinson's life. Students will include character traits, details about his life, and accomplishments.(see attached form)	2H1a, CG3	Constructed Response
<b>News Headline</b> This will outline the life, character traits, and accomplishments of Dr. Martin Luther King, Jr. (see attached form)	2H1a, CG3	Constructed Response
<b>Web Quest</b> Students will complete the Web Quest from the site listed below. Teachers need to make sure to go on the site first to view the Web Quest and print off anything needed to complete this task. <a href="http://cte.jhu.edu/techacademy/fellows/Medvetz/webquest/">http://cte.jhu.edu/techacademy/fellows/Medvetz/webquest/</a>	2E1	Observation/ Teacher Assessment
<b>Scarcity Comic Strip</b> Teacher will revisit Scarcity Skit from Unit 1. After a more in depth study of scarcity students will create their own comic strip where they will make up their own situation about scarcity. <a href="#">This site</a> might help students create the skit, if Internet access is available. Otherwise, students can visit <a href="#">this site</a> for a printable template.	2E1	Constructed Response

<b>“Making Economic Choices”</b> Students will complete the attached activity.	2E1	Selected Response/Constructed Response
<b>“A Walk Back in Time”</b> As a class, students (with teacher guidance and/or in a computer lab) will visit the National Archives website below <a href="http://www.archives.gov/education/lessons/jackie-robinson/">http://www.archives.gov/education/lessons/jackie-robinson/</a> and they will complete the following activity: <ul style="list-style-type: none"> <li>Teacher will create a large 2-column chart. One side labeled “Civil Rights Georgia” and the other column “Georgia Today”.</li> <li>Using the website listed, students will look at pictures of Georgia during the Civil Rights Era and pictures of Modern Georgia.</li> <li>Students will write down ways “Civil Rights Georgia” are alike and different from “Georgia Today” on pieces of paper or post-it notes.</li> <li>They will add similarities and differences to the class chart on a continuous basis.</li> <li>Students should continue to add their findings to the class chart.</li> <li>Students will then discuss their findings with their classmates.</li> </ul>	2G2  Info Skill: 1	Class Discussion/Selected Response/Teacher Observation
<b>“Segregation”</b> <b>The 5 “W” Chart</b> Students will complete the attached graphic organizer where they will fill in who, what, where, when, and why.	2H1	Constructed Response
<b>Words That Change</b> Both Jackie Robinson & Dr. Martin Luther King worked to make huge changes in society with words and deeds rather than force and violence. Help students read documents/speeches written by the two men, and chart effective language that they used. Then, students will write letters and/or speeches persuading others to support some sort of change in their school, community, or the world at large. Selected speeches and writings: <ul style="list-style-type: none"> <li><a href="#">I Have a Dream</a> – Dr. King</li> <li><a href="#">I Have a Dream</a> – video clip – Dr. King</li> <li><a href="#">I’ve Been to the Mountaintop</a> – Dr. King</li> <li><a href="#">The Drum Major Instinct</a> – opening of The King Center’s website – Dr. King</li> <li><a href="#">Letter to President Eisenhower</a> – Jackie Robinson</li> <li><a href="#">Telegram to the White House following attacks on marchers in Selma, AL</a> – Jackie Robinson</li> <li><a href="#">This I Believe</a> – Jackie Robinson</li> </ul>	2H1a,b ELA	
<b>Quiz</b> Students will complete the attached quiz on this unit.	2H1, 2G2, CG3, 2E1	Selected Response

**Sample Performance Task**  
**“Stamping Out Unequal Rights”**

**Individuals, Groups, & 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.***

Standards: SS2H1, SS2CG3

You are an employee of the US Postal Service. They are having a contest to see who can create the best new stamp! You are going to enter the contest. The actual stamp has to represent Dr. Martin Luther King, Jr. **OR** Jackie Robinson. On your stamp you will have to create symbols or a picture that represents the person of your choice (use attached template if needed). You need to think about character traits (civility, sportsmanship, liberty) and accomplishments of these individuals. You will also write to explain why you chose the symbols or picture you created.

For your stamp to be considered into the contest, you will need to follow the guidelines listed below. This can be in the form of a paragraph that goes along with your stamp, an advertisement that you would want used with your stamp if it was chosen as the winner, or whatever your imagination leads you to do. Make sure that you answer all *four* of the questions, and use facts that you have learned about Dr. King or Mr. Robinson to help support your answers.

1. Write about what your person experienced with unequal rights.
2. Describe how he overcame being treated unfairly.
3. Detail what he had to do to succeed in life.
4. Explain what character traits your person exhibits.

You will have to present your newly created stamp and your explanations to the Postal Service, and the class will vote to see which stamp is selected for each historical figure.

### Content Rubric for Performance Task

<b>Criteria</b>	<b>Not Yet</b>	<b>Needs Improvement</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Written portion explains historical figure's experiences with unequal rights	Written portion discusses the historical figure in vague terms, rather than giving specific examples or facts	Written portion mentions historical figure's experiences with unequal rights, but does not give specific examples or facts to explain it.	Written portion explains historical figure's experiences with unequal rights, and gives specific examples and facts to explain it.	Same as meets, plus student's work also explains what the figure did to encourage equal treatment of all people.
Written portion explains historical figure's work to encourage equal rights for all people.	Written portion simply states facts about historical figure, with no connection to his equal rights work.	Written portion mentions historical figure's work for equal rights, but does not explain it or support it with details and examples.	Written portion explains historical figure's equal rights work and supports this explanation with examples and details.	Same as meets, plus student's written work also explains how the equal rights efforts of the historical figure affected other people.
Written portion explains how historical figure's work for equal rights affected his community, country, or the world.	Written portion does not discuss historical figure's equal rights work.	Written portion mentions historical figure's equal rights work as a personal act – does not discuss its implications for other people or the larger community.	Written portion explains how historical figure's equal rights work affected not only himself, but also other people in his community, the country, or the world.	Same as meets, plus student's written portion explains how the figure's actions are still celebrated today (holidays, ceremonies, the fact we study these two figures in school, etc.).
Stamp accurately portrays the historical figure.	Stamp portrays a random person, with no clues as to who that person actually is.	Stamp portrays the historical figure, but he is only identifiable by name; no other clues are given.	Stamp portrays the historical figure, and he is identifiable through other pictures or words included on the stamp.	Same as meets, plus student's stamp also gives clues as to the time period in which the historical figure lived.

### Product Rubric for Performance Task

<b>Criteria</b>	<b>Not Yet</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>	<b>Exceeds Standards</b>
Stamp and written work are easy to "read" and are presentable to others.	The stamp and written are not presentable, because others would not be able to tell what the stamp showed or what the author was trying to say.	The stamp and written work are presentable, but the audience would have many questions about what both the stamp and writing meant.	Both the stamp and written work are presentable to others, and are easily understood by the audience.	Same as meets, plus the student includes direct links within the written work back to the images included on the stamp.
Student's presentation of the written work and stamp are appropriate.	Student doesn't speak clearly and loudly enough to be heard, even though the written work is acceptable.	Student speaks clearly and loudly enough to be heard, but only discusses some of the items within the written work.	Speaks clearly and loudly enough to be heard and all written work is well-explained and discussed.	Makes eye contact with the group, uses facial expressions and gestures, uses enthusiasm, and speaks clearly and loudly enough to be heard. All items in written work are explained and presented.

**Resources for Unit**

<http://www.biography.com/search/article.do?id=9460813>

Jackie Robinson biography

<http://www.jackierobinson.com/>

Biography site – Estate of Jackie Robinson

<http://www.archives.gov/education/lessons/jackie-robinson/>

Great lessons on Civil Rights Advocate Jackie Robinson

[http://nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-bio.html](http://nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html)

Information on Martin Luther King Jr.

[http://gale.cengage.com/free\\_resources/bhm/bio/king\\_m.htm](http://gale.cengage.com/free_resources/bhm/bio/king_m.htm)

Biography of Martin Luther King Jr.

<http://www.infoplease.com/spot/mlkjrday1.html>

Great site for Civil Rights information

<http://cte.jhu.edu/techacademy/fellows/Medvetz/webquest/>

Great WebQuest for Economics

<http://www.civilrightsmuseum.org/>

Great resource

<http://www.nps.gov/malu/>

King Birthplace National Historic Site

<http://www.newgeorgiaencyclopedia.org>

Find information on Dr. King, the Movement in Georgia, etc.

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 8/26/08.



# Civil Rights Georgia K-W-L Chart!

*Directions: You will be using this chart for the entire unit. Before we begin, write down everything you know about Georgia during the Civil Rights Era. Next, think of some things you want to know about Georgia during that time. After the unit is finished, write down what you have learned.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**KWL Chart**

L	
W	
K	



# Extra! Extra!

# Read All About It!

Volume 1, Issue 1

## Who is Dr. King?

Insert students' information here about who Dr. King was. Include things like:

- Where he was born
- His education
- His job
- His family

## Fighting for Freedom

Make a list of the types of unfair things Dr. King fought against.

## Making a Change!

Write things Dr. King did to help all Americans to have the same freedoms.

## Times Have Changed!

Talk about how life in Georgia today is different than it was during the days of Dr. King.

## Character Counts!

Insert a list of Dr. King's positive character traits.

## Dr. King's Legacy!

Insert students' information here about how Dr. King's work affects how we live today.

# Making Economic Choices!

Name \_\_\_\_\_

Date \_\_\_\_\_

## Remember:

People cannot always have everything they want. Many times, people have to make economic choices. What people give up to get what they choose is called the **opportunity cost**. What people get is the **benefit**.

## What Happened:

Over the past six months, you have saved \$40. You can buy a video game today. Or, you can keep saving your money and buy the new bicycle you've been wanting. What are the costs? What are the benefits?

## Your Task:

Think about your situation. If you choose to buy the video game now, what will you give up? What will you get? What will happen if you wait and buy the bicycle you wanted? Cut out the squares below and glue them in the correct space.

## Your Choices

Choices	What I Must Give Up (Opportunity Cost)	What I Will Get (Benefit)
If I buy the video game,		
If I buy the bicycle,		

## Cut and paste in the correct space.

I will NOT get my new bicycle.	I will NOT get a video game.	I will get to enjoy my video game today.	I will get to ride my brand-new bike!
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## Georgians and Civil Rights Quiz

Name \_\_\_\_\_

Date \_\_\_\_\_

### Fill in the Blank

Directions: Using the words in the *word bank*, write your answers in the spaces below.

**Jackie Robinson**

**Citizens**

**Dr. Martin Luther King, Jr.**

1. \_\_\_\_\_ changed American baseball by becoming one of the first African-American professional baseball players in the major leagues. He helped to change the way African Americans were treated in sports.
2. We all are \_\_\_\_\_, which means we live and belong in the United States.
3. \_\_\_\_\_ was a minister and a civil rights leader. He worked hard to change the laws and customs that allowed African-Americans in the South to be treated unfairly.

### Multiple Choice

Directions: Circle the correct answer.

4. Which is a character trait that Jackie Robinson showed?
  - a. Justice
  - b. Sportsmanship
  - c. Liberty
5. What was the name of the system that allowed African-Americans to be treated differently and unfairly?
  - a. Freedom
  - b. Civility
  - c. Segregation
6. Four students want to buy backpacks at a local store. There are only three on the shelf. This situation is called:
  - a. scarcity
  - b. surplus
  - c. value

7. What did Jackie Robinson do to earn a living?
  - a. Teach at a local elementary school.
  - b. Play professional baseball.
  - c. Pilot airplanes.
8. When you give up something to get something you want, the thing you give up is called the:
  - a. opportunity cost.
  - b. price.
  - c. benefit.
9. Which of these words is another word for **liberty**?
  - a. right
  - b. citizen
  - c. freedom
10. Where was Dr. Martin Luther King born?
  - a. Washington, D.C.
  - b. Atlanta, Georgia
  - c. Chicago, Illinois
11. A \_\_\_\_\_ is a freedom that the government must protect. All citizens of the United States have these.
  - a. right
  - b. citizen
  - c. freedom

**True or False?**

**Directions: Read each sentence. Based on what you have learned, decide if the statement is true or false. If it is *TRUE*, write a *T* on the line. If it is *FALSE*, write an *F* on the line.**

12. \_\_\_\_\_ ALL Americans have always had equal rights.
13. \_\_\_\_\_ Georgians like Jackie Robinson and Dr. Martin Luther King, Jr. worked hard so that all people could be treated fairly.
14. \_\_\_\_\_ Segregation allows everyone to be treated equally.
15. \_\_\_\_\_ It is important for all Americans to have the same rights and freedoms.

**Short Response:**

**Directions:** Read the question below. Write your answer in complete sentences. Be sure to include as many details as you can.

*Question: Tell how Georgia during the Civil Rights Era is alike and different from Georgia today. Talk about how people were treated as well as how schools, sports, and public places have changed.*

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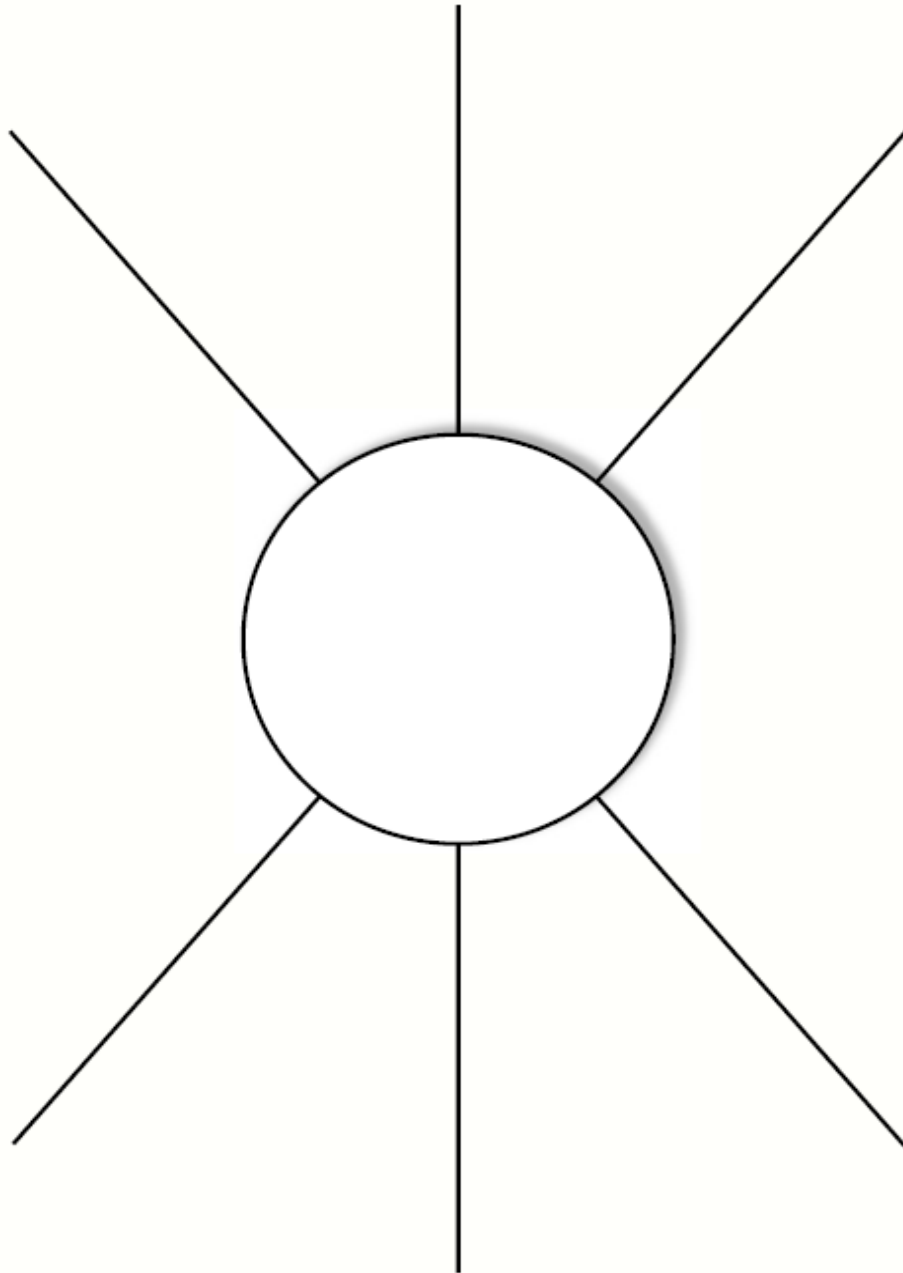
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# Who is Jackie Robinson?

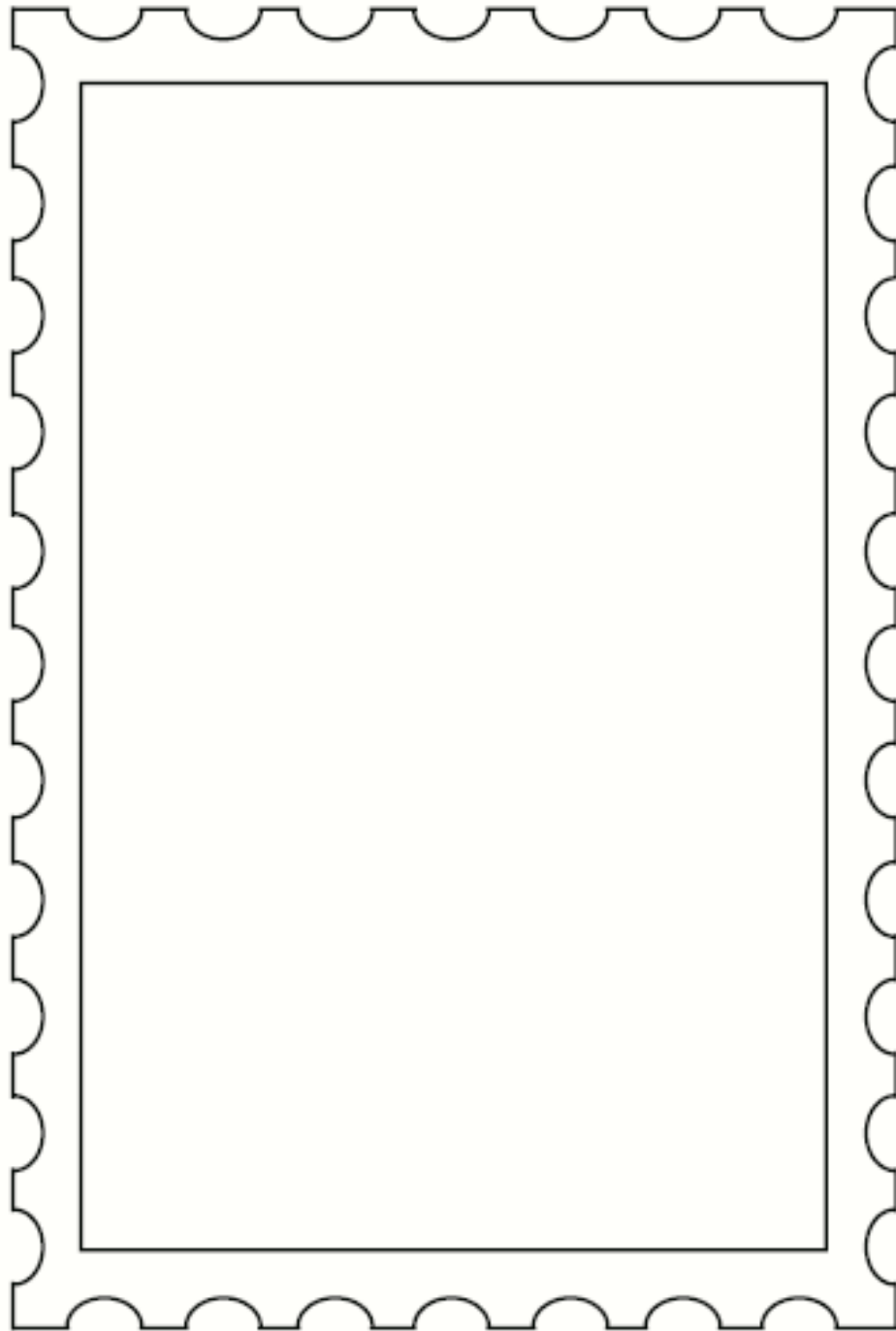
*Directions: Write Jackie Robinson's name in the middle. On each line, write ways that Jackie Robinson had a positive influence on the world around him through his character traits and accomplishments. You may use your social studies book, or any other resources available to you, to help.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**Description Wheel**



## Postage Stamp





# What is Segregation?

Name \_\_\_\_\_ Date \_\_\_\_\_

## Five W's Chart

Fill in each row with details that answer the question.

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

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 8/10/08.