

Georgia Caroline Visits the State Capitol
Historical Citizenship Traits

Grade	2nd
Topic	Historical Citizenship Traits
Standard	<p>Standard: SS2H1, Describe the lives and contributions of historical figures in Georgia history.</p> <p>a. James Oglethorpe, Tomochichi, and Mary Musgrave (founding of Georgia) d. Martin Luther King, Jr. (civil rights) e. Juliette Gordon Low (Girl Scouts and leadership) f. Jimmy Carter (leadership and human rights)</p> <p>SSC2G3, 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.</p>
Materials	<ul style="list-style-type: none"> ● Short biographies of Jimmy Carter, James Oglethorpe, Tomochichi, Juliette Gordon Low and Martin Luther King, Jr. (select by appropriate Lexile levels) ● Historical citizenship traits (student sheet)
Activating Strategy	<p>Display the words <i>honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion</i> on the board.</p> <p>Turn & Talk (SIOP): Discuss what each of these words mean with your partner.</p>
Instruction (Teacher)	<ul style="list-style-type: none"> ● The teacher will briefly review what each citizenship trait means and provide an example of each. ● Point out that the text references Jimmy Carter, James Oglethorpe, Tomochichi, Juliette, Gordon Low, and Martin Luther King Jr. as people that have made contributions to the state of Georgia. ● Explain that students will be looking for the contributions of these historical figures. Display an exemplar response for a historical figure listed in the standard but not in the book. ● Assign each student (or allow student choice) a person from the list. Distribute the short biography for each student's assigned historical figure. ● Have students read the biography independently or with partners (PALS). ● Distribute the related student sheet. From the reading

	<p>material, have students identify one relevant citizenship trait and provide an example of how the figure demonstrated the trait.</p> <ul style="list-style-type: none"> ● Extension: Have students provide an example of how they can exhibit the trait in their own life as well.
<p>Application (Student)</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● read a short biography on an assigned historical figure. ● identify a contribution related to a character trait. ● relate a character trait to personal life experience.
<p>Closing</p>	<p>Gallery Walk (SIOP): Instruct students leave the graphic organizer on their desks. Have them rotate around the room stopping at each desk to read the responses. Students will read about contributions by other historical figures in the process.</p>
<p>Differentiation</p>	<p><u>Remediation</u> :</p> <ul style="list-style-type: none"> ● Utilize the Read/Write Google feature for read aloud of articles. ● Provide sentence frames (ex. _____ contributed to the state of Georgia by _____). <p><u>Acceleration</u> : Utilize higher Lexile level texts for advanced students.</p>