

## Social Studies Learning Plan

### Big Idea/ Topic

#### Georgia's Leaders: Juliette Gordon Low

##### **Connecting Theme/Enduring Understanding:**

Conflict and Change: Conflict causes change.

Individuals, Groups, and Institutions: What people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location: Where people live matters.

Time, Change, and Continuity: Some things will change while other things will stay the same.

**Essential Question:** How did Juliette Gordon Low make our lives better? How is my life similar to and different from the life of Juliette Gordon Low?

### Standard Alignment

**SS2H1 Describe the lives and contributions of historical figures in Georgia history.**

- e. Juliette Gordon Low (Girl Scouts)

**SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1.**

- b. Describe how Juliette Gordon Low was influenced by her environment.

##### **Connection to Literacy Standards for Social Studies and Social Studies Matrices**

**ELAGSE2RI1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**ELAGSE2W2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**ELAGSE2SL1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Common and Proper nouns are a review of 1<sup>st</sup> grade convention standards)

**ELAGSE2L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

##### **Information Processing Skills –**

- Compare similarities and differences.
- Identify and use primary and secondary sources.

## Instructional Design

**\*This lesson has a flexible timeline and will cross over several days.**

**This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.**

**Part 1:** Share the picture on slide 2 of [the PowerPoint](#). Use the strategy chart next to the picture to help students generate questions about the picture. If necessary, encourage students to generate questions and answers about the founder of the Girl Scouts or about the Girl Scouts in general. Set a timer for 2 minutes. Have students jot and/or draw everything they know about Girl Scouts. Give students time to share their responses. Use student responses to determine what students know about Juliette Gordon Low and how deeply you need to cover simple concepts.

Ask students if they have ever had Girl Scout Cookies and which cookies were their favorite kind or discuss any other common topic that came up in their responses. Ask the students if they know who founded the Girl Scouts of the USA, and explain that Juliette Gordon Low, from Savannah GA, founded the Girl Scouts.

**Graphic Organizer:** Use an online whiteboard such as <https://whiteboard.fi/> Split the board into three columns to create a KWL chart. Ask students to tell you what they know about the Girl Scouts/Juliette Gordon Low. Have the class brainstorm what they want to know about the Girl Scouts/Juliette Gordon Low and record the information on the whiteboard chart. Students could also work in groups or independently to complete the KWL organizer included below.

Read the book *Here Come the Girl Scouts* by Shana Corey. You can do your own reading or use the YouTube video below.

- Storybook Express with Ruby Choo Choo: [Here Come the Girl Scouts](#) by: Shana Corey

While you are reading pause or stop the video to model asking questions about the story. Continue to pause or stop the video periodically throughout the story. Allow students to ask questions. Add the questions to the whiteboard chart.

When you finish reading discuss what was learned from the text. Record what students learned on the KWL chart.

Have students add to their chart and draw and write about what they learned in their interactive notebooks or journals.

**\*Unplugged variation –** Have students study slide 2 with a helper. Discuss the questions with a helper and have students record their answers in their interactive notebooks or journals. Have students study slides 3 and 4 and jot everything they know about Juliette Gordon Low in their interactive notebooks or journals. Have students complete the attached KWL chart. If possible, provide students with a copy of *Here Come The Girl Scouts*. If students have access to the internet they can watch the read aloud video [Here Come the Girl Scouts](#). If you cannot provide students with a copy of the book, consider compiling information from the book to share important information with students. Have students talk to a helper and draw or write three things they learned in their interactive notebook or journal. Students can also add their new learning to their KWL charts.

**Part 2:** Look at slide 5. Have a class discussion using the guiding questions. How have the uniforms changed over time? How have they stayed the same? Have students respond to the activity on slide 6



through a class discussion or in writing through a virtual platform. Students can work independently or in groups.

**\*Unplugged variation-** Provide students with a printed copy of slides 5 and 6. Have students work with a helper to respond to slide 5 in their notebook or journal. Have students share their observations with a helper and complete the questions on slide 6.

**Part 3:** Tell students that they are about to learn more about Juliette Gordon Low by acting out a story- [Juliette Gordon Low Action Game](#). Modify the game to fit the virtual setting; give each student a role and allow them to unmute their microphones during the story. As you read the story of how Juliette Gordon Low came up with the idea for the Girl Scouts, allow students to make the motions and say the words that go with their part. Make sure to cut the pictures beforehand and then hold them up while reading to help students identify when it is time for them to participate in the story.

When the class finishes the action game, have students visit a digital platform such as Flip grid, Padlet, Jamboard, etc. Have students respond to the following question in their interactive notebook or journal and as an assignment on the platform of your choice.

- How are Boy Scouts and Girl Scouts similar? How are they different? (see slide 7 of the PowerPoint)

**\*Unplugged variation –** Print the above passage for students to read. Have students share roles/motions or take on each role/motion as they read. Have students talk to a helper about the questions How are Boy Scouts and Girl Scouts similar? How are they different? Have students respond to the questions in their interactive notebook or journals (see slide 7 of the PowerPoint).

**Part 4:** Share slides 8-14 of the PowerPoint with your students. Have students take visual notes in their interactive notebook or journal.

As the class views the PPT, ask students questions about Juliette Gordon Low, specifically focus on comparing and contrasting Juliette Gordon Low's life to the lives of the students.

When students are ready, provide them with the compare and contrast graphic organizer included below (formative assessment). Students may research about Juliette Gordon Low on [Kids Britannica](#), or think about what they have learned from the lesson.

**\*Unplugged variation –** After viewing slides 8-14 of the PowerPoint, students should complete the graphic organizer included below. Consider printing the information from [Kids Britannica for additional information](#).

**Part 5:** Have students study slide 15-16. Have students respond to the following questions: What do you see? What do you think? What do you wonder? Stamps are often created to honor someone who has contributed to our lives or made our lives better. Have students create their own stamp design to remember Juliette Gordon Low and celebrate how she made our lives better.

**\*Unplugged variation-** Have students study slide 15-16 and respond to the questions.



## Student Learning Supports

### Opportunities for Extension:

- Create a new type of Girl Scout cookie. Draw a picture and describe the new cookie by writing a detailed paragraph.
- Research the types of badges Girl Scouts can earn. Think about which badge you would like to earn. Plan an outing or activity for you to complete with your family to earn the badge.

### Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: Be careful using these lessons for all students. If students are able to complete the activities on their own, it would be best to let them do this independently.

- Consider allowing students to record their thoughts in a variety of ways: using the talk to text dictate feature, making an audio recording of what they learned, and drawing pictures.

## Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

## Engaging Families

Materials included to support unplugged learners: Attached [printable worksheets](#).

Optional materials to support learning not included: blank paper, glue, construction paper, crayons, markers






## Think about Juliette Gordon Low and the Girl Scouts

What do you know?	What do you want to know?	What did you learn?



# Juliette Gordon Low and me

	Me	Juliette Gordon Low
		
Birthday		
Birthplace		
Nickname		
Interests		
Awards		
Injustices in her life- Something that was not fair		



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**Part 1:**

- Look at slide 2. Touch each part of the image. Talk about the questions with a helper. Write your answers in your notebook or journal.
- Fill in the KWL organizer. Write what you know and what you want to know about Juliette Gordon Low.
- Study slides 3. Find Savannah on the map. Add what you learned about Juliette Gordon Low to your KWL chart and interactive notebook or journal.
- Follow the directions on slide. Jot everything you know about Juliette Gordon Low and the Girl Scouts of the USA in your interactive notebook or journal.

**Part 2:**

- Look at slide 5. Talk with a helper about what you notice. Write what you notice about the uniforms in your interactive notebook or journal.
- Look at slide 6. Talk to a helper about you notice. Answer the questions on the page.

**Part 3:**

- Have a helper read the passage with you. If you can, have friends or family take on each role/motion as you read.
- Look at slide 7. Talk to a helper about the questions. Share your thinking in your interactive notebook or journal.

**Part 4:**

- Read slides 8-14 with a helper. Use what you've learned about Juliette Gordon Low to complete the graphic organizer *Juliette Gordon Low and Me*.

**Part 5:**

- Study slide 15. Talk to a helper and record what you see, think, and wonder about the images in your notebook or journal.
- Read slide 16 to learn about stamps.
- Create your own stamp design to remember Juliette Gordon Low and celebrate how she made our lives better.

