

**Enhancement Activities/Strategies for Gifted/High Ability Learners:
Sample Social Studies Learning Plan.**

Big Idea/ Topic
<p><u>Connecting Theme/Enduring Understanding:</u> Students will locate Georgia’s regions and major rivers and discuss the impact of geography on people’s lives through the theme of location.</p> <p><u>Essential Question:</u> In what ways are the five regions of Georgia similar and different? Where can you locate each river and region on the map?</p>

Standard Alignment
<p>SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia’s surface.</p> <p>a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.</p> <p>b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.</p> <p><u>Connection to Literacy Standards for Social Studies and Social Studies Matrices</u></p> <p>ELAGSE2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.</p> <p>ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><u>Information Processing Skills:</u> 1. Compare similarities and differences. 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p><u>Map and Globe Skills:</u> 11. Use a compass rose to identify cardinal directions. 2. Use intermediate directions. 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p>

Advanced Research

- After students have learned about Georgia’s habitat regions, have them do further research to learn about the highlights of each region. Have students create a “Virtual Tour” scrapbook, sharing what they learned. Students could create their own scrapbook using an online platform or drawing feature, where they have the option to insert images, add text boxes, and add pages
- Students should learn that maps can be a valuable research tool. Students should look at a physical map of a fictional place, choose the best location for a new city, and explain their reasoning. Then, they compare a Georgia Rivers map with a Georgia Cities map to look for commonalities among the locations of Georgia’s major cities. Looking for patterns is also an important critical thinking skill that students will practice in this activity.

Communication

- To practice informational writing, have students create a digital Georgia travel brochure, with one section for each of the Georgia regions. Students can create their own templates.
- To practice persuasive writing, have students create a “Visit Georgia” commercial. Students brainstorm as they plan their idea and write a script. They can do this online or on paper. Then they can record commercials. (There are also many green screen apps that are simple to use on phones or tablets that students can also use if they would like to create a background for their commercial.) This activity allows students to practice not only writing, but also verbal communication and presentation skills.
- To explore narrative and creative writing, have students write a letter from the future. Challenge students to take on the role of one of Georgia’s land regions or rivers in the future and write a letter to a character in the present explaining how people’s good or bad habits changed you. This is also a great opportunity to teach students about the importance of using consistent verb tense in writing and exploring spelling patterns in past tense verbs.

Critical Thinking and Critical Problem-Solving Skills

- Having students explore the outcomes of the decisions they make will help them grow as evaluative thinkers. Have students explore how our choices as humans affect our own habitat. Give the students a scenario, such as that each student will be given a new plot of land with a riverfront view. Have them select which plot they’d like to own. (Students enjoy deciding who their neighbors will be.) As students choose their plot of land, you can mark

each owner's property. Then, give students 10-15 minutes to draw what they will build on their new piece of property. Stress that since it is their property, they can build anything they want—a house, a restaurant, an amusement park, anything! Encourage students to think creatively and elaborate with details. Allow time for each student to share their favorite thing on their property. Students can draw on paper and upload their images or use a digital drawing tool that gives you the ability to share their work. Next have students study their images carefully and make a list of anything in their pictures that causes pollution. Review each image and explore how the choices they made on their properties affected the river near them and the property of their neighbors. It is also interesting to ask students down river to share how they feel, compared to students who live up river. Ask students to think about what the water in the lake that the river empties into is like. Ask them to think about how their property choices affect the animals that live in the river and lake. You can also talk about how the construction of their new properties impacted the river and lake. Talk about some of the advantages of having riverfront property and some of the activities we enjoy doing in rivers and lakes. See which students capitalized on those in their designs. Challenge students to go back to their drawings and think about ways they could PREVENT the pollution they caused when they first built on their properties so that we can be better protectors of our land and water. Share ideas.

- Show students a video about what happens to plastic bottles that are thrown away. Have students create a mind map that shows the impact of one small choice. Students should start by drawing a circle containing a piece of trash (such a snack wrapper, water bottle, or soda can) in the middle, then connect their circle to all of the people, places, or things that may be affected by the decision to throw away that piece of trash. Students should continue to grow their web outward by seeing how the secondary elements in their mind maps are affected. Illustrating this series of chain reactions will help students see how one seemingly small decision can have a larger impact.
- Water pollution is a major problem for Georgia's waterways, especially in highly populated regions of the state. Research this challenge for Georgia. Work together with students to plot these locations on Georgia regions map and see which areas of the state are in most danger according to their research. Then, have students try the STEM challenge. Students start with a cup of dirty water, then use items around their home to create a filter that cleans the water. Suggested materials students could try out include different types of fabric, coffee filters, cotton balls, paper towels, gravel, sand, and grass. View a video on how to help with water pollution. Have your students take and post before and after pictures of their water to demonstrate the effectiveness of their filtration system.

Creative Thinking and Creative Problem-Solving Skills

- In this activity, students will create an edible 3D physical map to show what they know about Georgia's land regions. Have students practice map skills by drawing a large outline of Georgia on a paper plate or piece of paper. Challenge them to use foods they have at home (or selections from a buffet of options at school) to model and explain what Georgia's land looks like. Allow students to select and interpret the materials any way they want. Challenge

them to cut or combine materials as needed and make creative use of the materials available. Have students complete the graphic organizer and reflection questions to explain their choices.

- Challenge students to use what they have learned about the regions of Georgia to scout a location for a new state park in Georgia. They can explore Georgia's already-existing state parks online. Have students complete a graphic organizer to help them brainstorm ideas. Building fluency is an important part of the creative thinking process. You can help students build creative fluency during brainstorming by having them write down ANY idea that comes to mind, without trying to evaluate the ideas. An idea that may at first seem impractical may expose the seeds of something great later. Encourage students to write and think fast so they can generate a long list of ideas. When students have ideas, allow them to work with a partner, if possible, to evaluate which ones would be best to include in Georgia's newest state park. Have students sketch their idea and share the using communication tools.
- Encapsulation is the process of stating ideas in a concise form. It requires students to synthesize information to capture the essence of an idea, activity, or in today's example, a place. Have your students practice encapsulation by challenging them to design a license plate that represents one of Georgia's regions. Have students create a phrase and background image for the license plate.

Awareness of Self—Student's Well-being

- Gifted students are often staunch advocates, and they need opportunities to contribute to causes that are important to them. Show students a video about what happens to plastic bottles that are thrown away. Point out to students that sometimes small choices we make can have a big impact on the environment. Challenge them to think about what they can do to help PREVENT damage to Georgia's land and water habitats. Have students work together in a public service campaign to create a commercial, website, or poster that explains why, as responsible citizens of Georgia, we should do our part to prevent littering. Being involved in projects like these help gifted students develop a positive self-efficacy or a belief in their own abilities to succeed, such as being an agent of change in their communities.
- Many gifted students show an aptitude for leadership at a young age and naturally want to solve problems. This unit provides a great opportunity to teach students to be mindful of their surroundings and be responsible for doing their part to take care of them. Opportunities to explore their connection to the world around them help gifted students (even young ones!) learn how to take the deep concerns they may have about societal problems and put them to action.