



SUGGESTED
**INSTRUCTIONAL
PLANNING GUIDE**

for the Mississippi College- and Career-Readiness Standards

Social Studies

FIRST GRADE
Citizenship at School



2024



MISSISSIPPI
DEPARTMENT OF
EDUCATION





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INTRODUCTION

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in social studies, equipping citizens to solve complex problems, and establishing fluent communication skills while preparing students for college, career, and civic life. Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies serve as a roadmap for teachers to plan and implement effective instruction that aligns with academic standards in the social studies content area. These guides provide a framework for teachers to develop learning objectives, select appropriate instructional strategies, and design assessments that measure student understanding and mastery of social studies concepts and skills. The Instructional Planning Guides are designed to be robust and relevant to the real world, reflecting the knowledge and skills students need to succeed in college and careers and allowing students to compete in the global economy.

PURPOSE

This document is designed to provide districts, instructional coaches, and K-12 social studies teachers with a basis for curriculum development. The purpose of Instructional Planning Guides for the Mississippi College and Career Readiness Standards for Social Studies is to ensure that teachers have access to high-quality resources and support to create engaging and relevant social studies learning experiences that prepare students to be informed and active citizens. These guides can also help teachers differentiate instruction to meet the needs of diverse learners, promote cultural understanding and appreciation, and integrate technology and other resources to enhance student learning.

DEVELOPMENT

Through the adoption of the 2022 Mississippi College and Career Readiness Standards for Social Studies, a committee consisting of 62 members from every congressional district recognized the need to provide educators with a comprehensive resource to develop their curriculum. The resulting Instructional Planning Guides were developed to suggest learning activities and real-world connections that are accessible and equitable for all educators in the state of Mississippi. These guides are intended to serve as a valuable tool to support educators in designing effective instruction that aligns with the standards, fosters student engagement, and prepares them for success beyond the classroom.



DISCLAIMER

The purpose of the Social Studies Instructional Planning Guides (IPGs) provided herein, which are developed by the Mississippi Department of Education, is to offer instructional support to educators. The IPGs are not intended to serve as a comprehensive curriculum for the classroom.

All learning activities, suggested skills, real-world connections, differentiation techniques, and instructional strategies outlined in the IPGs are offered as optional resources. They are designed to serve as a guide to assist in the development and enhancement of your own curriculum.

While the Social Studies IPGs aim to provide valuable insights and recommendations, it is important for educators to exercise their professional judgment and expertise when utilizing the provided materials. It is not mandatory to strictly adhere to the suggestions outlined in the IPGs, as individual teaching styles, classroom dynamics, and student characteristics may necessitate adaptations and modifications.



RESOURCES

Civics Resources:

- iCivics: Offers educational games, lesson plans, and interactive activities to teach kids about civics and government. <https://www.icivics.org/>
- Ben's Guide to the U.S. Government: Provides educational resources on the U.S. government and how it works, designed specifically for kids. <https://bensguide.gpo.gov/>

Economic Resources:

- Practical Money Skills: Offers interactive games, lesson plans, and activities to teach kids about money and personal finance. <https://www.practicalmoneyskills.com/>

Geography Resources:

- National Geographic Kids: Provides educational resources on geography, including maps, quizzes, and videos. Website: <https://kids.nationalgeographic.com/geography/>
- World Geography Games: Offers interactive geography games and quizzes to help kids learn about countries, capitals, and more. <https://world-geography-games.com/>

History Resources:

- History for Kids: Provides engaging articles, videos, and interactive activities to teach kids about various historical topics. <https://www.historyforkids.net/>
- Ducksters: Offers history lessons, biographies, and interactive quizzes for young learners. <https://www.ducksters.com/>



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SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

CIVICS

Standard 1.CI.1: *Differentiate the rights and responsibilities citizens have in varying roles.*

Objectives	Vocabulary	
<ol style="list-style-type: none">1. Define and identify rights and responsibilities.2. Compare and contrast children’s rights and responsibilities at home, school, and in the community.3. Identify the various ways that citizens participate in their communities such as voting and volunteering.	<ul style="list-style-type: none">• Vote• Volunteer (Volunteering)• Responsible (Responsibility)• Role• Community• Rights	<ul style="list-style-type: none">• Responsibilities• Children's rights• Home• School• Citizen• Participate



Learning Activities (Civics: Standard 1.CI.1)

Rights and Responsibilities:

- Brainstorm a list of rights and responsibilities for students at school, at home, and in the community. Discuss how these rights and responsibilities are important and how they help to create a safe and fair community.
- Role-play different scenarios in which students have to exercise their rights and fulfill their responsibilities, such as cleaning up after themselves or asking for help when needed.
- Have students create posters or charts to display the different rights and responsibilities they have in different settings.
- Create a bar graph to show the commonalities.

Children's Rights and Responsibilities:

- Read books or watch videos about different children's rights and responsibilities. Discuss how these rights and responsibilities are important for children to have a happy and healthy life.
- Have students create a Venn diagram to compare and contrast the rights and responsibilities they have at home, school, and in the community.
- Have students create a collage or drawing that represents the different rights and responsibilities they have in their daily lives.

Citizen Participation:

- Research and discuss different ways that citizens can participate in their communities, such as voting, volunteering, or participating in community events.
- Have students create a "citizen participation" chart that lists different ways they can get involved in their community.
- Have students participate in a mock election or vote on a classroom issue to understand the importance of voting and making their voices heard.
- Define volunteering as optional from the kindness of the heart whereas responsibility is a performed task with consequences.



Real World Connections (Civics: Standard 1.CI.1)

Rights and Responsibilities:

- Use the district handbook to explain the rights and responsibilities that the student has at the school.
- Have students brainstorm a list of classroom rules and discuss how they help to ensure that everyone has the right to feel safe and respected.
- Invite a community helper, such as a police officer or firefighter, to come and talk to the class about their responsibilities and how they help to keep the community safe.
- Have students participate in role-playing activities that demonstrate different responsibilities, such as cleaning up after themselves or helping others in need.

Children's Rights and Responsibilities:

- Read age-appropriate books or watch videos that explain different children's rights, such as the right to education, health, and safety.
- Have students draw pictures or create collages that represent different responsibilities they have at home or in the classroom, such as feeding their pets or completing their homework.
- Have students create a "kindness jar" in the classroom and encourage them to fill it with notes about kind acts they have done for others, such as sharing their toys or helping a classmate in need.

Citizen Participation:

- Have students learn about the different people who help to keep their community running smoothly, such as librarians, crossing guards, and mail carriers.
- Organize a classroom service project, such as making cards for senior citizens or collecting donations for a local animal shelter, to teach students about the importance of giving back to the community.
- Have students participate in a class vote, such as choosing a class pet or deciding on a class field trip destination, to teach them about the democratic process.



Differentiation (Civics: Standard 1.CI.1)

Rights and Responsibilities:

- **Differentiated Role Play:** Divide the students into small groups and assign each group a different scenario in which they must exercise their rights and fulfill their responsibilities. Provide different levels of support and challenge to each group based on their individual needs and abilities.
- **Rights and Responsibilities Journal:** Have students keep a journal throughout the year in which they reflect on different scenarios in which they exercised their rights and fulfilled their responsibilities. This can also be used as a tool for self-reflection and goal setting.

Children's Rights and Responsibilities:

- **Differentiated Graphic Organizer:** Provide students with different graphic organizers to help them compare and contrast the different rights and responsibilities they have at home, school, and in the community. Offer different levels of support and challenge to each student based on their individual needs and abilities.
- **Interactive Read Aloud:** Read a book aloud to the class that highlights different children's rights and responsibilities and engage the students in a discussion and reflection on how these concepts apply to their own lives.

Citizen Participation:

- **Differentiated Research Project:** Provide students with different research projects that allow them to explore different ways citizens can participate in their communities. Offer different levels of support and challenge to each student based on their individual needs and abilities.
- **Community Service Project:** Have students brainstorm and plan a community service project in which they can actively participate, such as a park cleanup or a food drive. Offer different roles and responsibilities within the project to allow for differentiation.



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CIVICS

Standard 1.CI.2: *Distinguish rules from laws.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify the purpose of rules and explain why rules should be followed.2. Recognize that leaders and authority figures establish rules to provide order, security, and safety.3. Differentiate between positive and negative consequences.	<ul style="list-style-type: none">• Rules• Purpose• Followed• Authority• Figures• Establish• Order• Security• Safety



Learning Activities (Civics: Standard 1.CI.2)

Identify the purpose of rules and explain why rules should be followed:

- Create a "rule chart" in the classroom with the students. Discuss different rules that are important in the classroom and other settings such as at home, at school, or in the community.
- Have students role-play different scenarios where following or not following a rule can result in different outcomes.
- Assign students to draw pictures or write stories that demonstrate the importance of following rules and the positive consequences that result from doing so.

Recognize that leaders and authority figures establish rules to provide order, security, and safety:

- Have students learn about different authority figures such as police officers, firefighters, and school principals, and discuss how they keep people safe by establishing rules.
- Invite a guest speaker, such as a local police officer, to come and talk to the class about their role in enforcing rules and keeping the community safe.
- Create a classroom activity where students take turns being an authority figures and establish a rule that everyone must follow. Discuss how following these rules can help keep everyone safe and create order in the classroom.

Differentiate between positive and negative consequences:

- Create a "consequence chart" in the classroom with the students. Discuss different scenarios where following or not following a rule can lead to positive or negative consequences.
- Have students play a matching game where they match positive consequences with the appropriate behavior or action.
- Assign students to draw pictures or write stories that demonstrate the difference between positive and negative consequences and how they can be related to following rules.



Real World Connections (Civics: Standard 1.CI.2)

Identify the purpose of rules and explain why rules should be followed:

- Have students talk to their family members about different rules that are important to follow at home, such as wearing a seatbelt in the car or putting away toys after playing with them.
- Take students on a field trip to a local park or museum and discuss the different rules that are in place to keep visitors safe and to protect the exhibits or wildlife.
- Have students learn about the different rules and regulations that govern sports and other games and discuss how following these rules is important for fair play and sportsmanship.

Recognize that leaders and authority figures establish rules to provide order, security, and safety:

- Invite a guest speaker, such as a police officer or firefighter, to come and talk to the class about their role in establishing and enforcing rules to keep people safe.
- Have students learn about different government officials such as the mayor or governor and discuss how they establish rules and regulations to keep communities safe and orderly.
- Encourage students to participate in a community service project, such as volunteering at a local food bank or participating in a neighborhood cleanup, to learn about how working together can create a safer and more positive community.

Differentiate between positive and negative consequences:

- Have students talk to family members or community members about times when they experienced positive or negative consequences because of following or not following rules.
- Discuss with students the importance of following safety rules such as wearing a helmet when riding a bike or wearing a life jacket when boating, and how following these rules can prevent negative consequences.
- Discuss with students the importance of positive consequences such as praise, rewards, or recognition, and how following rules can lead to these positive outcomes.



Differentiation (Civics: Standard 1.CI.2)

Identify the purpose of rules and explain why rules should be followed:

- Have students create a visual representation of a rule and its purpose using pictures or symbols.
- Engage students in a discussion about why rules are important and the consequences of not following them.
- Assign students to create a poster or a poem about the importance of following rules.

Recognize that leaders and authority figures establish rules to provide order, security, and safety:

- Have students create a list of different authority figures they know and what their roles are in the community.
- Engage students in a discussion about how rules create a safe and orderly community.
- Assign students to create a poster or a presentation about an authority figure and their role in enforcing rules.

Differentiate between positive and negative consequences:

- Have students act out different scenarios and ask them to identify the positive and negative consequences of following or not following a rule.
- Engage students in a discussion about how different consequences can affect others in the community.
- Assign students to create a comic strip or a short story about the consequences of following or not following a rule.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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CIVICS

Standard 1.CI.3: *Discuss patriotism and how it is demonstrated by citizens.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define patriotism.2. Discuss how citizens show patriotism and respect for their communities and country.3. Identify patriotic symbols of the local community, Mississippi, and the United States.4. Explain the importance of the Pledge of Allegiance and the National Anthem.	<ul style="list-style-type: none">• Patriot (Patriotism, Patriotic)• Loyal (Loyalty)• Citizenship• Respect• Community• Country• Flag• Pledge• Allegiance• National Anthem• Liberty• Justice• Democracy• Equality• Diversity• Freedom



Learning Activities (Civics: Standard 1.CI.3)

Define patriotism:

- Ask students to draw a picture or write a story about what patriotism means to them.
- Play a game where students match patriotic symbols with their meanings and discuss why each symbol is important.
- Have a class discussion about why it's important to be patriotic and what it means to be a good citizen.

Discuss how citizens show patriotism and respect for their communities and country:

- Have students brainstorm ways they can show patriotism and respect for their communities and country and make a list.
- Invite a guest speaker, such as a military veteran, to talk about their experiences serving the country and what patriotism means to them.
- Take a field trip to a local monument or landmark and discuss why it's important to preserve these symbols of patriotism and respect.

Identify patriotic symbols of the local community, Mississippi, and the United States:

- Have students research and make a poster about a patriotic symbol from their local community, Mississippi, or the United States.
- Discuss the significance of the Magnolia to the state of Mississippi. Have students draw a Magnolia.
- Create a matching game where students match patriotic symbols with their locations (i.e., state flag).
- Take a virtual tour of famous landmarks such as the Statue of Liberty, Mount Rushmore, or the White House and discuss their significance as patriotic symbols.

Explain the importance of the Pledge of Allegiance and the National Anthem:

- Have a class discussion about the history and meaning of the Pledge of Allegiance and the National Anthem.
- Play a game where students match lines from the Pledge of Allegiance with their meanings.
- Listen to recordings of famous singers performing the National Anthem and discuss what emotions the song evokes and why it's important to show respect during the singing of the National Anthem.



Real World Connections (Civics: Standard 1.CI.3)

Define patriotism:

- Discuss patriotic holidays such as Independence Day, Memorial Day, and Veterans Day and their significance.
- Have students interview family members or community members who have served in the military and ask them about their experiences and what patriotism means to them.
- Watch videos or read books from MDE’s Equipped Booklist about notable Americans who have shown patriotism, such as George Washington, Abraham Lincoln, and Martin Luther King Jr.

Discuss how citizens show patriotism and respect for their communities and country:

- Visit a local government office, such as a city hall or police station, and learn about the services they provide for the community.
- Take a field trip to a historical site or landmark and discuss its significance to the community and country.
- Have students volunteer for a community service project, such as cleaning up a local park or collecting donations for a charity.

Identify patriotic symbols of the local community, Mississippi, and the United States:

- Take a field trip to local landmarks or monuments, such as a war memorial or a flag display, and discuss their significance.
- Have students create a collage or art project featuring patriotic symbols such as the American flag, bald eagle, or Statue of Liberty.
- Read books or watch videos about important American symbols, such as the Liberty Bell, White House, or Washington Monument.

Explain the importance of the Pledge of Allegiance and the National Anthem:

- Discuss the meaning of the Pledge of Allegiance and National Anthem and why they are important.
- Watch videos or listen to recordings of the National Anthem and have a discussion about its history and significance.
- Attend a local sports event or school assembly where the National Anthem is played and discuss showing respect during the performance.



Differentiation (Civics: Standard 1.CI.3)

Define patriotism:

- Create a word wall of vocabulary related to patriotism and discuss each word with the class.
- Provide a visual aid, such as a picture book, to help explain the concept of patriotism to students who may need additional help with abstract ideas.
- Assign students to create a personal definition of patriotism using words or images.

Discuss how citizens show patriotism and respect for their communities and country:

- Have students work in small groups to brainstorm ways they can show patriotism and respect in their daily lives.
- Provide concrete examples of patriotic actions and behaviors to help students who may need additional help with abstract concepts.
- Assign students to write a short essay or create a poster illustrating ways they can show patriotism and respect in their communities.

Identify patriotic symbols of the local community, Mississippi, and the United States:

- Provide pictures and other visual aids to help students identify different symbols of patriotism.
- Have students work in pairs or small groups to research and create a presentation about a particular patriotic symbol.
- Assign students to create their own patriotic symbol and explain its significance.

Explain the importance of the Pledge of Allegiance and the National Anthem:

- Use multimedia resources, such as videos or recordings, to engage students with the Pledge of Allegiance and the National Anthem.
- Provide simplified versions of the Pledge of Allegiance and National Anthem for students who may need additional help with memorization or understanding the lyrics.
- Assign students to create a visual representation or perform a skit that demonstrates the meaning and significance of the Pledge of Allegiance and National Anthem.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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ECONOMICS

Standard 1.E.1: *Justify why people work to earn money.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define employment, income, salary, and wages.2. Describe what it means to be employed.3. Explain that people earn income through work.4. Illustrate the exchange of money for goods and services to meet needs and wants.	<ul style="list-style-type: none">• Employment• Income• Salary• Wages• Goods• Services• Exchange• Needs• Wants



Learning Activities (Economics: Standard 1.E.1)

Define employment, income, salary, and wages:

- Create a vocabulary chart with these terms and their definitions.
- Have students create their own sentences using each of the vocabulary words.
- Play a matching game where students match the vocabulary words to their definitions.

Describe what it means to be employed:

- Have students brainstorm different jobs that people can have.
- Use pictures or videos to show examples of people working in various jobs.
- Role-play different job scenarios, where students act out what it means to be employed.

Explain that people earn income through work:

- Show pictures or videos of different ways people can earn income (e.g., selling goods, providing services, working for a company).
- Have students create a poster or drawing of someone working and earning income.
- Discuss the concept of "earning" and how it relates to income.

Illustrate the exchange of money for goods and services to meet needs and wants:

- Use real-life examples to show how people exchange money for goods and services (e.g., buying groceries, or going to a restaurant).
- Have students create a play or skit where they act out buying goods or services.
- Play a matching game where students match goods and services to their corresponding prices.



Real World Connections (Economics: Standard 1.E.1)

Define employment, income, salary, and wages.

- Invite a guest speaker who can talk about their job and how they earn income.
- Take a virtual field trip to a local business or organization and learn about the different jobs and incomes of its employees.
- Play a game where students match job titles with their corresponding salaries or wages.

Describe what it means to be employed.

- Have students create a list of different jobs in their community and discuss what it means to be employed in each of them.
- Read stories or watch videos about people who work different jobs and discuss the responsibilities and benefits of each job.
- Have students create their own pretend jobs and describe what they would do if they were employed in that role.

Explain that people earn income through work.

- Have students interview a family member or friend about their job and how they earn income.
- Discuss different types of jobs and how they provide different levels of income.
- Have students create a list of things that they would like to buy with their own money and discuss how they would need to work to earn the money to buy those items.

Illustrate the exchange of money for goods and services to meet needs and wants.

- Take a field trip to a local store and have students observe and discuss the process of buying goods and services.
- Have students play a pretend store game where they take turns being the customer and the store owner and exchanging money for goods.
- Discuss the differences between needs and wants and how people use the money to meet both.



Differentiation (Economics: Standard 1.E.1)

Define employment, income, salary, and wages:

- **Visual learners:** Provide visual aids such as pictures, diagrams, or videos to help students understand the concepts.
- **Kinesthetic learners:** Have students act out different scenarios to help them understand the definitions of the vocabulary words.
- **Auditory learners:** Read definitions aloud and have students repeat them back to you.

Describe what it means to be employed:

- **Visual learners:** Provide examples of different types of jobs and what they entail through pictures, diagrams, or videos.
- **Kinesthetic learners:** Have students act out different jobs to help them understand what it means to be employed.
- **Auditory learners:** Use stories or read-aloud to describe what it means to be employed.

Explain that people earn income through work:

- **Visual learners:** Use visual aids such as pictures or diagrams to explain the relationship between work and income.
- **Kinesthetic learners:** Have students create a visual representation (e.g., a drawing or model) of how work leads to income.
- **Auditory learners:** Use stories or real-life examples to explain the relationship between work and income.

Illustrate the exchange of money for goods and services to meet needs and wants:

- **Visual learners:** Use pictures or diagrams to show examples of goods and services and how they are exchanged for money.
- **Kinesthetic learners:** Have students create their own scenarios or skits to act out the exchange of money for goods and services.
- **Auditory learners:** Use stories or real-life examples to explain the exchange of money for goods and services.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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ECONOMICS

Standard 1.E.2: *Distinguish goods from services.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify basic needs.2. Explain how basic needs are met.3. Classify items or services as needs and wants.4. Examine how people prioritize spending and saving to meet their needs.	<ul style="list-style-type: none">• Services• Needs• Priority• Basic needs• Meet• Needs



Learning Activities (Economics: Standard 1.E.2)

- **Basic Needs Collage:** Provide magazines, newspapers, and other materials for students to create a collage of basic needs. Have them label each picture and share it with the class.
- **Basic Needs Scavenger Hunt:** Students work in pairs or small groups to go on a scavenger hunt around the classroom or school to find examples of how basic needs are met. They then share their findings with the class.
- **Needs vs. Wants Sorting Activity:** Provide a set of pictures or cards with different items and services. Have students sort them into categories of needs and wants and explain their reasoning for each.
- **Budgeting Exercise:** Give each student a "budget" of pretend money and a list of items they need to purchase (e.g., food, housing, clothing). Have them prioritize their spending and saving to make sure they can meet all their needs within their budget.
- **Needs and Wants Story Writing:** Assign students to write a story about a character who learns the difference between needs and wants, and the importance of prioritizing spending to meet their needs.
- **Community Resource Guest Speaker:** Invite a local representative from a community resource center (such as a food bank or homeless shelter) to come and speak to the class about how they help people meet their basic needs.
- **Needs and Wants Bingo:** Create a bingo game with squares labeled with different needs and wants. Play the game as a class, discussing the difference between each item as it is called.
- **Needs and Wants Discussion Circle:** Gather the class in a circle and have them take turns sharing something they need and something they want. Discuss as a group how they prioritize their own needs and wants.



Real World Connections (Economics: Standard 1.E.2)

- Invite a local nutritionist or dietitian to discuss the importance of meeting basic needs for a healthy lifestyle.
- Have students bring in pictures of items they consider to be needs and wants from home and discuss their choices with the class.
- Take a field trip to a local grocery store and have students identify basic needs in different departments such as produce, dairy, and meat.
- Discuss how families around the world prioritize spending and saving to meet their needs by looking at examples from different cultures and countries.
- Have students interview family members or friends about how they prioritize their spending to meet their needs and wants.

*Note: Take those examples and apply them to a larger connection such as food, clothing, and shelter. Further, explain that their guardians can take care of their needs because their jobs provide them money to do so (1.E.1.3-1. E.1.4).



Differentiation (Economics: Standard 1.E.2)

Identify basic needs:

- **Visual learners:** Create a collage of pictures or drawings of different basic needs such as food, shelter, and clothing.
- **Auditory learners:** Watch a video or listen to a podcast that explains the concept of basic needs.
- **Kinesthetic learners:** Play a game of "Simon Says" where students have to act out different basic needs as they are called out.

Explain how basic needs are met:

- **Visual learners:** Create a flowchart or diagram that shows the steps involved in meeting a basic need such as buying groceries or building a shelter.
- **Auditory learners:** Participate in a class discussion where students share different ways that basic needs can be met, and the teacher summarizes the key points.
- **Kinesthetic learners:** Create a skit or role-play where students act out scenarios involving meeting basic needs.

Classify items or services as needs and wants:

- **Visual learners:** Create a Venn diagram that shows the similarities and differences between needs and wants.
- **Auditory learners:** Listen to a read-aloud or a podcast where different items or services are presented, and students have to identify whether they are needs or wants.
- **Kinesthetic learners:** Sort pictures or cards of different items or services into categories of needs and wants.

Examine how people prioritize spending and saving to meet their needs:

- **Visual learners:** Create a budget chart that shows different categories of expenses such as housing, food, and entertainment, and how much money is allocated to each.
- **Auditory learners:** Listen to a guest speaker or watch a video where someone shares their experience with budgeting and saving money.
- **Kinesthetic learners:** Play a game of "Budget Bingo" where students have to allocate imaginary money to different categories of expenses to meet their needs.



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CIVIL RIGHTS

Standard 1.CR.1: *Evaluate the role of cooperation and compromise within and across various groups.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define cooperation and compromise.2. Identify examples of cooperation and compromise at home and school.3. Analyze how cooperation and compromise support problem-solving in and among different cultures, customs, and traditions.	<ul style="list-style-type: none">• Cooperate (Cooperation)• Compromise• Problem-Solving• Culture• Customs• Traditions



Learning Activities (Civil Rights: Standard 1.CR.1)

- **Cooperation and Compromise Collage:** Students can create a collage of pictures, cutouts, or drawings that illustrate examples of cooperation and compromise at home and school. This can be done individually or in groups and can be shared and discussed in class.
- **Role-playing Scenarios:** Students can act out different scenarios where cooperation and compromise are necessary to solve a problem. For example, two students can pretend to have a disagreement over a toy and work together to find a solution that makes both of them happy.
- **Cultural Comparisons:** Students can research and compare different customs and traditions from around the world and discuss how cooperation and compromise are important in understanding and respecting cultural differences.
- **Collaborative Projects:** Students can work in small groups to complete a project, such as building a structure out of blocks or creating a mural. They must practice cooperation and compromise to complete the project successfully.
- **Conflict Resolution Discussions:** Students can engage in discussions about conflict resolution strategies, including the importance of active listening, finding common ground, and compromise.
- **Case Studies:** Students can analyze real-life case studies of conflicts that were resolved through cooperation and compromise, and discuss the strategies used and the outcomes achieved.
- **Read-Alouds:** Teachers can read books from the MDE's Equipped Booklist that illustrate cooperation and compromise, such as "The Rainbow Fish" by Marcus Pfister or "The Giving Tree" by Shel Silverstein, and facilitate class discussions about the themes and lessons learned.
- **Brainstorming Sessions:** Students can brainstorm ideas for how they can practice cooperation and compromise in their daily lives and share their ideas with the class. This can help reinforce the importance of these skills in both personal and communal contexts.
- **Team-Building Activities:** Students can participate in team-building activities that require cooperation and compromise, such as completing a puzzle or navigating an obstacle course. This can help students develop their teamwork skills and improve their ability to work together effectively.
- **Reflection and Goal-Setting:** Students can reflect on their experiences with cooperation and compromise and set goals for how they can continue to practice these skills in the future. This can be done through journaling, class discussions, or individual goal-setting sessions.



Real World Connections (Civil Rights: Standard 1.CR.1)

- Question students about what happens when there is a disagreement amongst themselves about how the problem is solved. Explain to them that compromising is when people must sacrifice (give up something) or come to an agreement.
- Have students interview a family member or friend about a time when they had to cooperate with others to achieve a goal. Then, have them share their findings with the class and discuss how cooperation was important in that situation.
- Invite a guest speaker to come and talk to the class about a time when they had to compromise with others to reach a solution. Then, have students brainstorm and share their own examples of compromise at home and school.
- Have students research and present on different cultures, customs, and traditions from around the world. Discuss how cooperation and compromise can be used to solve problems and conflicts that arise in these different contexts.



Differentiation (Civil Rights: Standard 1.CR.1)

Define cooperation and compromise:

- Have students work in small groups to create a cooperative classroom activity, such as a game or a puzzle. Each group member should have a specific role and must work together to complete the task.
- For students who need additional support, provide visual aids such as pictures or diagrams to help them understand the concept of cooperation and compromise.
- For advanced learners, challenge them to research and present real-world examples of cooperation and compromise in different cultures and historical events.

Identify examples of cooperation and compromise at home and school:

- Have students create a Venn diagram to compare and contrast different examples of cooperation and compromise at home and school.
- For students who need additional support, provide a list of examples to choose from and have them match each example to either home or school.
- For advanced learners, have them conduct interviews with family members, friends, or teachers to gather examples of cooperation and compromise, and then present their findings to the class.

Analyze how cooperation and compromise support problem-solving in and among different cultures, customs, and traditions:

- Have students work in pairs to research a cultural or historical event where cooperation and compromise were necessary to solve a problem. They can create a presentation or poster to share their findings with the class.
- For students who need additional support, provide a list of events and cultures to choose from and guide them through the research process.



- For advanced learners, have them research and compare different problem-solving methods used in different cultures and traditions, and then analyze how cooperation and compromise played a role in each method. They can present their findings in a debate format or in a written essay.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

CIVIL RIGHTS

Standard 1.CR.2: *Examine the diverse cultures found at school and in the local community.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define culture.2. Identify various cultures at school and in the local community.3. Recognize ways people celebrate their diverse cultural heritage.4. Compare and contrast ways people celebrate their diverse cultural heritage.	<ul style="list-style-type: none">• Culture• Cultural Heritage• Ethnicity• Heritage• Diversity• Tradition• Celebration• Customs• Values• Multiculturalism



Learning Activities (Civil Rights: Standard 1.CR.2)

- **Cultural Collage:** Have students create a collage using pictures and words to represent different cultures. Students can then share their collages with the class and discuss what they learned about different cultures.
- **Cultural Scavenger Hunt:** Create a list of different cultural items or symbols that can be found in the local community, such as flags, statues, or restaurants. Students can work in small groups to find and document these items, then present their findings to the class.
- **Cultural Guest Speakers:** Invite members of different cultural communities to speak to the class about their culture, traditions, and celebrations. Students can ask questions and learn firsthand about different cultures.
- **Cultural Comparisons:** Have students choose two different cultures to compare and contrast. They can create Venn diagrams or write essays to compare and contrast the cultures' food, clothing, customs, traditions, and celebrations.
- **Cultural Celebration Day:** Host a cultural celebration day where students can share their own cultural heritage with the class through food, music, dance, or other activities. This can be a fun and interactive way to celebrate diversity and learn about different cultures.
- **Cultural Literature:** Read books from MDE's Equipped Booklist that celebrate different cultures and traditions, such as folktales or books about different cultural holidays. Students can discuss what they learned about the culture and how it is represented in the book.
- **Cultural Cuisine:** Have students research and prepare traditional foods from different cultures. They can then present their dish to the class and discuss the cultural significance behind the dish.
- **Cultural Music and Dance:** Explore traditional music and dance from different cultures. Students can learn and perform traditional dances or create their own dances inspired by different cultures.
- **Cultural Field Trip:** Plan a field trip to a cultural museum, festival, or event in the local community. Students can learn about the history and traditions of different cultures through hands-on experiences.
- **Cultural Crafts:** Have students create traditional crafts from different cultures, such as origami, weaving, or beadwork. They can then share their creations with the class and discuss the cultural significance of the craft.



Real World Connections (Civil Rights: Standard 1.CR.2)

- Attend cultural festivals or events in the community.
- Visit cultural centers or museums to learn about different cultures.
- Read books or watching movies that feature different cultures.
- Try new foods from different cultures and discussing their significance.
- Interview family members or friends about their cultural heritage.
- Participate in a language exchange program to learn about different languages and customs.
- Have a guest speaker from a different culture come to speak to the class.
- Create art or crafts that represent different cultures.
- Take field trips to cultural landmarks or historic sites.
- Study different holiday traditions and celebrations from various cultures.



Differentiation (Civil Rights: Standard 1.CR.2)

Define culture:

- **Kinesthetic learners:** Create a cultural collage by cutting out pictures from magazines or printing them from the internet that represents different cultures. Have students sort and label the pictures into different cultural categories.
- **Visual learners:** Create a cultural word wall with pictures and labels of different cultural items and traditions.
- **Auditory learners:** Use music and songs from different cultures to help students understand the diversity of cultural expression.

Identify various cultures at school and in the local community:

- **Kinesthetic learners:** Create a cultural scavenger hunt where students search for objects, symbols, or signs that represent different cultures in the local community or the school.
- **Visual learners:** Use maps and visual aids to show the location of different cultures in the local community or the world.
- **Auditory learners:** Invite guest speakers from different cultural backgrounds to share their experiences and traditions with the class.

Recognize ways people celebrate their diverse cultural heritage:

- **Kinesthetic learners:** Create a cultural craft or cooking activity where students can make traditional items from different cultures.
- **Visual learners:** Use pictures and videos to show how different cultures celebrate holidays and special events.
- **Auditory learners:** Use audio recordings or podcasts of interviews with people from different cultural backgrounds to show how they celebrate their cultural heritage.

Compare and contrast ways people celebrate their diverse cultural heritage:

- **Kinesthetic learners:** Create a cultural game or activity where students can sort and match different cultural traditions and celebrations.



- **Visual learners:** Use graphic organizers, Venn diagrams, or charts to compare and contrast different cultural celebrations and traditions.
- **Auditory learners:** Use audio recordings or podcasts of interviews with people from different cultural backgrounds to compare and contrast how they celebrate their cultural heritage.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 1.G.1: *Demonstrate a global sense of place.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Identify the seven continents and five major oceans. 2. Classify the major landforms, and bodies of water on a map (e.g., mountains, hills, lakes, oceans, rivers, etc.). 3. Describe places in relation to one another using cardinal and intermediate directions. 4. Understand the relationship of the location of a place from community to county, state, nation, and continent (Jackson is in Hinds County, which is in the state of Mississippi, which is in the country of the USA, and on the continent of North America). 	<ul style="list-style-type: none"> • Atlantic • Pacific • Indian • Artic • Antarctica (Southern) • Asia • Africa • Australia • North America • South America • Antarctica • Europe • Cardinal Directions • Continent • Landform • Intermediate Directions • Continent • Ocean • Map • Location • Community • County • State • Nation • Continent



Learning Activities (Geography: Standard 1.G.1)

- **Continents and Oceans Memory Game:** Create flashcards with the names of the seven continents and five major oceans. Students can play a memory game in small groups to match the names with their corresponding continents and oceans.
- **Landforms and Bodies of Water Scavenger Hunt:** Provide students with a map of the local community or a nearby park and a list of landforms and bodies of water to find, such as hills, rivers, lakes, and ponds. Students can work in pairs or small groups to locate each item on the list.
- **Cardinal and Intermediate Directions Treasure Hunt:** Create a treasure map with clues that use cardinal and intermediate directions to guide students to different locations in the classroom or school. Students can work in teams to find the treasure using the directions provided.
- **Our Place in the World Collage:** Provide students with blank world maps and have them label the seven continents and five major oceans. Then, have them label their own state and city on the map and add pictures or symbols that represent their community. Finally, have students share their collages with the class and discuss the relationship of their community to the county, state, nation, and continent.
- **Geographical Features Research Project:** Assign each student a geographical feature, such as a mountain range, river, or desert, and have them research its location, climate, and unique characteristics. Then, have students present their findings to the class and create a map that shows the location of each geographical feature.
- **Virtual Field Trip:** Take students on a virtual field trip using Google Earth or another interactive map tool. Choose a location that highlights one or more of the objectives, such as a coastal region to explore different bodies of water or a mountain range to discuss landforms. Have students identify and label the features they see on the map.
- **Geography Bee:** Host a geography bee in the classroom where students compete to answer questions about the continents, oceans, landforms, and cardinal and intermediate directions. This can be done in teams or as individual contestants.
- **Travel Brochure Project:** Have students research a continent or country and create a travel brochure that highlights its unique features and attractions. Students can include pictures, maps, and fun facts to entice others to visit.
- **Label:** Provide students with a blank map and allow them to use a textbook, a globe, a world map, or a digital map to label the seven continents and five oceans.



- **Inquiry:** Allow students to come to conclusions about why bodies of water are always blue, and landforms are green and/or brown on maps, globes, pictures, etc.
- **Spatial Perspective:** Use the state of Mississippi and the local area as reference points to teach cardinal and intermediate directions. Draw one large circle with 6-8 inner circles. Have the students draw the circles as well.

Starting with most outer circle; ask the students the following questions:

- What planet do we live on? (Circle 1)
- What continent do we live on? (Circle 2)
- Which country are we located in? (Circle 3)
- Which state? (Circle 4)
- Which city? (Circle 5)
- Which county? (Circle 6)
- Name of the community* (Circle 7) (if applicable),
- Name of the school. (Circle 7/8) Repeat these steps from school to Earth as well.



Real World Connections (Geography: Standard 1.G.1)

- Show students a world map and ask them to locate the seven continents and five major oceans. Have them discuss the location of each continent and ocean in relation to each other.
- Provide students with a blank map of the world and ask them to label and color major landforms and bodies of water. Have them share their maps with the class and compare the differences and similarities between their maps.
- Create a scavenger hunt activity where students use cardinal and intermediate directions to find items around the classroom or school. For example, "Go North 3 steps and find the pencil sharpener."
- Have students create a visual representation of the relationship between their community, county, state, nation, and continent. This could be done through a map or diagram. Ask students to identify the capital city of their state and country as well.
- Invite a geographer or traveler to speak to the class about their experiences exploring different continents and oceans. Have students ask questions and share what they have learned from their Social Studies lessons.
- Research and compare the climate, wildlife, and natural resources found in different continents and oceans. Have students present their findings to the class using multimedia tools like slideshows or posters.
- Have students write letters to pen pals living in different continents or countries. Encourage them to ask questions and learn about different cultures and traditions.
- Bring in artifacts, pictures, and videos from different continents and oceans to showcase their diversity and uniqueness. Have students analyze and discuss what they see and learn.
- Watch videos or read books about famous landmarks or tourist destinations in different continents and oceans. Have students create a travel brochure or presentation to showcase these places to others.



- Explore different cuisines and traditional dishes from different continents and oceans. Have students participate in a multicultural potluck or food festival where they can share and taste different foods from around the world.



Differentiation (Geography: Standard 1.G.1)

- For students who are visual learners, provide a set of colorful and labeled maps of the seven continents and five major oceans. Have them work in pairs or small groups to match the labels to the correct locations on the map.
- For students who are kinesthetic learners, provide a set of plastic or foam landforms and bodies of water. Have them work in pairs or small groups to build a 3D map of the world, labeling each landform and body of water as they go.
- For students who are auditory learners, provide a set of audio clips or songs about the continents and oceans. Have them listen to the clips and then match them to the corresponding labels on a map.
- For students who are growing readers, provide a set of picture books about different places around the world. Have them use the pictures to identify and label the continents and oceans.
- For advanced students, provide a set of blank maps and challenge them to label the continents, oceans, major landforms, and, bodies of water from memory. Encourage them to use cardinal and intermediate directions to locate and label different places.
- For students who need additional support, provide a visual aid such as a graphic organizer or chart that lists the continents and oceans, as well as some basic information about each one. Allow them to refer to this aid as they work on map labeling activities.
- For students who are interested in technology, provide a set of online games or apps that help them learn about geography. Encourage them to work through these activities independently or in pairs.
- For students who prefer hands-on activities, provide a set of materials such as clay or playdough, and challenge them to create models of the different landforms and bodies of water.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 1.G.2: *Examine the relationship between location, climate, physical features, and how people live.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Recognize characteristics of the local region.2. Compare and contrast the climate, weather, and seasons of the regions of the United States.3. Describe how location impacts daily life for residents in various communities (e.g., shelter, clothing, food, activities, etc.).	<ul style="list-style-type: none">• Climate• Weather• Region• Seasons• Local• United States• Location• Communities



Learning Activities (Geography: Standard 1.G.2)

Recognize characteristics of the local region:

- Take a walk around the local area and observe the physical features, such as hills, lakes, or rivers.
- Draw a picture of the local region and label the physical features.
- Create a collage of pictures that represent the local region, such as landmarks or local flora and fauna.
- Present a reading about the physical features of the regions. Students should identify the physical features mentioned in the reading.

Compare and contrast the climate, weather, and seasons of the regions of the United States:

- Use a map to identify the different regions of the United States and their climates.
- Create a chart to compare the weather and seasons of different regions of the United States.
- Research and present a report on the weather and climate of a specific region of the United States.
- Use cardinal directions to illustrate that the further a location is away from the Equator, the colder the location.

Describe how location impacts daily life for residents in various communities:

- Create a "What to wear" chart that lists clothing appropriate for different seasons and locations.
- While viewing pictures of a metropolitan, a small city, and a rural area, allow students to come to conclusions about why people would move to these areas.
- Ask students to guess the types of careers available in a bigger city, a smaller city, a rural area, etc.
- Spiral back to the economics strand of how families use their money for wants and needs.



Real World Connections (Geography: Standard 1.G.2)

- Research and create visual representations (e.g., drawings, paintings, or dioramas) of the different regions of the United States, including their climate, weather patterns, and seasonal changes.
- Invite a guest speaker from a different region of the country to talk to the class about their daily life and how location impacts their lifestyle, including differences in clothing, food, and activities.
- Work in small groups to create a "community survival guide" for different types of weather conditions in their local region, including tips for staying safe and comfortable during extreme weather events.
- Plan a virtual field trip to a national park or another natural landmark in a different region of the country and have students write or draw about the differences and similarities they observe compared to their local region.
- Conduct interviews with family members or community members who have moved from different regions of the country, asking them about the similarities and differences they've noticed in their daily lives and the impact of location on their experiences.



Differentiation (Geography: Standard 1.G.2)

- **Visual aids:** Use pictures, maps, and diagrams to help students understand the characteristics of different regions, the climate, weather, and seasons, and the impact of location on daily life. You can provide different levels of detail and complexity depending on the needs of your students.
- **Hands-on activities:** Engage students in hands-on activities that allow them to explore different aspects of geography. For example, you can have students create their own maps, build models of different types of shelters, or create posters that illustrate the impact of location on daily life.
- **Collaborative learning:** Encourage students to work in pairs or small groups to share their ideas and observations about the local region, the climate, weather, and seasons, and the impact of location on daily life. This can help students learn from each other and build social skills.
- **Technology:** Use technology to enhance the learning experience. For example, you can use online maps and resources to explore different regions of the United States or use videos to help students understand different types of shelters and how they are used in different parts of the world.
- **Differentiated instruction:** Provide different types of instruction and activities to meet the needs of different learners. For example, you can offer reading materials at different levels, provide extra support for growing students, and offer extension activities for advanced learners.



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GEOGRAPHY

Standard 1.G.3: *Examine the relationship between location, climate, physical features, and how people live.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Demonstrate map skills through vocabulary.2. Identify and define cardinal and intermediate directions, compass rose, map symbol, and map key.3. Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map key.	<ul style="list-style-type: none">• Compass Rose• Legend• Map Key• Map Skills• Cardinal Directions• Intermediate Directions• Map Symbol• Map Scale• Cartographer• Grid



Learning Activities (Geography: Standard 1.G.3)

- **School Map:** Construct a map of the school using map symbols of various places within the school (library, bathroom, nurse, etc.). Use the classroom as a point of reference to discuss cardinal directions and intermediate directions to the bathroom, cafeteria, the principal's office, etc.
- **Map Skill Scavenger Hunt:** Provide students with a list of vocabulary words related to map skills (cardinal directions, intermediate directions, compass rose, map symbol, map key, etc.). Hide various objects around the classroom or school and give students clues using the map skills vocabulary to locate them.
- **Map Vocabulary Match-Up:** Create a matching game where students match map skills vocabulary words with their definitions. For example, students could match "cardinal directions" with "north, south, east, west" or "compass rose" with "a symbol on a map that shows the directions north, south, east, and west."
- **Map-Making Activity:** Provide students with a blank map of a fictional place or a simplified version of a real location. Then, have students use their knowledge of cardinal and intermediate directions, a compass rose, map symbols, and a map key to create a map that accurately represents the location.
- **Map Reading Relay:** Divide students into teams and provide each team with a simple map that includes a few landmarks and basic map symbols. One student from each team reads a clue that requires the team to locate a specific landmark on the map using cardinal and intermediate directions. The student then passes the map and clue to the next teammate, and the process repeats until all landmarks have been located.
- **Map-Based Writing Prompt:** Provide students with a map of a real or fictional location and have them write a short story that takes place in that location. Encourage students to use cardinal and intermediate directions, landmarks, and other map skills vocabulary to add descriptive details to their stories.



Real World Connections (Geography: Standard 1.G.3)

- Examine maps of their local community, city, or state to identify and locate different landmarks, streets, and neighborhoods. They can also explore maps of different regions or countries to identify features such as bodies of water, mountains, or national parks.
- Practice using a compass rose and cardinal directions by going on a nature walk and identifying different directions. They can also explore different maps and map keys to understand how symbols represent different features on a map.
- Create a map of their school or classroom using different map skills such as labeling cardinal and intermediate directions, using a compass rose, and including a map key with symbols for different classroom features.



Differentiation (Geography: Standard 1.G.3)

Demonstrate map skills through vocabulary:

- Provide visual aids such as pictures or maps with labels to help them understand the meaning of the vocabulary words.
- Challenge students to create their own definitions and explanations for the vocabulary words.

Identify and define cardinal and intermediate directions, compass rose, map symbol, and map key:

- Provide hands-on manipulatives such as a compass rose or map symbols to help them physically identify and define the vocabulary words.
- Challenge students to create their own maps and include the identified vocabulary words with their own definitions.

Construct maps using cardinal and intermediate directions, a compass rose, map symbols, and a map key:

- Provide templates or guided maps with the cardinal and intermediate directions already labeled and help them fill in the rest of the map with the symbols and map key.
- Challenge students to create their own maps from scratch, including all of the necessary elements, and explain their choices for the symbols and map key.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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HISTORY

Standard 1.H.1: *Recognize symbols, customs, and celebrations of local communities, in Mississippi, and the United States.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify historical figures who are used as symbols in United States culture.2. Examine the significant contributions of historical figures to the local community, state, and the United States.3. Examine how the United States commemorates historical events through the celebration of national holidays.	<ul style="list-style-type: none">• George Washington• Abraham Lincoln• Dr. Martin Luther King, Jr.• Fourth of July• Memorial Day• Labor Day• President's Day



Learning Activities (History: Standard 1.H.1)

- **Local History:** Consider the name of the local county. If the county is connected to a historical figure this should be discussed in a brief historical context.
- **Historical Figure Report:** Have students research and report on a historical figure who is used as a symbol in United States culture, such as George Washington, Abraham Lincoln, or Dr. Martin Luther King Jr. Students can create posters or presentations to share their findings.
- **Contribution Timeline:** Have students create a timeline of significant contributions of historical figures to the local community, state, and the United States. Students can use books, articles, and online resources to gather information and create their timelines.
- **National Holiday Celebration:** Have students research and create presentations on how the United States commemorates historical events through the celebration of national holidays. Students can choose a holiday, such as Independence Day, Martin Luther King Jr. Day, or Memorial Day, and research its history and significance. They can then create posters or presentations to share their findings with the class.
- **Role Play:** Divide the class into groups and assign each group a historical figure. Have the groups research and prepare a role play in which they act out a scene from the life of their historical figure. The rest of the class can watch the role plays and learn about the contributions of different historical figures.
- **Historical Figure Scavenger Hunt:** Create a scavenger hunt where students have to find pictures or symbols of different historical figures around the classroom or school. Once they find the pictures, they can research the historical figures and write a short report about their contributions to the United States.



- **Historical Figure Trading Cards:** Have students create trading cards for historical figures, including their picture, name, birth, and death dates, and significant contributions. Students can trade cards with each other and learn about different historical figures in the process.
- **Historical Figure Museum:** Have students create a historical figure museum, where they can display artifacts and information about different historical figures. The museum can be set up in the classroom or school library, and students can invite other classes to come and learn about the contributions of historical figures.
- **Story Writing:** Have students write stories about historical figures and their contributions to the United States. Encourage students to use their creativity and imagination to bring the stories to life and have them share their stories with the class.
- **Historical Figure Interview:** Have students research a historical figure and create a list of questions they would like to ask them. They can then interview each other, pretend to be the historical figure, and share what they learned with the class.
- **Historical Figure Collage:** Have students create a collage of different historical figures, including pictures and symbols that represent their contributions to the United States. Students can share their collages with the class and explain their choices.



Real World Connections (History: Standard 1.H.1)

- Visit local landmarks or monuments that honor historical figures or symbols and discuss their significance in United States culture.
- Invite local historians or community leaders to share stories and information about historical figures who have contributed to the local community, state, or nation.
- Research and create presentations about the significant contributions of historical figures to the local community, state, and nation.
- Create a timeline of important historical events and holidays celebrated in the United States.
- Explore how different cultures celebrate national holidays in the United States



Differentiation (History: Standard 1.H.1)

- Differentiate the activity by providing different levels of complexity of symbols for students to identify. For example, provide a list of easy symbols such as the American flag, Statue of Liberty, etc., for some students and more challenging symbols such as the Great Seal of the United States, the Liberty Bell, etc., for advanced students.
- Differentiate the activity by providing different levels of support for students to learn about historical figures. For example, provide graphic organizers for some students to fill out with the help of the teacher, while advanced students can research historical figures on their own and create presentations to share with the class.
- Differentiate the activity by providing different levels of complexity of national holidays for students to research and examine. For example, provide a list of easy holidays such as Thanksgiving and Independence Day for some students and more challenging holidays such as Veterans Day and Martin Luther King Jr. Day for advanced students.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

HISTORY

Standard 1.H.2: *Analyze various aspects of historic and modern life in the United States.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Compare and contrast historic and modern forms of communication and sharing of information. 2. Identify forms of technology and illustrate changes in how it was made and used from its conception to the present (e.g., telephone, assistive technology devices, etc.). 3. Evaluate how apparel has changed through history, including how and why items are chosen and purchased. 4. Compare and contrast Americans’ use of free time in the past and present. 	<ul style="list-style-type: none"> • Assist (Assistive) • Technology • Leisure • Historic • Modern • Communication • Information • Technology • Present • Telephone • Apparel • History • Chosen • Assistive Technology Devices • Conception • Purchased • Free time • Past • Present • Compare • Contrast • Evaluate



Learning Activities (History: Standard 1.H.2)

Historic vs Modern Communication:

- Show pictures of different communication tools used in the past and present (e.g., letters, telegraph, telephone, email, video call, social media). Discuss how they are similar and different in terms of speed, convenience, and effectiveness. Have students act out a conversation using an old communication tool and a new one.
- Have students write a letter to someone and then compare it to writing an email or a text message. Discuss the similarities and differences in format, tone, and purpose.

Changes in Technology:

- Choose a specific technology (e.g., telephone, television) and have students research its history and evolution. They can create a timeline or a poster to show the changes over time.
- Have students bring in an item that uses technology (e.g., a cell phone, a laptop, a tablet) and discuss how it has changed from its conception to its current form.

Changes in Apparel:

- Bring in examples of clothing and accessories from different time periods (e.g., hats, shoes, dresses, suits) and have students compare and contrast the styles, materials, and purposes of each item.
- Have students design their own clothing or accessory that reflects their personality or culture and discuss how it compares to clothing from different time periods.

Use of Free Time:

- Ask students to interview family members or elders to find out how they used to spend their free time. They can create a Venn diagram or a chart to compare and contrast past and present free time activities.
- Have students create a poster or a collage that shows different free time activities and discuss how they have changed over time.



Real World Connections (History: Standard 1.H.2)

Comparing and contrasting historic and modern forms of communication and sharing of information:

- Interview a grandparent or older relative about their childhood and the ways they communicated with others and compare that to how children communicate today.
- Research how mail delivery has changed over time, from mail carriers on horseback to email and social media.

Identifying forms of technology and illustrating changes in how it was made and used from its conception to the present:

- Investigate the history of telephones and how they have evolved from rotary dial phones to touch screen smartphones.
- Learn about the history of cars and how they have become more advanced with technology, from early models to electric cars.

Evaluating how apparel has changed through history, including how and why items are chosen and purchased:

- Explore how clothing has changed over time by comparing historic outfits to modern clothing.
- Discuss how seasonal changes affect the types of clothing people wear and why certain materials are used for different purposes.

Comparing and contrasting Americans' use of free time in the past and present:

- Research popular leisure activities in the past, such as playing outdoor games, and compare them to modern activities such as video games.
- Interview family members or community members about their favorite free time activities and discussing how they have changed over time.



Differentiation (History: Standard 1.H.2)

Compare and contrast historic and modern forms of communication and sharing of information:

- Provide picture cards of various forms of communication and have them sort them into "old" and "new" categories.
- Research and create a timeline of the evolution of communication technology, including pictures and descriptions of each form.

Identify forms of technology and illustrate changes in how it was made and used from its conception to the present:

- Provide a worksheet with pictures of various forms of technology and have them label each one and describe how it is used.
- Choose one form of technology and research its history and evolution, creating a presentation or poster to share with the class.

Evaluate how apparel has changed through history, including how and why items are chosen and purchased:

- Provide picture cards of clothing from different time periods and have them sort them into "old" and "new" categories.
- Research a specific time period and create a presentation or poster about the clothing styles, materials, and cultural influences of that time period.

Compare and contrast Americans' use of free time in the past and present:

- Provide a chart with pictures of activities and have them sort them into "past" and "present" categories.
- Research and create a Venn diagram comparing and contrasting how Americans used their free time in the past and present, including popular activities and cultural influences.