



SUGGESTED  
**INSTRUCTIONAL  
PLANNING GUIDE**

*for the Mississippi College- and Career-Readiness Standards*

Social Studies

**Mississippi Studies**



2024



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION





MISSISSIPPI DEPARTMENT OF EDUCATION

**Ray Morgigno**

Interim State Superintendent of Education

**Donna Boone, Ph.D.**

Chief Academic Officer

**Wendy Clemons**

Executive Director, Offices of Secondary  
Education/Dropout Prevention and  
Professional Development

**Tenette Smith, Ed.D.**

Executive Director, Office of Elementary Education and Reading

**Kristen Wynn**

State Literacy Director (K-12)

**Daaiyah Heard**

K-12 Social Studies Content Director

**Jill Hoda**

Assistant State Literacy Coordinator

**Melissa Beck**

Assessment Coordinator (K-3)

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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

### Mississippi Studies

#### Maps:

National Geographic - <https://education.nationalgeographic.org/resource/mississippi-tabletop-map/>

Tougaloo College - <https://justice.tougaloo.edu/truth/about-mississippi/maps/>

Tougaloo College - <https://justice.tougaloo.edu/map/>

#### History:

Mississippi Department of Archives and History - <https://www.mdah.ms.gov/>

Mississippi Department of Archives and History - <https://www.mshistorynow.mdah.ms.gov/>

Mississippi Encyclopedia Online - <https://mississippiencyclopedia.org/>

Mississippi Civil Rights Museum: -<https://mcrm.mdah.ms.gov/>

University of Southern Mississippi's Oral History - <https://www.digitalcollections.usm.edu/oral-history>

MSGenWeb Works Project Administration's Slave Narratives - <http://msgw.org/slaves/>

#### Arts:

Mississippi Arts Commission – Mississippi History through the Arts: A Bicentennial Journey - <https://arts.ms.gov/mississippi-history-arts-bicentennial-journey/>

Mississippi Arts Commission – Mississippi Blues Trail - <https://arts.ms.gov/programs/education-initiatives/mississippi-blues-trail-curriculum/mississippi-blues-trail-resources/>



## SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.1:** *Examine the geographic features of Mississippi.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> <li>Identify the physical features, landforms, and soil regions in Mississippi.</li> <li>Differentiate between the geographic regions of Mississippi.</li> <li>Describe how the geographic and physical features set Mississippi apart from other states.</li> <li>Explain how the geographic features and processes of Mississippi contribute to social, technological, and economic development throughout the state (e.g., Mississippi River, Gulf Coast, Pine Hills, Delta, Great Flood of 1927, Hurricanes Camille and Katrina, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>Mississippi River</li> <li>Gulf Coast</li> <li>Pine Hills</li> <li>Delta</li> <li>Bluffs</li> <li>Barrier Islands</li> <li>Loess</li> <li>Alluvial Soil</li> <li>Marshes</li> <li>Swamps</li> <li>Sand Dunes</li> <li>Delta Region</li> <li>Hills Region</li> <li>Deposition</li> </ul>	<ul style="list-style-type: none"> <li>Coastal Region</li> <li>Pines Region</li> <li>Black Prairie</li> <li>Red Clay Hills</li> <li>Flatwoods</li> <li>Biodiversity</li> <li>Cultural Heritage</li> <li>Historical Significance</li> <li>Natural Resources</li> <li>Climate</li> <li>Great Flood of 1927</li> <li>Hurricanes Camille and Katrina</li> <li>Erosion</li> <li>Barrier Islands</li> <li>Wetlands</li> </ul>



## Learning Activities (Mississippi Studies - Standard MS.1)

### Geographic Regions Gallery Walk:

- Divide the class into small groups and assign each group a geographic region of Mississippi.
- Have students create informative posters or displays showcasing the unique features, landforms, and characteristics of their assigned region.
- Organize a gallery walk where groups rotate and explore each other's displays, taking notes and asking questions about the regions.

### Mississippi Landforms Research Project:

- Assign students to research and create presentations or multimedia projects about specific landforms or physical features of Mississippi, such as the Mississippi River, the Gulf Coast, or the Delta region.
- Encourage students to include information about the formation, significance, and impact of these landforms on the state's development.

### Historical Event Analysis:

- Assign students different historical events related to Mississippi's geography, such as the Great Flood of 1927 or Hurricane Katrina.
- Ask students to research and prepare presentations or written reports discussing the causes, effects, and long-term impacts of these events on the state's social, technological, and economic development.

### Virtual Field Trips:

- Take students on virtual field trips to explore different regions of Mississippi, including the Gulf Coast, Delta, or significant landmarks.
- Provide guiding questions or worksheets to help students observe and reflect on the unique geographic features they encounter during the virtual tours.

### Debate: Environmental Challenges and Solutions:

- Divide the class into small groups and assign them specific environmental challenges faced by Mississippi, such as coastal erosion or deforestation.
- Have groups research and prepare arguments for and against different solutions to address these challenges.



- Conduct a class debate where groups present their arguments and engage in discussions about the most effective and sustainable solutions.

**Soil Region Analysis:**

- Provide students with soil samples from different regions of Mississippi or access to soil data.
- Instruct students to analyze the soil properties, including texture, composition, and fertility, and draw connections between the soil regions and their impact on agriculture and economic activities.

**Historical Mapping Activity:**

- Give students historical maps of Mississippi from different time periods.
- Have students compare and contrast the maps to identify changes in physical features, land use, or transportation networks over time.
- Guide students in analyzing how these changes affected the state's development and economic growth.

**Natural Resource Exploration:**

- Assign students specific natural resources found in Mississippi, such as timber, oil, or minerals.
- Have students research and present information about the location, extraction methods, and economic significance of these resources.

**Community Connections:**

- Encourage students to interview local community members, such as farmers, environmental activists, or urban planners, to learn about their experiences and perspectives on the impact of Mississippi's geography on their work and lives.
- Have students share their findings through presentations or class discussions.

**Create a Mississippi Geography Guidebook:**

- Divide students into small groups and assign them specific geographic regions or physical features of Mississippi.
- Instruct each group to create a guidebook section highlighting the unique characteristics, landmarks, and points of interest of their assigned region or feature.
- Combine the sections to create a comprehensive Mississippi Geography Guidebook that can be shared with the class or school community.





## Suggested Instructional Practices (Mississippi Studies - Standard MS.1)

### Hands-on Exploration:

- Conduct field trips to explore and observe the physical features and landforms of Mississippi, such as visiting the Gulf Coast, riverbanks, or hiking trails.
- Engage students in hands-on activities like creating topographic maps, building models of landforms, or conducting soil analysis to understand the characteristics of different regions.

### Map Skills and Analysis:

- Teach students how to read and interpret maps, including topographic maps, climate maps, and historical maps of Mississippi.
- Have students analyze maps to identify geographic regions, landforms, and other features that contribute to Mississippi's distinctiveness.

### Multimedia Resources:

- Utilize multimedia resources such as videos, virtual tours, and interactive websites to showcase Mississippi's geographic features, including the Mississippi River, Gulf Coast, and other significant landmarks.
- Incorporate visual aids like photographs and satellite images to enhance students' understanding of the physical geography of Mississippi.

### Case Studies and Historical Events:

- Explore case studies of significant historical events related to Mississippi's geography, such as the Great Flood of 1927 or the impact of hurricanes like Camille and Katrina.
- Engage students in analyzing primary and secondary sources to understand how these events shaped the social, technological, and economic development of the state.

### Collaborative Projects:



- Assign group projects where students research and present information about different geographic regions of Mississippi, highlighting their distinct features, economic activities, and cultural significance.
- Encourage students to collaborate on projects that explore the relationship between Mississippi's physical features and its historical development.

**Guest Speakers and Expert Interviews:**

- Invite guest speakers, such as geographers, environmental scientists, or local historians, to share their expertise on Mississippi's physical geography and its impact on the state's development.
- Arrange virtual or in-person interviews with professionals who work in industries affected by Mississippi's geography, such as farmers, park rangers, or urban planners.

**Data Analysis and Interpretation:**

- Provide students with data sets related to Mississippi's geography, such as climate data, soil compositions, or population distribution, and guide them in analyzing and interpreting the data to draw conclusions about the state's physical characteristics and their implications.

**Project-Based Learning:**

- Design project-based learning experiences where students investigate real-world issues related to Mississippi's geography, such as coastal erosion or water management, and propose solutions or mitigation strategies.

**Current Events Analysis:**

- Incorporate discussions and analysis of current events related to Mississippi's physical geography, such as the impact of extreme weather events or debates about land use and conservation efforts.

**Simulation and Role-Play:**

- Engage students in simulations or role-play activities where they take on different perspectives, such as land developers, environmental activists, or policymakers, to understand the complexities of decision-making regarding Mississippi's physical features and resources.



## Real World Connections (Mississippi Studies - Standard MS.1)

### Tourism and Recreation:

- Promote Mississippi's geographic features and natural attractions to attract tourists.
- Create recreational activities such as boating, fishing, hiking, and wildlife observation based on Mississippi's physical features.
- Explore the historical significance of locations like the Gulf Coast, Natchez Trace Parkway, and Civil War battlefields as tourist destinations.

### Economic Development:

- Understand how Mississippi's geographic features contribute to economic sectors such as agriculture, forestry, fishing, and tourism.
- Examine the impact of the Mississippi River as a transportation route for commerce and trade.
- Analyze how the availability of natural resources, such as timber and minerals, has influenced industrial development.

### Environmental Management and Conservation:

- Recognize the importance of preserving and managing Mississippi's wetlands, marshes, and other natural habitats.
- Understand the impact of human activities on the environment and the need for sustainable practices.
- Explore the role of government agencies and organizations in preserving and protecting Mississippi's natural resources.

### Disaster Preparedness and Response:

- Study the historical events like the Great Flood of 1927 and hurricanes Camille and Katrina to understand the importance of disaster preparedness and response.
- Analyze how geographic features such as the Gulf Coast and river systems can increase vulnerability to natural disasters.
- Investigate strategies for mitigating the impact of natural disasters and developing emergency management plans.

**Urban and Rural Planning:**

- Examine the effects of geographic features on the distribution of population, settlements, and infrastructure in urban and rural areas.
- Analyze how physical geography influences the planning and development of cities, transportation networks, and agricultural regions.
- Explore strategies for sustainable urban development and rural revitalization.



## Differentiation (Mississippi Studies - Standard MS.1)

### Geographic Regions Gallery Walk:

- **Visual Learners:** Creating informative posters allows visual learners to engage with maps, images, and diagrams of the regions.
- **Social Learners:** Group discussions during the gallery walk offer opportunities for social interaction and shared learning.

### Mississippi Landforms Research Project:

- **Reading/Writing Learners:** Researching and creating presentations or multimedia projects involves reading and synthesizing information.
- **Logical/Mathematical Learners:** Analyzing the formation and impact of landforms appeals to logical thinking.

### Historical Event Analysis:

- **Auditory Learners:** Presentations and discussions about historical events cater to auditory learners who benefit from listening.
- **Reflective Learners:** Analyzing causes and effects promotes deep thinking, suiting reflective learners.

### Virtual Field Trips:

- **Visual Learners:** Observing virtual landscapes and landmarks aligns with visual learning preferences.
- **Kinesthetic Learners:** Virtual tours that encourage interaction and exploration can engage kinesthetic learners.

### Debate: Environmental Challenges and Solutions:

- **Verbal/Linguistic Learners:** Engaging in debates involves articulating arguments and discussing ideas.
- **Interpersonal Learners:** Group discussions and debates provide opportunities for interpersonal interaction.

### Soil Region Analysis:

- **Visual Learners:** Analyzing soil samples and data can be visual and hands-on.
- **Logical/Mathematical Learners:** Identifying patterns in soil properties appeals to logical thinkers.

**Historical Mapping Activity:**

- **Visual Learners:** Comparing historical maps involves visual analysis and observation.
- **Sequential Learners:** Tracing changes over time appeals to those who appreciate chronological sequences.

**Natural Resource Exploration:**

- **Reading/Writing Learners:** Researching and presenting information about natural resources suits these learners.
- **Logical/Mathematical Learners:** Analyzing the economic significance of resources aligns with logical thinking.

**Community Connections:**

- **Interpersonal Learners:** Interviewing community members fosters interpersonal interaction and personal connections.
- **Verbal/Linguistic Learners:** Presenting findings through discussions appeals to verbal learners.

**Create a Mississippi Geography Guidebook:**

- **Visual Learners:** Creating visual guidebook sections with images and graphics caters to visual learning.
- **Collaborative Learners:** Group work and collaborative creation suit students who thrive in team settings.



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# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.2:** *Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on the state's history and traditions.*

Objectives	Vocabulary	
<ol style="list-style-type: none"><li>1. Explain the impact of Mississippi's geography on the cultural development of its indigenous peoples (e.g., Choctaw, Chickasaw, Natchez, etc.).</li><li>2. Trace the relationships between the various indigenous groups in Mississippi, including their alliances with the Europeans who settled in what would become the Mississippi Territory.</li><li>3. Evaluate the impact of native cultures on Mississippi, past and present.</li></ol>	<ul style="list-style-type: none"><li>• Indigenous Peoples</li><li>• Geography</li><li>• Cultural Development</li><li>• Impact</li><li>• Choctaw</li><li>• Chickasaw</li><li>• Natchez</li><li>• Mississippi Territory</li><li>• Relationships</li><li>• Alliances</li></ul>	<ul style="list-style-type: none"><li>• Europeans</li><li>• Settlers</li><li>• Native Cultures</li><li>• Evaluation</li><li>• Past</li><li>• Present</li><li>• Assimilation</li><li>• Encroachment</li><li>• Resilience</li><li>• Heritage</li></ul>



## Learning Activities (Mississippi Studies - Standard MS.2)

### Cultural Impact Research Project:

- Assign students a specific indigenous group, such as the Choctaw, Chickasaw, or Natchez, and have them conduct in-depth research on how Mississippi's geography influenced their cultural development. Students can create research papers, multimedia presentations, or posters to showcase their findings.

### Timeline of Relationships:

- Ask students to create a timeline that illustrates the relationships between different indigenous groups in Mississippi and the Europeans who settled in the region. Students can include significant events, alliances, conflicts, and the effects of these interactions on native cultures.

### Native Cultures Exhibition:

- Divide the class into small groups and assign each group a specific indigenous group or aspect of native culture in Mississippi. Have students create exhibits with artifacts, posters, or digital presentations to showcase the key characteristics, traditions, and contributions of their assigned culture.

### Impact Analysis Debate:

- Organize a debate where students take on different perspectives to discuss the impact of native cultures on Mississippi, both past and present. Students can research and prepare arguments supporting or challenging the positive and negative impacts, engaging in critical thinking and persuasive communication.

### Geographical Influences Mapping Activity:

- Provide students with maps of Mississippi and ask them to identify and mark key geographical features that influenced the cultural development of indigenous peoples. Students can explain how each feature impacted aspects such as settlement patterns, economic activities, or cultural practices.

### Oral History Interview Project:

- Pair students up and have them conduct interviews with members of local indigenous communities or individuals knowledgeable about native cultures in Mississippi. Students can record and transcribe the interviews, analyzing the insights gained and reflecting on the impact of native cultures.



**Cultural Exchange Simulation:**

- Organize a role-playing activity where students assume the roles of different indigenous groups and European settlers. Students can engage in negotiations, alliances, or conflicts to understand the dynamics of relationships and the influence of cultural exchange in Mississippi's history.

**Impact Reflection Journal:**

- Assign students to keep a reflection journal throughout the unit. Students can write regular entries discussing their thoughts, insights, and questions about the impact of native cultures on Mississippi. Teachers can provide prompts or guiding questions to support students' reflections.

**Geographical Feature Analysis:**

- Provide students with photographs or descriptions of specific geographical features in Mississippi, such as rivers, forests, or coastal areas. Students can analyze how these features shaped the cultural practices, traditions, and historical events of indigenous peoples.

**Field Trip to Cultural Sites:**

- Organize a field trip to local cultural sites or museums dedicated to indigenous history and heritage. Students can engage in guided tours, observe artifacts, and participate in interactive activities that deepen their understanding of the impact of native cultures in Mississippi.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.2)

### Geography-Based Case Studies:

- Assign students specific geographic regions within Mississippi and have them research how the geography of those areas influenced the cultural development of indigenous peoples. Students can present their findings and engage in class discussions to explore common themes and patterns.

### Comparative Analysis:

- Provide students with primary and secondary sources that highlight the cultural development of different indigenous groups in Mississippi, such as the Choctaw, Chickasaw, and Natchez. Students can compare and contrast these cultures, identifying similarities, differences, and the influence of geography on each group.

### Oral History Interviews:

- Invite members of local indigenous communities to share their personal stories, perspectives, and experiences related to the impact of Mississippi's geography on their culture. Students can conduct interviews, record them, and create oral history projects to preserve and honor these narratives.

### Interactive Mapping Activities:

- Use online mapping tools or physical maps to engage students in interactive activities that explore the geographic distribution of indigenous groups in Mississippi. Students can identify key locations, trace migration patterns, and analyze the influence of geography on the relationships between different groups.

### Historical Timeline Construction:

- Assign students to create timelines highlighting key events, interactions, and alliances between indigenous groups and European settlers in Mississippi. This activity helps students visualize the chronological development and changing dynamics of relationships over time.

### Multimedia Presentations:



- Allow students to use multimedia tools to create presentations that explain the impact of Mississippi's geography on the cultural development of indigenous peoples. Encourage students to include visuals, videos, and maps to enhance their presentations and facilitate a deeper understanding of the topic.

**Current Events Analysis:**

- Engage students in analyzing current events or contemporary issues related to the impact of native cultures on Mississippi. Students can research and discuss topics such as indigenous rights, cultural preservation efforts, or the influence of indigenous traditions on the state's identity today.

**Group Debates:**

- Divide the class into groups and assign them different perspectives to debate the impact of native cultures on Mississippi. Students can research and prepare arguments supporting or challenging the positive and negative impacts of native cultures, fostering critical thinking and evidence-based reasoning.

**Artifacts and Museum Exhibits:**

- Organize a classroom exhibit or museum-style display where students can curate artifacts, visuals, and written explanations that highlight the impact of native cultures on Mississippi's past and present. Encourage students to research and select items that symbolize the cultural contributions of indigenous peoples.

**Community Connections:**

- Encourage students to connect with local indigenous communities or cultural organizations to learn firsthand about the impact of native cultures on Mississippi. This can involve attending community events, participating in workshops, or engaging in service projects that support cultural preservation initiatives.



## Real World Connections (Mississippi Studies - Standard MS.2)

### Cultural Preservation Organizations:

- Students can explore local or national organizations dedicated to preserving and promoting the cultural heritage of Mississippi's indigenous peoples, such as the Choctaw Nation, Chickasaw Nation, or Natchez Nation. They can learn about the work these organizations do to preserve traditions, languages, and cultural practices.

### Native American Museums and Cultural Centers:

- Students can visit or virtually explore Native American museums and cultural centers, such as the Choctaw Cultural Center or the Chickasaw Cultural Center. They can learn about the history, traditions, and contemporary life of indigenous peoples in Mississippi.

### Community Engagement:

- Students can engage with local indigenous communities and participate in events or activities that celebrate their culture, such as powwows, traditional dance performances, or storytelling sessions. This firsthand experience can deepen students' understanding of the impact of native cultures on Mississippi's past and present.

### Collaborative Projects:

- Students can collaborate with indigenous community members or representatives to develop projects that promote cultural understanding and appreciation. Examples include creating educational materials, documentaries, or exhibits that highlight the contributions and history of indigenous peoples in Mississippi.

### Historical Landmarks and Sites:

- Students can visit historical landmarks and sites related to indigenous peoples, such as burial mounds or ceremonial grounds. By exploring these sites, they can gain a sense of the rich history and deep connection of indigenous peoples to the land.

### Guest Speakers:



- Inviting guest speakers, such as indigenous elders, scholars, or representatives from tribal organizations, can provide students with firsthand accounts and insights into the impact of Mississippi's geography on the cultural development of indigenous peoples.

**Oral Histories:**

- Students can conduct interviews with members of indigenous communities to collect oral histories, preserving personal narratives and cultural traditions for future generations.

**Traditional Arts and Crafts:**

- Students can explore and learn traditional arts and crafts of Mississippi's indigenous peoples, such as beadwork, pottery, or basket weaving. They can gain an appreciation for the artistic expressions and skills passed down through generations.

**Native Languages:**

- Students can explore the endangered native languages of Mississippi's indigenous peoples and the efforts being made to revitalize and preserve them. They can engage in language learning activities or research language preservation initiatives.

**Environmental Stewardship:**

- Students can explore the indigenous perspectives on environmental stewardship and sustainable practices. They can examine how native cultures have traditionally interacted with and respected the land and its resources and apply these principles to contemporary environmental issues.



## Differentiation (Mississippi Studies - Standard MS.2)

### Cultural Impact Research Project:

- **Reading/Writing Learners:** Conducting research and creating papers align with reading and writing preferences.
- **Visual Learners:** Multimedia presentations and posters provide visual elements to enhance understanding.

### Timeline of Relationships:

- **Visual Learners:** Creating timelines with events and interactions appeals to visual learning.
- **Logical/Mathematical Learners:** Organizing chronological events and relationships suits logical thinking.

### Native Cultures Exhibition:

- **Visual Learners:** Designing exhibits with visual elements like artifacts and posters caters to visual learning.
- **Interpersonal Learners:** Collaborative group work allows for interaction and shared learning.

### Impact Analysis Debate:

- **Verbal/Linguistic Learners:** Engaging in debates involves verbal expression and critical thinking.
- **Interpersonal Learners:** Collaborative debates foster interaction and group dynamics.

### Geographical Influences Mapping Activity:

- **Visual Learners:** Analyzing maps and marking geographical features suits visual learning.
- **Spatial Learners:** Understanding the impact of features on cultural development aligns with spatial thinking.

**Oral History Interview Project:**

- **Auditory Learners:** Conducting interviews and transcribing conversations cater to auditory learners.
- **Reflective Learners:** Reflecting on insights gained promotes deep thinking.

**Cultural Exchange Simulation:**

- **Kinesthetic Learners:** Role-playing and interactive negotiation activities engage kinesthetic learners.
- **Interpersonal Learners:** Engaging in simulated interactions appeals to interpersonal learners.

**Impact Reflection Journal:**

- **Reflective Learners:** Keeping a journal aligns with introspective and reflective learning styles.
- **Writing Learners:** Regular journal entries involve writing and self-expression.

**Geographical Feature Analysis:**

- **Visual Learners:** Analyzing photographs of geographical features involves visual observation.
- **Analytical Learners:** Identifying links between features and cultural aspects appeals to analytical thinking.

**Field Trip to Cultural Sites:**

- **Experiential Learners:** Visiting cultural sites provides hands-on learning experiences.
- **Visual/Spatial Learners:** Observing artifacts and participating in interactive activities suits visual and spatial learning.



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# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.3:** *Examine the motivations and the effects of the European arrival and presence in Mississippi.*

Objectives	Vocabulary		
<ol style="list-style-type: none"> <li>1. Compare and contrast the French, Spanish and English arrival, and presence in Mississippi (e.g., lifestyles, religion, successes, failures, etc.).</li> <li>2. Examine the impact of European arrival and presence on the cultural development of Mississippi (e.g., Code Noir, holiday, religious, economic, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>• Settlers</li> <li>• Conquistadors</li> <li>• Fur trade</li> <li>• Fortifications</li> <li>• Missionaries</li> <li>• Navigators</li> <li>• Expeditions</li> <li>• Cuisine</li> <li>• Architecture</li> <li>• Social hierarchy</li> <li>• Manumission</li> </ul>	<ul style="list-style-type: none"> <li>• Economic prosperity</li> <li>• Territorial disputes</li> <li>• Slave codes</li> <li>• Legal framework</li> <li>• Christopher Columbus</li> <li>• Hernán Cortés</li> <li>• Jacques Cartier</li> <li>• Francisco Pizarro</li> <li>• John Cabot</li> <li>• Henry Hudson</li> <li>• Sir Francis Drake</li> </ul>	<ul style="list-style-type: none"> <li>• Samuel de Champlain</li> <li>• Juan de Oñate</li> <li>• Sir Walter Raleigh</li> <li>• Mardi Gras</li> <li>• Plantations</li> <li>• Mercantilism</li> <li>• Commerce</li> <li>• Market economy</li> <li>• Labor systems</li> <li>• Slave trade</li> <li>• Acculturation</li> <li>• Assimilation</li> </ul>





## Learning Activities (Mississippi Studies - Standard MS.3)

### Comparative Analysis Essay:

- Assign students to write a comparative analysis essay on the arrival and presence of the French, Spanish, and English in Mississippi. Students should examine and compare their motivations, interactions with indigenous peoples, cultural influences, and overall impacts. Encourage students to support their arguments with evidence from primary and secondary sources.

### Interactive Timeline:

- Ask students to create an interactive timeline that highlights key events related to the arrival and presence of the French, Spanish, and English in Mississippi. They can use digital tools or create physical timelines that include important dates, descriptions, and visuals to illustrate the historical progression.

### Cultural Artifacts Exhibition:

- Have students research and select cultural artifacts representing the French, Spanish, and English influences in Mississippi. Students can create displays or virtual exhibitions showcasing these artifacts along with descriptions explaining their significance in relation to the cultural development of the region.

### Historical Role-Playing:

- Organize a historical role-playing activity where students take on the personas of significant figures from the French, Spanish, and English presence in Mississippi. Students should research their assigned roles, including their motivations, beliefs, and interactions with indigenous peoples. They can then engage in simulated discussions or debates to deepen their understanding of the historical context.

### Oral History Project:

- Assign students to interview individuals from diverse backgrounds in the local community who have knowledge or personal experiences related to the French, Spanish, or English presence in Mississippi. Students can record these interviews and present their findings in class, highlighting the cultural impacts and perspectives shared.

### Cultural Exchange Simulation:



- Divide the class into groups, assigning each group a different cultural group (French, Spanish, or English). Have the groups simulate a cultural exchange by researching and presenting aspects of their assigned culture, such as language, art, music, and cuisine. Encourage discussions on the influences and contributions of each culture on Mississippi's cultural development.

**Historical Mapping Project:**

- Provide students with maps of Mississippi during different periods, and ask them to identify and mark locations related to the French, Spanish, and English presence. Students should explain the significance of these locations and how they influenced the cultural, economic, or political aspects of the region.

**Documentary Film Creation:**

- Challenge students to work in groups and create short documentary films that explore the arrival and presence of the French, Spanish, and English in Mississippi. Students can conduct research, gather visual materials, interview experts, and present their findings in a visually engaging and informative way.

**Historical Research Debate:**

- Divide the class into two or more teams and assign each team a specific aspect or impact of the French, Spanish, or English presence in Mississippi. Have the teams conduct research and engage in a debate presenting their arguments, counter-arguments, and supporting evidence. Encourage critical thinking, persuasive speaking, and respectful dialogue.

**Museum Exhibit Design:**

- Ask students to design a museum exhibit focused on the arrival and presence of the French, Spanish, and English in Mississippi. Students should consider the layout, artifacts, visuals, and interactive elements to engage visitors and convey the historical significance of these cultures. They can create physical or virtual exhibit designs, including explanatory texts and captions.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.3)

### Primary Source Analysis:

- Provide students with primary sources, such as historical documents, letters, or journals, related to the arrival and presence of the French, Spanish, and English in Mississippi. Guide students in analyzing these sources to extract information about lifestyles, religion, successes, failures, and cultural impacts.

### Comparative Research Projects:

- Assign students to research and compare the arrival and presence of the French, Spanish, and English in Mississippi. Students can investigate aspects such as their motivations for exploration, colonization strategies, interactions with indigenous peoples, religious influences, and economic impacts. Encourage students to present their findings through research papers, presentations, or multimedia projects.

### Role-Play and Simulation Activities:

- Organize role-play or simulation activities where students can assume the roles of explorers, colonists, indigenous peoples, or other historical figures. This hands-on approach allows students to experience the challenges, conflicts, and interactions that occurred during this period and gain a deeper understanding of the historical context.

### Gallery Walk:

- Create a gallery walk where students explore visual representations, artifacts, or informative posters related to the arrival and presence of the French, Spanish, and English in Mississippi. Students can rotate through different stations, analyze the materials, and engage in discussions about the cultural development, successes, and failures of each group.

### Historical Debates:

- Organize debates where students argue the perspectives of the French, Spanish, and English in Mississippi. Encourage students to research and prepare arguments based on historical evidence and primary sources. This activity promotes critical thinking, analysis, and the development of persuasive communication skills.

### Field Trips to Historical Sites:



- Plan field trips to historical sites, such as colonial settlements, forts, or museums, that showcase the arrival and presence of the French, Spanish, and English in Mississippi. Students can explore these sites, participate in guided tours, and engage with historical artifacts to gain firsthand knowledge of the period.

**Guest Speakers and Experts:**

- Invite guest speakers, such as historians, archaeologists, or representatives from local historical societies, to share their expertise on the arrival and presence of European powers in Mississippi. Their insights and firsthand knowledge can enrich students' understanding of the subject matter.

**Document-Based Questions (DBQs):**

- Use document-based questions to assess students' understanding of the historical objectives. Provide students with sets of primary and secondary sources related to the arrival and presence of the French, Spanish, and English in Mississippi. Students can analyze and interpret the sources to answer thought-provoking questions and construct well-supported arguments.

**Visual Presentations and Infographics:**

- Have students create visual presentations or infographics that summarize the key aspects of the arrival and presence of the French, Spanish, and English in Mississippi. Encourage students to use visual elements, maps, and timelines to effectively communicate the information.

**Collaborative Projects:**

- Assign students to work in groups to research and create collaborative projects related to the historical objectives. This can include multimedia presentations, interactive websites, or exhibitions that highlight different aspects of the arrival and presence of the French, Spanish, and English in Mississippi. This fosters teamwork, research skills, and creativity.



## Real World Connections (Standard MS.3)

### Compare and contrast the French, Spanish, and English arrival, and presence in Mississippi:

- **Culinary Heritage:** Explore how the cuisines of Louisiana (French), Florida (Spanish), and the American South (English) have been influenced by these colonial powers. Consider the flavors, ingredients, and cooking techniques that have shaped the region's culinary traditions.
- **Architectural Styles:** Examine the architecture of historic buildings in regions influenced by these colonial powers. Compare French Creole architecture in New Orleans, Spanish Colonial architecture in St. Augustine, and English colonial architecture in places like Natchez.
- **Religious Traditions:** Investigate the religious practices brought by the French (Catholic), Spanish (Catholic), and English (Protestant) colonists. Compare the impact of these different religious traditions on the cultural and social fabric of Mississippi.
- **Language Influence:** Explore how the French, Spanish, and English languages have left their mark on local place names, family names, and idiomatic expressions in Mississippi.

### Examine the impact of European arrival and presence on the cultural development of Mississippi:

- **Festivals and Holidays:** Investigate how European influences have shaped the holidays and festivals celebrated in Mississippi. Explore how Christmas, Mardi Gras, and other cultural celebrations have been influenced by French, Spanish, and English traditions.
- **Music and Dance:** Explore the influence of European music and dance on the cultural landscape of Mississippi. Investigate the origins of jazz, blues, and other musical genres, considering how they reflect the interactions between different colonial powers.
- **Economic Legacy:** Examine the economic impact of European presence on industries such as agriculture, trade, and manufacturing in Mississippi. Investigate how each colonial power's economic strategies influenced the state's development.



- **Legal and Social Codes:** Analyze how legal codes like the French "Code Noir" and Spanish laws influenced social hierarchies, race relations, and slave codes in Mississippi. Investigate the lasting impact of these codes on the state's legal and cultural systems.



## Differentiation (Mississippi Studies - Standard MS.3)

### Comparative Analysis Essay:

- **Visual Learners:** They could incorporate charts, diagrams, and visuals to support their comparisons and arguments.
- **Reading/Writing Learners:** The essay itself caters to their preference for reading and writing extensively.

### Interactive Timeline:

- **Visual Learners:** They can create visually appealing timelines with images, dates, and descriptions.
- **Kinesthetic Learners:** Physically arranging timeline elements (if creating a physical timeline) suits their tactile preference.

### Cultural Artifacts Exhibition:

- **Visual Learners:** Designing visually engaging displays aligns with their preference for images and visuals.
- **Interpersonal Learners:** Collaborating on the exhibition and discussing cultural influences can resonate with them.

### Historical Role-Playing:

- **Interpersonal Learners:** Engaging in simulated discussions or debates within historical personas caters to their social preference.
- **Auditory Learners:** Participating in role-play conversations involves auditory engagement.

### Oral History Project:

- **Auditory Learners:** Conducting interviews and recording conversations suits their auditory preference.
- **Interpersonal Learners:** Engaging with community members aligns with their social inclination.

### Cultural Exchange Simulation:

- **Interpersonal Learners:** Collaborative research and discussions within groups align with their social interaction preference.
- **Visual Learners:** Creating visual presentations about their assigned culture resonates with them.

**Historical Mapping Project:**

- **Visual Learners:** Identifying locations on maps and explaining their significance caters to their visual preference.
- **Spatial Learners:** Understanding the spatial relationships between locations aligns with their strength.

**Documentary Film Creation:**

- **Visual Learners:** Creating visual content through film production suits their preference for visual representation.
- **Auditory Learners:** Including voiceovers or interviews engages their auditory senses.

**Historical Research Debate:**

- **Verbal/Linguistic Learners:** Engaging in debates and presenting arguments resonates with their verbal/linguistic preference.
- **Logical/Mathematical Learners:** Analyzing research and evidence supports their logical inclination.

**Museum Exhibit Design:**

- **Visual/Spatial Learners:** Designing exhibit layouts and incorporating visuals aligns with their preferences.
- **Kinesthetic Learners:** Creating physical or interactive elements in the exhibit suits their hands-on style.





## SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.4:** *Explain the development of the Mississippi Territory and its evolution to statehood.*

Objectives	Vocabulary
<ol style="list-style-type: none"> <li>Investigate life and work in Mississippi during the colonial and revolutionary periods.</li> <li>Examine the conflicts ( e.g., Natchez Rebellion, etc.), treaties (e.g., Fort Adams, Mount Dexter, Doak’s Stand, Dancing Rabbit Creek, Pontotoc Creek, etc.), and subsequent removal (e.g., Trail of Tears, etc.) of indigenous Mississippians.</li> <li>Trace the events and legislative processes necessary for Mississippi to gain statehood.</li> <li>Identify the key points of the Mississippi Constitution of 1817 and identify the government and political influences that led to its development.</li> </ol>	<ul style="list-style-type: none"> <li>Tribal sovereignty</li> <li>Mount Dexter Treaty</li> <li>Colonists</li> <li>Settlers</li> <li>Choctaw Nation</li> <li>Natchez Rebellion</li> <li>Trail of Tears</li> <li>Indigenous Resistance</li> <li>Sovereignty</li> <li>Cultural assimilation</li> <li>Reservation System</li> <li>Tribal lands</li> <li>Indigenous rights</li> <li>Pontotoc Creek Treaty</li> <li>Dancing Rabbit Treaty</li> <li>Doak's Stand Treaty</li> <li>Fort Adams Treaty</li> <li>Chickasaw Nation</li> <li>Land cessions</li> <li>Tribal rights</li> <li>Cultural preservation</li> </ul>



## Learning Activities (Mississippi Studies - Standard MS.4)

### Investigate life and work in Mississippi during the colonial and revolutionary periods:

- **Historical Role-Playing:** Have students research and portray different historical figures from colonial and revolutionary Mississippi. They can engage in role-playing activities, such as staging a colonial town hall meeting or a debate on revolutionary ideas.
- **Historical Artifact Analysis:** Provide students with replicas or images of artifacts from the colonial and revolutionary periods. Students can examine the artifacts and infer information about the daily life, work, and cultural aspects of people in Mississippi during that time.
- **Field Trip to Historical Sites:** Organize a field trip to local historical sites related to the colonial and revolutionary periods in Mississippi. Students can explore the sites, participate in guided tours, and engage in hands-on activities to deepen their understanding of the time period.

### Examine the conflicts, treaties, and removal of indigenous Mississippians:

- **Document Analysis:** Provide students with primary and secondary sources related to conflicts, treaties, and removal of indigenous Mississippians. Students can analyze the documents, extract information, and create timelines or graphic organizers to understand the sequence of events and their impact.
- **Case Study Analysis:** Assign students specific case studies of conflicts, treaties, or removal events. They can research and present their findings, including the causes, consequences, and perspectives of the involved parties, highlighting the experiences of indigenous peoples.
- **Oral History Interviews:** Encourage students to interview members of local indigenous communities or descendants of those affected by conflicts and removals. Students can compile and share the oral histories, allowing for a personal connection to the historical events.

### Trace the events and legislative processes necessary for Mississippi to gain statehood:

- **Timeline Creation:** Divide students into groups and assign each group a specific period or event leading to Mississippi's statehood. They can create timelines that illustrate the key events, legislative acts, and influential figures involved in the statehood process.



- **Constitutional Convention Simulation:** Organize a classroom simulation of the Mississippi Constitutional Convention of 1817. Assign students roles as delegates, and have them research and represent different viewpoints during debates on important issues related to statehood.
- **Visual Presentation:** Ask students to create visual presentations, such as infographics or slideshows, that depict the events and legislative processes leading to Mississippi's statehood. Students can include images, maps, and concise explanations to enhance their presentations.

**Identify the key points of the Mississippi Constitution of 1817 and the government and political influences that led to its development:**

- **Document Analysis:** Provide students with copies of the Mississippi Constitution of 1817, and guide them through a close reading. Students can identify and highlight key points, including provisions related to government structure, individual rights, and political influences.
- **Group Discussions:** Divide students into groups and assign each group specific sections of the Mississippi Constitution of 1817. Students can engage in focused discussions to analyze the implications of those sections, identify the government structure, and discuss the political influences that shaped the Constitution.
- **Comparison Activity:** Ask students to compare the Mississippi Constitution of 1817 with the United States Constitution. They can identify similarities and differences in terms.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.4)

### Investigate life and work in Mississippi during the colonial and revolutionary periods:

- **Primary Source Analysis:** Provide students with primary sources such as letters, diaries, or documents from the colonial and revolutionary periods in Mississippi. Students can analyze these sources to understand the daily lives, work, social structures, and economic activities of different groups, including colonists, enslaved people, and indigenous peoples.
- **Role-Playing:** Assign students specific roles from the colonial or revolutionary era and have them research and portray the life and work of those individuals. Students can engage in discussions or simulations to understand the challenges, aspirations, and interactions of different groups during this time.
- **Museum Exhibit:** Ask students to curate a museum exhibit showcasing artifacts, visuals, and explanations related to life and work in colonial and revolutionary Mississippi. Students can research and present their findings in a visually engaging and informative manner.

### Examine the conflicts, treaties, and removal of indigenous Mississippians:

- **Document-Based Discussions:** Provide students with documents, maps, and treaties related to the conflicts, treaties, and removal of indigenous Mississippians. Engage students in structured discussions to analyze the motivations, consequences, and perspectives of different parties involved.
- **Historical Debates:** Divide the class into groups and assign each group a specific conflict, treaty, or removal event. Students can research and prepare arguments representing different viewpoints, then engage in debates to understand the complexities and historical context of these events.
- **Guest Speakers:** Invite guest speakers, such as historians, scholars, or members of indigenous communities, to share their knowledge and experiences related to the conflicts, treaties, and removal of indigenous Mississippians. This provides students with firsthand insights and diverse perspectives.

### Trace the events and legislative processes necessary for Mississippi to gain statehood:



- **Timeline Creation:** Assign students to create a timeline that traces the key events and legislative processes leading to Mississippi's statehood. Students should research and place the events in chronological order, including significant milestones, legislative acts, and notable figures.
- **Role of Mock Congress:** Organize a mock Congress activity where students simulate the legislative processes involved in Mississippi's path to statehood. Students can research and draft bills, engage in committee hearings, and debate the issues surrounding statehood.
- **Statehood Documentary:** Have students work in groups to create a documentary that explores the events and legislative processes leading to Mississippi's statehood. Students can conduct research, interview experts, and present their findings in a visually engaging and informative manner.

**Identify the key points of the Mississippi Constitution of 1817 and the government and political influences that led to its development:**

- **Close Reading and Annotation:** Provide students with copies of the Mississippi Constitution of 1817 and guide them through a close reading, highlighting the key points and provisions. Students can annotate the document to identify sections related to government structure, individual rights, and political influences.
- **Political Influence Analysis:** Assign students to research and analyze the political influences that shaped the Mississippi Constitution of 1817. Students can investigate the ideas of influential figures, debates among delegates, and the broader political climate of the time.
- **Constitutional Convention Simulation:** Organize a simulation of the Mississippi Constitutional Convention of 1817. Students can assume the roles of delegates and engage in debates and discussions to understand the key points, compromises, and political influences that led to the development of the constitution.



## Real World Connections (Mississippi Studies - Standard MS.4)

### Investigate life and work in Mississippi during the colonial and revolutionary periods:

- **Field Trip to Colonial-era Sites:** Organize a field trip to historical sites or living history museums that showcase colonial life and work. Students can observe demonstrations, participate in hands-on activities, and interact with reenactors to gain a deeper understanding of the time period.
- **Guest Speaker:** Invite a historian or expert on colonial and revolutionary history to speak to the class. They can provide insights into the daily life, work, and cultural development of Mississippi during that time, drawing connections to present-day society.
- **Local Historical Research:** Encourage students to conduct research on local families or communities with colonial roots. They can interview community members, explore historical archives, or visit local historical societies to understand how colonial heritage has influenced their region.

### Examine the conflicts, treaties, and removal of indigenous Mississippians:

- **Guest Speaker from Native Communities:** Invite members of local indigenous communities or tribal leaders to speak about the historical conflicts, treaties, and removals. They can share their perspectives, cultural experiences, and efforts toward preserving indigenous heritage.
- **Community Engagement:** Encourage students to volunteer or participate in cultural events organized by indigenous communities. This allows students to witness and appreciate the resilience, cultural traditions, and contributions of indigenous peoples in contemporary Mississippi.
- **Field Trip to Native Heritage Sites:** Plan a field trip to significant Native American heritage sites, such as mounds or tribal museums, where students can learn about the history, cultural practices, and struggles of indigenous Mississippians.

### Trace the events and legislative processes necessary for Mississippi to gain statehood:

- **Mock Legislature:** Organize a mock legislative session where students can simulate the process of drafting, debating, and passing legislation. This activity helps students understand the complexity of legislative decision-making and the challenges faced by those involved.



- **Guest Speaker from State Government:** Invite a representative from the Mississippi state government to discuss the process of statehood and the functions of government today. Students can gain insights into the state's political structure, legislative procedures, and the influence of history on contemporary governance.
- **Comparative Study:** Encourage students to compare the statehood processes of Mississippi with other states. They can research and analyze the historical events, debates, and compromises that led to statehood in different regions, fostering a broader understanding of state formation.

**Identify the key points of the Mississippi Constitution of 1817 and the government and political influences that led to its development:**

- **Visit to State Capitol:** Organize a visit to the Mississippi State Capitol where students can observe the functioning of state government. They can explore exhibits, tour the legislative chambers, and meet with elected officials to understand the practical implications of the state constitution.
- **Analysis of Current Issues:** Assign students to research and analyze contemporary issues in Mississippi that relate to the key points of the state constitution. Students can explore how the Constitution influences present-day governance, civil rights, and individual freedoms.
- **Debate on Constitutional Amendments:** Divide students into groups and assign each group a specific amendment from the Mississippi Constitution. Students can research and prepare arguments supporting or opposing the amendment, then engage in a classroom debate to discuss the relevance and potential impact of the amendment today.



## Differentiation (Mississippi Studies - Standard MS.4)

### Investigate life and work in Mississippi during the colonial and revolutionary periods:

#### Historical Role-Playing:

- **Interpersonal Learners:** Engaging in role-playing activities allows for social interaction and exploration of historical perspectives.
- **Verbal/Linguistic Learners:** Participating in debates or discussions involves expressing historical viewpoints verbally.

#### Historical Artifact Analysis:

- **Visual Learners:** Examining and inferring information from images of artifacts align with visual learning.
- **Logical/Mathematical Learners:** Analyzing artifacts to draw conclusions engages logical thinking.

#### Field Trip to Historical Sites:

- **Experiential Learners:** Engaging with historical sites through exploration and hands-on activities resonates with experiential learning.

### Examine the conflicts, treaties, and removal of indigenous Mississippians:

#### Document Analysis:

- **Logical/Mathematical Learners:** Creating timelines or graphic organizers to understand the sequence of events suits logical thinking.
- **Visual Learners:** Visualizing the timeline through graphic organizers appeals to their learning style.

#### Case Study Analysis:

- **Verbal/Linguistic Learners:** Researching and presenting findings involve articulating information verbally.





- **Intrapersonal Learners:** Delving into specific case studies and reflecting on their consequences resonates with introspective learning.

#### **Oral History Interviews:**

- **Auditory Learners:** Conducting interviews and listening to oral histories aligns with auditory learning.
- **Interpersonal Learners:** Engaging with community members fosters social interactions and shared learning.

#### **Trace the events and legislative processes necessary for Mississippi to gain statehood:**

##### **Timeline Creation:**

- **Visual/Spatial Learners:** Creating timelines involves organizing events visually and understanding their chronological order.
- **Kinesthetic Learners:** Physically arranging timeline components can engage their tactile learning preference.

##### **Constitutional Convention Simulation:**

- **Interpersonal Learners:** Participating in debates during the simulation allows for social interaction and collaboration.
- **Logical/Mathematical Learners:** Analyzing viewpoints and forming arguments engages their logical thinking.

##### **Visual Presentation:**

- **Visual Learners:** Creating visual presentations with images and maps resonates with their learning style.
- **Verbal/Linguistic Learners:** Explaining the events and processes verbally while creating the presentation suits them.

#### **Identify the key points of the Mississippi Constitution of 1817 and the government and political influences that led to its development:**

**Document Analysis:**

- **Logical/Mathematical Learners:** Analyzing and identifying key points in the Constitution aligns with their analytical thinking.
- **Visual Learners:** Highlighting key points visually within the document suits their preference.

**Group Discussions:**

- **Interpersonal Learners:** Engaging in group discussions fosters social interaction and shared learning.
- **Verbal/Linguistic Learners:** Discussing and analyzing specific sections of the Constitution involve verbal expression.

**Comparison Activity:**

- **Logical/Mathematical Learners:** Comparing and contrasting different constitutions involves analytical thinking.
- **Visual Learners:** Identifying similarities and differences visually through comparisons suits their style.



## SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.5:** *Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery.*

Objectives	Vocabulary
<ol style="list-style-type: none"> <li>Trace the evolution of slavery in Mississippi, including the significance of the Forks of the Road slave market in Natchez.</li> <li>Analyze the relationship between cotton and the evolution of the plantation economy in antebellum Mississippi.</li> <li>Examine the culture and social structure that developed in Mississippi during the antebellum period.</li> </ol>	<ul style="list-style-type: none"> <li>King Cotton</li> <li>Slave Auctions</li> <li>Chattel slavery</li> <li>Slave trade</li> <li>Plantation slavery</li> <li>Enslaved Africans</li> <li>Forced Labor</li> <li>Middle Passage</li> <li>Emancipation</li> <li>Slavery hierarchy</li> <li>Paternalism</li> <li>Gentry</li> <li>Auction Block</li> <li>Forks of the Road</li> <li>Gentry</li> <li>Underground Railroad</li> <li>Abolitionism</li> </ul>



## Learning Activities (Mississippi Studies - Standard MS.5)

### Slave Narratives

- Have students read and analyze [slave narratives from Mississippi](#), such as those by [Gabe Emanuel](#) (Claiborne County) or [Lorena Thomas](#) (Lowndes County). Students can discuss the experiences of enslaved individuals, their struggles for freedom, and the impact of their stories on the abolitionist movement.

### Mapping Slavery

- Provide students with maps of Mississippi during the antebellum period. Ask them to identify regions where slavery was most prevalent and discuss the factors that influenced the concentration of enslaved people in specific areas.

### Plantation Simulation

- Divide students into groups and assign each group a role, such as plantation owner, overseer, or enslaved person. Have them participate in a simulation activity where they experience the daily life and interactions on a plantation. This activity can help students understand power dynamics and the impact of slavery on different individuals.

### Comparative Analysis

- Assign students to compare and contrast the plantation economies of different regions within Mississippi. They can research and present their findings on the factors that influenced economic success, labor systems, and the overall impact of cotton cultivation.

### Documentary Analysis

- Provide students with documentaries or video clips that explore the culture and social structure of antebellum Mississippi. After watching, students can engage in discussions or create written reflections on the themes, perspectives, and historical accuracy presented in the documentaries.

### Art and Literature Exploration



- Have students examine artwork and literature from the antebellum period that depict or comment on the culture and social structure of Mississippi. Students can analyze the artistic styles, symbolism, and messages conveyed in the artworks or writings.

### **Historical Research Project**

- Assign students a research project where they investigate a specific aspect of antebellum Mississippi, such as social classes, gender roles, or religious influences. Students can gather information from primary and secondary sources and present their findings through written reports or multimedia presentations.

### **Museum Exhibition**

- Divide students into small groups and assign each group a specific topic related to antebellum Mississippi, such as slave life, plantation culture, or resistance movements. Have each group curate a mini museum exhibition, including artifacts, informative posters, and interactive elements that showcase their chosen theme.

### **Oral Presentations**

- Ask students to prepare oral presentations on influential individuals or events related to the evolution of slavery, the plantation economy, or the culture of antebellum Mississippi. Students can conduct research, organize their findings, and deliver informative presentations to their classmates.

### **Historical Timeline**

- In small groups or individually, have students create a timeline that illustrates the key events, legislation, and social changes related to slavery, the plantation economy, and the culture of antebellum Mississippi. They can include significant dates, descriptions, and images to enhance their timelines.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.5)

### Primary Source Analysis

- Provide students with primary sources such as letters, diaries, newspaper articles, and advertisements related to the evolution of slavery in Mississippi. Students can analyze these sources to trace the history of slavery and its impact on the state.

### Virtual Field Trip

- Take students on a virtual tour of the Forks of the Road slave market in Natchez. Provide them with historical information, images, and interactive elements to enhance their understanding of the significance of this site.

### Case Study

- Assign students a case study on a specific plantation in Mississippi during the antebellum period. Students can research and analyze primary and secondary sources to understand the relationship between cotton and the plantation economy, including the social and economic impact on the region.

### Role-Playing Activity

- Divide students into groups and assign each group a specific role (e.g., plantation owner, enslaved person, abolitionist) during the antebellum period. Have them engage in role-playing activities and discussions to explore the perspectives and experiences of different individuals during this time.

### Class Debate

- Organize a class debate on the topic of slavery in Mississippi. Divide the class into teams representing different viewpoints (e.g., pro-slavery, anti-slavery) and encourage them to research and present arguments based on historical evidence.

### Historical Fiction Reading

- Assign historical fiction novels set in antebellum Mississippi that explore the culture and social structure of the time. After reading, students can engage in discussions and written reflections on the themes and historical accuracy portrayed in the novels.

### Artifact Analysis



- Provide students with images or replicas of artifacts related to the antebellum period in Mississippi, such as plantation tools, clothing, or household items. Students can analyze these artifacts to gain insights into the daily life and culture of people during that time.

### **Multimedia Presentations**

- Ask students to create multimedia presentations (e.g., PowerPoint, video) on different aspects of antebellum Mississippi, including the evolution of slavery, the plantation economy, and the cultural and social structures. Students can incorporate images, maps, and primary source excerpts to support their presentations.

### **Field Trip to a Local Historical Site**

- Plan a field trip to a local historical site related to slavery or the antebellum period in Mississippi, such as a former plantation or a museum. Students can explore the site, engage in guided tours, and participate in interactive activities to deepen their understanding of the historical context.

### **Document-Based Questions (DBQ)**

- Provide students with a set of primary and secondary sources related to the antebellum period in Mississippi. Ask them to analyze the sources and respond to a series of document-based questions that require critical thinking and historical interpretation.



## Real World Connections (Mississippi Studies - Standard MS.5)

### Visit a Historic Site

- Organize a field trip to a local historic site related to the history of slavery in Mississippi, such as the Forks of the Road slave market in Natchez. Students can explore the site, learn from knowledgeable guides, and gain a firsthand understanding of the significance of the location.

### Guest Speaker:

- Invite a guest speaker, such as a historian or a representative from a local historical society, to speak to the students about the evolution of slavery in Mississippi. The speaker can share their expertise, personal stories, and research to provide a real-world perspective on the topic.

### Community Engagement:

- Encourage students to engage with their local community by volunteering at museums, historical societies, or organizations that preserve and promote the history of slavery in Mississippi. Students can assist in organizing events, conducting research, or creating educational materials to raise awareness and foster community engagement.

### Primary Source Analysis:

- Provide students with primary sources, such as letters, diaries, or newspaper articles from the antebellum period. Students can analyze and interpret these sources, considering the perspectives of individuals involved in the slavery system, and discuss the connections between historical events and their impact on people's lives.

### Literature and Film Discussion:

- Assign students relevant literary works or films that explore the themes of slavery and antebellum Mississippi, such as "Beloved" by Toni Morrison or the film "12 Years a Slave." Students can read or watch these materials and engage in group discussions to analyze the historical context, themes, and social implications presented.

### Community Interviews:





- Encourage students to interview members of the local community who have personal connections to the history of slavery in Mississippi. These interviews can be conducted with individuals from diverse backgrounds, such as descendants of enslaved people, historians, or community leaders, to gain insights into the lasting impact of slavery and its relevance in the present day.

**Research Connections:**

- Guide students to explore current research and scholarly articles related to the evolution of slavery and its impact on Mississippi. Students can learn about ongoing archaeological excavations, preservation efforts, or new discoveries that contribute to a deeper understanding of this historical period.

**Comparative Analysis:**

- Ask students to compare the history of slavery in Mississippi with other regions or countries, examining similarities and differences in the institution, its impact, and the subsequent social and cultural developments. This can foster a broader understanding of the global context of slavery and encourage critical thinking.

**Community Dialogue:**

- Organize a community dialogue or panel discussion where students, educators, community members, and experts can come together to discuss the historical significance of slavery in Mississippi and its legacy in the present. This interactive conversation can promote understanding, empathy, and thoughtful reflections on the topic.



## Differentiation (Mississippi Studies - Standard MS.5)

### Slave Narratives

- **Growing Learners:** Provide versions or excerpts of slave narratives with guided questions to help students understand the experiences and impact of enslaved individuals. Offer additional support through class discussions and visual aids.
- **Advanced Learners:** Assign complete slave narratives or a selection of narratives from different authors. Encourage in-depth analysis of the themes, literary devices, and historical context. Facilitate discussions that explore the broader implications of these narratives on the abolitionist movement.

### Mapping Slavery

- **Growing Learners:** Provide labeled maps of Mississippi during the antebellum period, highlighting regions where slavery was prevalent. Guide students through discussions and questions that help them identify the concentration of enslaved people and understand the reasons behind it.
- **Advanced Learners:** Provide blank or partially labeled maps and have students research and identify the regions of slavery concentration themselves. Encourage them to analyze factors such as geography, climate, and economic activities that influenced the distribution of enslaved individuals.

### Comparative Analysis

- **Growing Learners:** Provide structured guidelines and a limited number of factors to compare between regions. Offer resources for research and support students in organizing their findings.
- **Advanced Learners:** Encourage independent research and a comprehensive analysis of multiple factors that influenced the plantation economies in different regions of Mississippi. Encourage critical thinking and encourage students to draw connections and make informed judgments based on their findings.

### Documentary Analysis



- **Growing Learners:** Select shorter documentary clips and provide pre-reading or pre-watching activities to activate prior knowledge. Offer guided questions and scaffolded note-taking templates to help students comprehend and analyze the content.
- **Advanced Learners:** Assign full-length documentaries or more challenging video clips. Encourage students to critically evaluate the content, identify biases, and engage in nuanced discussions about the cultural and social aspects of antebellum Mississippi portrayed in the documentaries.

### Art and Literature Exploration

- **Growing Learners:** Provide selected artworks and literature pieces with explanations and guided questions to help students understand the artistic styles, themes, and cultural context. Offer visual aids or analysis templates.
- **Advanced Learners:** Encourage students to explore a wider range of artworks and literature pieces, including more complex or lesser-known works. Prompt them to analyze the symbolism, artistic techniques, and social commentary embedded in the works.

### Historical Research Project

- **Growing Learners:** Provide a list of research topics related to antebellum Mississippi, along with suggested sources and research questions. Offer guidance on notetaking, organizing information, and structuring their final reports or presentations.
- **Advanced Learners:** Encourage students to select their own research topics based on their interests and develop research questions independently. Guide them in locating and critically evaluating primary and secondary sources. Encourage them to present their findings in a well-structured and engaging manner.

### Museum Exhibition

- **Growing Learners:** Provide clear guidelines and templates for organizing the exhibition, including specific artifacts to display and pre-made informative posters. Offer support in brainstorming ideas and assist students in creating interactive elements.
- **Advanced Learners:** Allow students more freedom in selecting artifacts and designing the exhibition layout.



## SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.6:** *Analyze the role of Mississippi during the Civil War and evaluate the effects of Reconstruction in the state.*

Objectives	Vocabulary
<ol style="list-style-type: none"> <li>1. Examine the Mississippi Declaration of Secession and trace the events that led to the secession of Mississippi from the Union in 1861.</li> <li>2. Analyze the significance of the military campaigns that took place in Mississippi during the Civil War and the impact wartime conditions had on the civilian population.</li> <li>3. Examine the roles and contributions of women, enslaved people, and free African Americans during the Civil War.</li> <li>4. Analyze the impact of Reconstruction on Mississippi, including the new Mississippi Constitution of 1868.</li> <li>5. Describe the changing roles and contributions of African American Mississippians during Reconstruction.</li> </ol>	<ul style="list-style-type: none"> <li>• Reconstruction</li> <li>• Constitution of 1868</li> <li>• Civilian population</li> <li>• Secession</li> <li>• Declaration of Secession</li> <li>• Union</li> <li>• Military campaigns</li> <li>• Civil War</li> <li>• Wartime conditions</li> <li>• Significance</li> </ul>



## Learning Activities (Mississippi Studies - Standard MS.6)

### Document Analysis:

- Provide students with copies of the Mississippi Declaration of Secession. Ask them to read and analyze the document, highlighting key arguments and reasons for secession. Students can then engage in a class discussion or write a reflection on the significance of the declaration.

### Role-Playing Debate:

- Divide the class into groups representing different perspectives on Mississippi's secession. Assign each group a specific viewpoint, such as pro-secession or anti-secession. Students can research their assigned positions and engage in a debate, presenting their arguments and supporting evidence.

### Civil War Campaign Mapping:

- Provide students with maps of Mississippi during the Civil War. Assign each student or group a specific military campaign to research. Students can mark the locations of battles, analyze the strategies employed, and discuss the impact of the campaigns on the state and its civilian population.

### Diary Writing:

- Ask students to imagine themselves as civilians during the Civil War in Mississippi. Have them write diary entries reflecting the experiences, challenges, and emotions of everyday life during this period. Students can share and discuss their diary entries to gain insight into the civilian perspective.

### Research Project:

- Assign each student or small group a specific group (women, enslaved people, or free African Americans) during the Civil War in Mississippi. Students can research the roles and contributions of their assigned group, create presentations, and share their findings with the class.

**Reconstruction Newspaper:**

- Divide students into small groups and assign each group a specific time period during Reconstruction in Mississippi. Students can research significant events and developments during that period and create a newspaper-style report, including headlines, articles, and illustrations to depict the changing social and political landscape.

**Analysis of Historical Images:**

- Provide students with photographs or artwork depicting scenes from Reconstruction-era Mississippi. Students can analyze the images, discuss the symbolism, and infer the experiences and challenges faced by African American Mississippians during this time. They can then create captions or narratives to accompany the images.

**Oral History Project:**

- Encourage students to conduct interviews with individuals who have knowledge or family stories related to Reconstruction in Mississippi. Students can prepare interview questions, record the interviews (with permission), and create oral history presentations to share with the class.

**Comparison Activity:**

- Assign students to compare the provisions of the Mississippi Constitution of 1868 with the earlier Mississippi Constitution of 1832. They can analyze the changes, discuss the impact of Reconstruction on the state's governance, and present their findings in written or oral form.

**Historical Timeline:**

- In small groups or individually, have students create a timeline that illustrates the key events and developments related to Mississippi's secession, the Civil War campaigns in the state, the roles of different groups during the war, and the impact of Reconstruction. They can include visuals, descriptions, and explanations to enhance their timelines.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.6)

### Document Analysis:

- Provide students with copies of the Mississippi Declaration of Secession. Guide them through a close reading and analysis of the document, discussing the reasons for secession and its significance in Mississippi history.

### Timeline Creation:

- Divide students into small groups and assign each group a specific event or series of events that led to Mississippi's secession. Have them create a timeline that illustrates the sequence of events and their impact on the secession.

### Simulation Activity:

- Organize a classroom simulation where students take on the roles of key individuals involved in the secession of Mississippi. They can research their assigned roles and engage in debates or discussions representing different perspectives on secession.

### Battle Analysis:

- Select several significant military campaigns that took place in Mississippi during the Civil War. Assign each campaign to a small group of students and have them research and analyze the strategies, outcomes, and impact of those battles. Students can present their findings to the class.

### Civilian Experience Project:

- Ask students to research and explore the experiences of civilians during the Civil War in Mississippi. They can create written or multimedia projects that depict the challenges, hardships, and changes faced by the civilian population due to the war.

### Role-Play Activity:

- Divide students into groups and assign each group a specific role, such as women, enslaved people, or free African Americans during the Civil War. Have them research and prepare short skits or presentations that showcase the roles and contributions of their assigned group during that period.

### Reconstruction Analysis:



- Provide students with primary and secondary sources related to Reconstruction in Mississippi. Students can analyze the sources, extract information about the impact of Reconstruction, and discuss the significance of the new Mississippi Constitution of 1868.

**Debate:**

- Divide the class into two groups representing different perspectives on Reconstruction in Mississippi. Have them research and prepare arguments to support their respective viewpoints. Conduct a debate where students present their arguments and engage in a structured discussion.

**Primary Source Analysis:**

- Provide students with excerpts from speeches, letters, or documents that highlight the changing roles and contributions of African American Mississippians during Reconstruction. Students can analyze the sources, identify key points, and discuss the significance of these changes.

**Group Research Project:**

- Divide students into small groups and assign each group a specific aspect of African American contributions during Reconstruction in Mississippi. They can conduct research, gather information, and create presentations or posters that highlight the achievements and challenges faced by African American Mississippians during that period.





## Real World Connections (Mississippi Studies - Standard MS.6)

### Guest Speaker:

- Invite a historian or expert on the Civil War and Reconstruction to speak to the class. The guest speaker can provide insights into the secession of Mississippi, military campaigns, the experiences of different groups during the war, and the impact of Reconstruction on the state.

### Museum Visit:

- Organize a field trip to a local museum or historical site that focuses on the Civil War and Reconstruction. Students can explore exhibits, view artifacts, and engage in guided tours or interactive activities to deepen their understanding of the historical events and the experiences of people during that time.

### Community Connections:

- Encourage students to interview family members, neighbors, or community members who have stories or knowledge related to the Civil War or Reconstruction. This can provide a personal connection to the historical events and allow students to hear firsthand accounts or family histories.

### Digital Archives and Resources:

- Guide students in accessing digital archives, such as online collections of primary sources, historical photographs, and documents related to Mississippi during the Civil War and Reconstruction. Students can explore these resources and analyze the information to gain a broader understanding of the time period.

### Local History Research:

- Assign students to research the local history of their own communities or towns during the Civil War and Reconstruction. They can explore historical records, newspapers, or local archives to uncover stories, events, or individuals that had an impact during that time. Students can present their findings to the class or create displays showcasing their research.

### Current Events Discussion:



- Engage students in discussions about the ongoing relevance and impact of the Civil War and Reconstruction on contemporary issues. Encourage students to connect historical events to present-day topics such as civil rights or political debates. This helps students see the connections between the past and the present.

**Virtual Field Trips:**

- Explore virtual tours or online exhibits related to the Civil War and Reconstruction. Students can visit websites or platforms that offer virtual experiences of historical sites, museums, or exhibits. This allows them to engage with the content remotely and gain a visual understanding of the historical context.

**Community Engagement Projects:**

- Encourage students to get involved in community service or volunteer projects that address historical preservation. This can include activities such as restoring historical markers or participating in events that commemorate the Civil War or highlight the contributions of different groups during Reconstruction.

**Literature Connections:**

- Integrate literature into the study of the Civil War and Reconstruction by assigning novels, memoirs, or poems set during that time period. Students can analyze the literary works, discuss the themes and perspectives presented, and make connections to the historical events and experiences of people in Mississippi.

**Film and Media Analysis:**

- Incorporate films, documentaries, or multimedia resources that depict the Civil War and Reconstruction. After watching, students can analyze the accuracy, biases, and interpretations presented in the media, fostering critical thinking skills and discussions about historical representation.



## Differentiation (Mississippi Studies - Standard MS.6)

### Document Analysis:

- **Growing Learners:** Provide students with guided questions and prompts to help them identify key arguments and reasons for secession. Offer additional support in analyzing the significance of the declaration through structured discussions or writing tasks.
- **Advanced Learners:** Encourage students to delve deeper into the document by exploring the historical context, analyzing the language and rhetoric used, and connecting the arguments to broader historical themes. Facilitate in-depth discussions or require more extensive written reflections.

### Role-Playing Debate:

- **Growing Learners:** Provide clear guidelines and resources for research on the assigned perspective. Offer support in organizing arguments and evidence. Conduct the debate in smaller groups to reduce anxiety and encourage active participation.
- **Advanced Learners:** Encourage independent research and critical thinking in formulating arguments and counterarguments. Facilitate a whole-class debate where students can engage in nuanced discussions, challenge opposing viewpoints, and present well-reasoned arguments.

### Civil War Campaign Mapping:

- **Growing Learners:** Provide students with pre-selected information on the assigned military campaign and offer guidance on how to analyze and interpret the maps. Simplify the task by focusing on key battles and their locations.
- **Advanced Learners:** Encourage students to conduct independent research to gain a comprehensive understanding of the assigned military campaign. Ask them to analyze strategies, discuss the impact on the state and civilian population, and present their findings with visual representations.

### Diary Writing:



- **Growing Learners:** Provide prompts or scaffolds for diary entries to help students organize their thoughts and ideas. Encourage students to focus on describing daily life experiences and emotions during the Civil War without the pressure of historical accuracy.
- **Advanced Learners:** Encourage students to conduct research on primary sources, such as diaries or letters from the Civil War era, to inform their writing. Encourage them to incorporate historical details and accurately depict the challenges and experiences faced by civilians during that time.

**Research Project:**

- **Growing Learners:** Provide students with curated resources and specific guiding questions to facilitate their research. Offer support in organizing information and creating presentations or reports.
- **Advanced Learners:** Encourage independent research using a variety of sources, including primary and secondary materials. Require a more comprehensive presentation that incorporates multiple perspectives, includes visual aids, and demonstrates critical analysis.

**Reconstruction Newspaper:**

- **Growing Learners:** Provide students with pre-selected information and a clear structure for their newspaper report. Offer support in summarizing events and developing concise headlines and articles.
- **Advanced Learners:** Encourage students to conduct extensive research on their assigned time period and present a detailed newspaper report that reflects the complexities of Reconstruction in Mississippi. Encourage critical analysis, include diverse perspectives, and emphasize the cause-and-effect relationships between events.

**Analysis of Historical Images:**

- **Growing Learners:** Provide scaffolding questions to help students observe and describe the images. Offer support in identifying basic symbolism and discussing the general experiences of African American Mississippians during Reconstruction.



- **Advanced Learners:** Encourage students to analyze the images in-depth, considering visual elements, symbolism, and historical context. Challenge them to draw nuanced interpretations, discuss the impact of Reconstruction on African American Mississippians, and incorporate their findings into the captions or narratives.

#### Oral History Project:

- **Growing Learners:** Provide a list of suggested interview questions to guide students in their interviews. Offer support in summarizing and presenting the oral history information in a clear and organized manner.
- **Advanced Learners:** Encourage students to develop their own interview questions, conduct thorough research on the interviewee's background, and critically analyze the oral history information. Require a well-structured presentation that highlights key insights and connections to broader historical themes.

#### Comparison Activity:

- **Growing Learners:** Provide students with a breakdown of the key differences between the two constitutions. Offer support in identifying and summarizing the changes and their impact on Mississippi during Reconstruction.
- **Advanced Learners:** Encourage independent analysis of the provisions and implications of both constitutions. Challenge students to explore the motivations behind the changes and engage in a thoughtful discussion or written analysis of the impact of Reconstruction on the state's governance.

#### Historical Timeline:

- **Growing Learners:** Provide students with a template or pre-selected information to populate the timeline. Offer support in summarizing events and selecting key visuals that enhance understanding.
- **Advanced Learners:** Encourage independent research to populate the timeline with significant events, developments, and visuals. Challenge students to include detailed descriptions and explanations that showcase their understanding of the chronological progression and historical significance of the events and changes.



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# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.7:** *Examine the economic, political, and social changes in the Jim Crow Era Mississippi from the end of Reconstruction through World War II.*

Objectives	Vocabulary	
<ol style="list-style-type: none"><li>1. Analyze the differences between the Mississippi Constitutions of 1868 and 1890.</li><li>2. Trace the changes in Mississippi’s economy and technology in the decades following Reconstruction.</li><li>3. Analyze reforms that contributed to social and economic changes after the Civil War (e.g., Jim Crow, poll taxes, literacy tests, segregation, etc.).</li></ol>	<ul style="list-style-type: none"><li>• Reconstruction</li><li>• Reforms</li><li>• Jim Crow laws</li><li>• Segregation</li><li>• Discrimination</li><li>• Poll taxes</li><li>• Literacy tests</li><li>• Sharecropping</li><li>• Tenant farming</li><li>• Racial inequality</li><li>• Civil rights</li><li>• Voting rights</li></ul>	<ul style="list-style-type: none"><li>• Industrialization</li><li>• Agricultural diversification</li><li>• Manufacturing</li><li>• Cotton production</li><li>• Farming techniques</li><li>• Mechanization</li><li>• Railroads</li><li>• Transportation infrastructure</li><li>• Urbanization</li><li>• Technological advancements</li></ul>



## Learning Activities (Mississippi Studies - Standard MS.7)

### Analyze the differences between the Mississippi Constitutions of 1868 and 1890:

- **Close Reading Activity:** Provide students with copies of both constitutions and have them identify and highlight key differences in structure, provisions, and rights.
- **Compare and Contrast Essay:** Assign students to write an essay comparing the two constitutions, focusing on the changes in government structure, voting rights, and civil rights.
- **Constitutional Convention Simulation:** Divide students into groups and assign each group a constitution to represent. Have them analyze their assigned constitution and engage in a simulation activity where they debate the changes and discuss the motivations behind them.

### Trace the changes in Mississippi's economy and technology in the decades following Reconstruction:

- **Research Project:** Assign students specific topics related to Mississippi's economy and technology during the post-Reconstruction period. They can conduct research, gather information from primary and secondary sources, and present their findings through written reports or multimedia presentations.
- **Oral Histories:** Invite guest speakers who have knowledge or personal experiences of the economic and technological changes in Mississippi during this time. Students can prepare interview questions and record the oral histories for further analysis and understanding.
- **Timeline Creation:** In small groups or individually, have students create a timeline that illustrates the significant economic and technological changes in Mississippi after Reconstruction. They can include key events, inventions, industries, and their impact on the state's development.



**Analyze reforms that contributed to social and economic changes after the Civil War (e.g., Jim Crow, poll taxes, literacy tests, segregation, etc.):**

- **Primary Source Analysis:** Provide students with primary sources related to the reforms, such as Jim Crow laws, poll tax documents, or segregation policies. Students can analyze the documents, extract information, and discuss the intended effects of these reforms.
- **Case Study Investigation:** Assign students specific case studies on the impact of reforms, such as the effects of literacy tests on voting rights. They can research and present their findings, including the consequences and responses to these reforms.
- **Socratic Seminars:** Conduct a structured discussion where students explore the social and economic changes brought about by the reforms. Students can engage in open-ended discussions, ask questions, and present evidence to support their viewpoints.





## Suggested Instructional Practices (Mississippi Studies - Standard MS.7)

### Analyze the differences between the Mississippi Constitutions of 1868 and 1890:

- Close reading and comparison of the two constitutions.
- Guided discussions to identify and discuss key differences.
- Graphic organizers or Venn diagrams to visually represent the comparisons.
- Writing prompts or essays to analyze the significance of the changes.
- Debates or mock constitutional conventions to explore alternative viewpoints.

### Trace the changes in Mississippi's economy and technology in the decades following Reconstruction:

- Research projects on specific aspects of the economy and technology during the time period.
- Multimedia presentations showcasing the changes and advancements.
- Field trips to local museums or historical sites with exhibits on Mississippi's economic and technological history.
- Role-playing activities where students take on the roles of different individuals involved in the economic and technological changes.
- Guest speakers from relevant industries or experts in Mississippi's economic history.

### Analyze reforms that contributed to social and economic changes after the Civil War (e.g., Jim Crow, poll taxes, literacy tests, segregation, etc.):

- Document analysis of primary sources related to the reforms.
- Group discussions and debates on the impact of these reforms on different groups in Mississippi society.
- Historical case studies on specific instances of the reforms and their consequences.
- Role-playing activities where students take on the perspectives of individuals affected by the reforms.
- Research projects on the civil rights movement and its impact on overturning these reforms.



## Real World Connections (Mississippi Studies - Standard MS.7)

### Analyze the differences between the Mississippi Constitutions of 1868 and 1890:

- **Visit to a State Capitol:** Organize a field trip to the Mississippi State Capitol, where students can observe the current constitution in action and compare it to the earlier versions. They can see how the state's governance is structured and how it has evolved over time.
- **Guest Speaker:** Invite a constitutional lawyer or historian to speak to the class about the significance of constitutions and the changes that occurred in Mississippi's constitution during the specified periods.
- **Online Research:** Encourage students to explore websites, articles, or videos that discuss the historical context and implications of the constitutional changes in Mississippi. They can gain insights from various perspectives and examine the real-world impact of these differences.

### Trace the changes in Mississippi's economy and technology in the decades following Reconstruction:

- **Field Trip to a Historical Site:** Organize a field trip to a local historical site that showcases the economic and technological changes in Mississippi during the specified period. For example, a visit to a former industrial site or a museum dedicated to the state's economic history.
- **Guest Speaker from the Business Sector:** Invite a business professional or economist to share their knowledge and experiences regarding the economic and technological changes that have occurred in Mississippi since Reconstruction. Students can gain practical insights into the real-world dynamics of the state's economy.
- **Current Events Analysis:** Assign students to research and analyze recent economic developments and technological advancements in Mississippi. They can explore topics such as the impact of new industries, technological innovation, or economic policies on the state's current economy.

### Analyze reforms that contributed to social and economic changes after the Civil War:

- **Community Engagement:** Encourage students to engage with local community organizations or activists working on social and economic issues. They can attend meetings, participate in discussions, or volunteer to gain firsthand knowledge of ongoing efforts to address the consequences of past reforms.



- **Multimedia Analysis:** Assign students to watch documentaries, news segments, or podcasts that discuss the impact of reforms on social and economic changes. They can critically analyze the information presented, evaluate different perspectives, and reflect on the connections to real-world experiences.
- **Interview Community Members:** Have students conduct interviews with individuals who have experienced the effects of these reforms firsthand, such as elderly community members who lived through Jim Crow or individuals affected by discriminatory policies. The interviews can provide valuable insights and personal narratives that connect the historical context to real-life experiences.



## Differentiation (Mississippi Studies - Standard MS.7)

### Close Reading Activity:

- **Growing Learners:** Provide guided questions or prompts to help growing learners identify key differences in the constitutions. Offer additional support through visual aids or versions of the constitutions.
- **Advanced Learners:** Encourage advanced learners to delve deeper into the implications of the identified differences. Have them analyze the historical context and discuss the reasons behind the changes in more depth.

### Compare and Contrast Essay:

- **Growing Learners:** Provide a graphic organizer or template to help growing learners structure their essays. Offer sentence starters or sentence frames to assist with organizing their thoughts.
- **Advanced Learners:** Challenge advanced learners to go beyond a basic comparison and explore the broader historical significance of the changes. Encourage them to analyze the motivations behind the differences and their impact on Mississippi's society.

### Constitutional Convention Simulation:

- **Growing Learners:** Provide versions of the constitutions for growing learners to analyze during the simulation. Offer guiding questions or prompts to help them participate actively in the debates.
- **Advanced Learners:** Assign advanced learners roles with more complex perspectives, requiring them to research and present nuanced arguments during the simulation. Encourage in-depth analysis of the motivations and consequences of the changes.

### Research Project:

- **Growing Learners:** Provide specific research questions or topics for growing learners to focus on during their research. Offer or curated sources to help them gather relevant information.



- **Advanced Learners:** Allow advanced learners more autonomy in selecting their research topics and sources. Encourage them to explore multiple perspectives and consider the broader context of economic and technological changes.

#### Oral Histories:

- **Growing Learners:** Provide a list of pre-prepared interview questions for growing learners to use during the oral history interviews. Offer support in transcribing or summarizing the interviews for their analysis.
- **Advanced Learners:** Encourage advanced learners to develop their interview questions, ensuring they cover a range of topics related to economic and technological changes. Challenge them to critically analyze and interpret the oral history testimonies.

#### Timeline Creation:

- **Growing Learners:** Provide a partially completed timeline template for growing learners to fill in key events or milestones. Offer visual cues or images to enhance their understanding.
- **Advanced Learners:** Encourage advanced learners to create a comprehensive timeline that includes specific dates, descriptions, and visual representations of the economic and technological changes. Challenge them to analyze the cause-and-effect relationships between events.

#### Primary Source Analysis:

- **Growing Learners:** Provide versions of the primary sources or excerpts for growing learners to analyze. Offer guiding questions or sentence starters to help them understand the documents' content.
- **Advanced Learners:** Assign advanced learners more challenging primary sources and encourage them to conduct in-depth analysis. Ask them to consider the historical context, author's perspective, and intended audience when interpreting the sources.

#### Case Study Investigation:

- **Growing Learners:** Provide focused case studies with clear objectives and specific guiding questions for growing learners to analyze. Offer additional support in organizing their findings and presenting their conclusions.



- **Advanced Learners:** Assign complex case studies that require advanced analytical skills and critical thinking. Encourage advanced learners to consider the broader implications of the reforms and their impact on Mississippi's society.

#### **Socratic Seminars:**

- **Growing Learners:** Provide structured discussion prompts and scaffolded speaking roles for growing learners to actively participate in the seminar. Offer sentence frames or visual aids to help them articulate their thoughts.
- **Advanced Learners:** Encourage advanced learners to take on leadership roles during the Socratic Seminar and challenge their classmates with thought-provoking questions. Encourage them to provide evidence-based arguments and engage in critical dialogue with their peers.



SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.8:** *Evaluate the role of Mississippi in the Civil Rights Movement.*

Objectives	Vocabulary		
<ol style="list-style-type: none"> <li>Analyze the significant figures, groups, and events of the Civil Rights Movement in Mississippi (e.g., Emmett Till, Medgar Evers, James Meredith, Fannie Lou Hamer, etc.).</li> <li>Discuss the significant strategies used within the Civil Rights Movement.</li> <li>Examine organized resistance to the Civil Rights Movement in Mississippi and how it shaped the conflict between the State and Federal governments during the Civil Rights Era (e.g., Citizen’s Council, MS State Sovereignty Commission, Ross Barnett, etc.).</li> <li>Evaluate the lasting impact of the Civil Rights movement on Mississippi.</li> </ol>	<ul style="list-style-type: none"> <li>Emmett Till</li> <li>Medgar Evers</li> <li>James Meredith</li> <li>Fannie Lou Hamer</li> <li>Rosa Parks</li> <li>Martin Luther King Jr.</li> <li>Malcolm X</li> </ul>	<ul style="list-style-type: none"> <li>Freedom Rides</li> <li>Boycotts</li> <li>Marches</li> <li>Voter registration drives</li> <li>Community organizing</li> <li>Citizens' Council</li> <li>Mississippi State Sovereignty Commission</li> <li>Ross Barnett</li> <li>Ku Klux Klan</li> </ul>	<ul style="list-style-type: none"> <li>Desegregation</li> <li>Voting rights</li> <li>Civil rights legislation</li> <li>White Citizens' Councils</li> <li>Segregationists</li> <li>White supremacists</li> <li>Civil Disobedience</li> <li>Sit-ins</li> <li>Thurgood Marshall</li> <li>Ella Baker</li> <li>John Lewis</li> </ul>



## Learning Activities (Mississippi Studies - Standard MS.8)

### Biographical Profiles:

- Assign each student or group a significant figure from the Civil Rights Movement in Mississippi. Students can research their assigned figures, create biographical profiles, and present their findings to the class.

### Strategy Analysis:

- Divide students into small groups and assign each group a specific strategy used within the Civil Rights Movement, such as nonviolent protests, legal challenges, or voter registration drives. Students can research and analyze the strategy, create presentations, and lead discussions on its significance.

### Resistance Case Studies:

- Provide students with case studies on organized resistance to the Civil Rights Movement in Mississippi, such as the activities of the Citizen's Council or the Mississippi State Sovereignty Commission. Students can analyze the strategies employed, the motivations behind the resistance, and the impact on the conflict between the State and Federal governments.

### Civil Rights Movement Timeline:

- In small groups or individually, have students create a timeline that illustrates the key figures, groups, events, and milestones of the Civil Rights Movement in Mississippi. They can include descriptions and images to enhance their timelines.

### Role-Playing Situations:

- Assign students different roles within the Civil Rights Movement, such as civil rights activists, members of resistance groups, or government officials. Create scenarios that highlight conflicts, challenges, and decision-making dilemmas, and have students role-play and engage in discussions to explore various perspectives and strategies.

### Multimedia Presentations:





- Ask students to create multimedia presentations, such as videos, slideshows, or podcasts, that explore the significance of the Civil Rights Movement in Mississippi. They can focus on specific figures, events, or themes and incorporate primary sources, interviews, and visual elements to enhance their presentations.

**Analyzing Primary Sources:**

- Provide students with primary sources from the Civil Rights Movement in Mississippi, such as speeches, letters, photographs, or newspaper articles. Students can analyze the sources, discuss the historical context, and reflect on the perspectives and experiences they reveal.

**Civil Rights Movement Mapping:**

- Provide students with maps of Mississippi and ask them to identify and mark locations significant to the Civil Rights Movement, such as protest sites, key events, or important landmarks. Students can research and provide explanations for the significance of these locations.

**Community Dialogue:**

- Organize a community dialogue event where students can engage with local community members who experienced or participated in the Civil Rights Movement in Mississippi. Students can prepare interview questions, facilitate discussions, and document the insights gained from the dialogue.

**Reflection Journals:**

- Assign students regular reflection journal entries where they can express their thoughts, emotions, and insights about the Civil Rights Movement in Mississippi. Encourage them to connect the historical events to their own lives, communities, and contemporary issues.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.8)

### Biography Study:

- Assign each student or group a significant figure from the Civil Rights Movement in Mississippi. Students can research and create biographical profiles highlighting their contributions, challenges, and impact on the movement.

### Panel Discussion:

- Organize a panel discussion with students taking on the roles of different figures from the Civil Rights Movement. They can research their assigned figures and engage in a structured discussion, sharing their perspectives, experiences, and strategies employed during the movement.

### Historical Timeline:

- In small groups or individually, have students create a timeline that illustrates the key events, figures, and milestones of the Civil Rights Movement in Mississippi. They can include descriptions and images to enhance their timelines.

### Strategy Analysis:

- Provide students with case studies or primary sources that highlight different strategies used within the Civil Rights Movement. Students can analyze the effectiveness, strengths, and limitations of each strategy and engage in discussions or debates on their impact.

### Resistance and Conflict Mapping:

- Provide students with maps of Mississippi during the Civil Rights Era. Ask them to identify areas of organized resistance and conflicts between the State and Federal governments. Students can research and discuss the factors that shaped these conflicts and their implications.

### Document Analysis:

- Provide students with primary sources related to the organized resistance to the Civil Rights Movement in Mississippi, such as speeches, newspaper articles, or government documents. Students can analyze the sources, identify key players and arguments, and discuss the motivations and impact of the resistance.

**Multimedia Presentations:**

- Ask students to create multimedia presentations, such as videos or slideshows, that explore the lasting impact of the Civil Rights Movement on Mississippi. They can highlight key achievements, ongoing challenges, and personal reflections on the importance of the movement.

**Debate:**

- Divide students into groups and assign each group a specific aspect or outcome of the Civil Rights Movement in Mississippi. Students can research and prepare arguments supporting their assigned stance and engage in a debate, presenting their viewpoints and evidence.

**Community Engagement:**

- Encourage students to connect with local civil rights organizations or community members who experienced the Civil Rights Movement in Mississippi. They can interview individuals, participate in events, or engage in service projects to deepen their understanding and foster community connections.

**Reflective Writing:**

- Provide students with writing prompts that encourage them to reflect on the significance of the Civil Rights Movement in Mississippi and its impact on their lives and communities. Students can share their reflections through journals, essays, or class discussions.



## Real World Connections (Mississippi Studies - Standard MS.8)

### Guest Speakers:

- Invite guest speakers who have firsthand experience or knowledge of the Civil Rights Movement in Mississippi. They can share their stories, insights, and perspectives with the students, providing a direct connection to the historical events.

### Field Trips:

- Organize field trips to local civil rights landmarks, museums, or historical sites in Mississippi. Students can visit places such as the Mississippi Civil Rights Museum in Jackson, the Medgar Evers Home Museum in Jackson, or the Emmett Till Interpretive Center in Sumner. These visits can deepen students' understanding of the movement and its impact.

### Oral History Projects:

- Encourage students to conduct oral history interviews with individuals who were involved in or witnessed the Civil Rights Movement in Mississippi. Students can record these interviews, transcribe them, and use them as primary sources in their research and presentations.

### News Analysis:

- Assign students the task of analyzing contemporary news articles or media coverage that address civil rights issues in Mississippi. This helps students understand the continued relevance and impact of the Civil Rights Movement in the present day.

### Film and Documentary Discussions:

- Screen films or documentaries that depict or explore the Civil Rights Movement in Mississippi, such as "Eyes on the Prize," "Ghosts of Mississippi," or "Mississippi Burning." Afterward, engage students in discussions to connect the events and themes portrayed in the films to their own understanding of history and society.

### Connecting with Civil Rights Organizations:

- Facilitate connections between students and local civil rights organizations or advocacy groups operating in Mississippi. Students can learn about ongoing initiatives, attend events, or collaborate on projects that address civil rights issues.

### Comparative Studies:



- Encourage students to explore and compare the Civil Rights Movement in Mississippi with other civil rights movements or struggles for equality around the world. This broadens their understanding of the global impact and interconnectedness of movements.

**Interdisciplinary Connections:**

- Connect the study of the Civil Rights Movement to other subjects, such as literature, art, music, sociology, or political science. Explore how the movement influenced and inspired various forms of expression, cultural movements, or social theories.



## Differentiation (Mississippi Studies - Standard MS.8)

### Biographical Profiles:

- **Growing Learners:** Provide biographical information or pre-selected resources about the assigned figures. Offer graphic organizers or templates to help organize information.
- **Advanced Learners:** Assign additional significant figures or encourage in-depth research beyond the basic biographical information. Ask them to analyze the impact and influence of the assigned figure within the Civil Rights Movement.

### Strategy Analysis:

- **Growing Learners:** Provide explanations of the assigned strategies. Offer graphic organizers or templates to help organize information and guide their analysis. Provide sentence starters or prompts to help growing learners discuss the significance of the strategy.
- **Advanced Learners:** Assign more complex strategies or encourage advanced research on the assigned strategy. Ask them to explore the historical context, effectiveness, and impact of the strategy. Encourage critical thinking and discussions on the long-term consequences of the strategy.

### Resistance Case Studies:

- **Growing Learners:** Provide versions of case studies with clear explanations of the strategies employed. Offer graphic organizers or guided questions to support their analysis of motivations and impacts.
- **Advanced Learners:** Assign more detailed case studies that delve into the complexities of organized resistance. Encourage advanced learners to analyze multiple strategies employed, examine the underlying motivations, and evaluate the impact on the conflict between State and Federal governments.

### Civil Rights Movement Timeline:

- **Growing Learners:** Provide a template or graphic organizer to help growing learners organize key figures, events, and milestones. Offer descriptions or visuals to enhance their understanding.



- **Advanced Learners:** Encourage advanced learners to conduct independent research, include lesser-known figures or events, and analyze the connections and significance of the timeline components. Ask them to incorporate primary sources or multiple perspectives in their timeline.

#### Role-Playing Situations:

- **Growing Learners:** Assign specific roles and provide clear instructions on the conflicts, challenges, and dilemmas they will face. Offer sentence starters or prompts to support their participation in discussions and help them explore different perspectives.
- **Advanced Learners:** Assign complex roles with more nuanced conflicts and dilemmas. Encourage advanced learners to engage in in-depth discussions, analyze various perspectives, and justify their decisions based on historical context and evidence.

#### Multimedia Presentations:

- **Growing Learners:** Provide structured templates or guidelines for their presentations. Offer instructions and provide support in selecting and incorporating primary sources or visual elements.
- **Advanced Learners:** Assign advanced learners to explore specific themes, conduct independent research, and use advanced multimedia tools or techniques to create impactful presentations. Emphasize the use of primary sources, interviews, and visual elements to enhance their presentations.

#### Analyzing Primary Sources:

- **Growing Learners:** Offer guided questions or sentence starters specific to the versions to help growing learners analyze and reflect on the sources' content.
- **Advanced Learners:** Ask them to consider the historical context, author's perspective, and intended audience when interpreting the sources. Promote critical thinking and discussions on the broader implications of the sources.

#### Community Dialogue:

- **Growing Learners:** Provide clear guidelines and structured interview questions for engaging with community members. Offer support during the dialogue event to ensure growing learners can actively participate and document their insights.



- **Advanced Learners:** Encourage advanced learners to develop thoughtful and probing interview questions. Provide opportunities for them to facilitate discussions with community members independently and encourage them to critically analyze and document the insights gained.

**Reflection Journals:**

- **Growing Learners:** Offer structured prompts or sentence starters to guide their journal entries. Provide support and guidance in making connections between historical events and their own lives or communities.
- **Advanced Learners:** Encourage advanced learners to engage in self-directed reflections, express their thoughts, emotions, and insights freely, and make connections between historical events, contemporary issues, and broader societal implications. Encourage critical thinking and analysis in their journal entries.





SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.9:** *Analyze the economic characteristics of modern Mississippi.*

Objectives	Vocabulary
<ol style="list-style-type: none"> <li>1. Identify various industries and factories that drive Mississippi’s modern economy.</li> <li>2. Analyze how the major industries of Mississippi have impacted the economy in Mississippi.</li> <li>3. Identify Mississippi’s global economic relationships.</li> <li>4. Analyze the causes of Mississippi’s past and present-day struggle with poverty.</li> </ol>	<ul style="list-style-type: none"> <li>• International trade</li> <li>• Export markets</li> <li>• Import sources</li> <li>• Foreign direct investment</li> <li>• Global supply chains</li> <li>• Trade agreements</li> <li>• Economic partnerships</li> <li>• Bilateral relations</li> <li>• Export promotion</li> <li>• Timber and forestry</li> <li>• Economic growth</li> <li>• Employment opportunities</li> <li>• Income generation</li> <li>• Gross Domestic Product (GDP)</li> <li>• Tax revenue</li> <li>• Innovation and Technological Advancements</li> <li>• Economic diversification</li> <li>• Infrastructure development</li> <li>• Tourism and hospitality</li> </ul>



## Learning Activities (Mississippi Studies - Standard MS.9)

### Industry Infographic:

- Have students create an infographic that highlights various industries and factories in Mississippi. They can include key information such as types of products, major companies, employment statistics, and economic impact.

### Industry Impact Analysis:

- Assign students specific industries to research and analyze their impact on Mississippi's economy. They can create presentations or reports discussing the employment opportunities, economic growth, and challenges associated with each industry.

### Global Trade Simulation:

- Divide students into groups representing different countries and engage them in a simulation activity to explore Mississippi's global economic relationships. Students can negotiate trade agreements, analyze the benefits and challenges of international trade, and discuss the impact on Mississippi's economy.

### Poverty Data Analysis:

- Provide students with data sets and ask them to analyze poverty rates and trends in Mississippi over time. Students can create graphs, charts, or visualizations to present their findings and identify the factors contributing to poverty.

### Economic Relationship Mapping:

- Provide students with maps and ask them to identify and mark the countries or regions with which Mississippi has significant economic relationships. Students can research and present information on trade partnerships, investment flows, and cultural exchanges.

### Poverty Solutions Debate:



- Divide students into groups and assign each group a specific poverty-related issue in Mississippi. Students can research different approaches and solutions, then engage in a debate, presenting their arguments and defending their proposed solutions.

**Virtual Field Trips:**

- Organize virtual field trips to local industries, factories, or businesses through video conferencing. Students can interact with professionals, learn about the operations and impact of these businesses, and ask questions to gain a better understanding.

**Personal Finance Project:**

- Assign students a personal finance project where they have to create a budget for a fictional person living in poverty in Mississippi. Students can research living costs, analyze income sources, and make financial decisions to demonstrate the challenges and strategies for managing limited resources.

**Economic News Analysis:**

- Have students follow local and global economic news related to Mississippi. They can select and analyze news articles, write summaries, and discuss the implications of economic developments on the state's economy.

**Service Learning Project:**

- Encourage students to engage in a service learning project focused on poverty alleviation. They can collaborate with local organizations, volunteer, or create awareness campaigns to address poverty-related issues in their community.



## Real World Connections (Mississippi Studies - Standard MS.9)

### Industry Site Visits:

- Organize field trips to local industries and factories in Mississippi. Students can witness firsthand how these industries operate, interact with professionals, and understand the real-world applications of their learning.

### Guest Speakers:

- Invite guest speakers from various industries and sectors in Mississippi to share their experiences and insights. Students can ask questions, learn about the challenges and opportunities in different industries, and gain a deeper understanding of the real-world implications.

### Economic Development Agencies:

- Collaborate with local economic development agencies or chambers of commerce to provide students with opportunities to interact with professionals and learn about the strategies and initiatives aimed at driving Mississippi's economy.

### Job Shadowing:

- Arrange job shadowing opportunities for students to spend a day with professionals working in different industries. This firsthand experience can help students connect their classroom learning to the real world and gain insights into various career paths.

### Local Entrepreneurship:

- Encourage students to explore local entrepreneurs and small business owners in Mississippi. They can interview them, understand the challenges they face, and learn about their contributions to the economy.

### Community Service:

- Engage students in community service projects that address poverty-related issues in Mississippi. By actively participating in service activities, students can see the impact of poverty on their community and develop empathy and a sense of responsibility.

### News Analysis:



- Assign students to follow local and national news related to Mississippi's economy and poverty issues. They can analyze news articles, op-eds, and economic reports to understand the real-world context and current events shaping Mississippi's economic landscape.

**Nonprofit Organizations:**

- Connect with local nonprofit organizations that work towards poverty alleviation or economic development in Mississippi. Students can learn about the initiatives, projects, and services provided by these organizations, and explore opportunities for volunteering or collaboration.

**Alumni Connections:**

- Utilize alumni networks to connect students with individuals who have experience working in Mississippi's industries or have insights into the state's economic landscape. Alumni can share their experiences, and career paths, and provide guidance to students.

**Internship Opportunities:**

- Explore internship programs or partnerships with local businesses and organizations. Students can gain practical experience, learn about specific industries, and develop relevant skills that contribute to Mississippi's economy.



## Differentiation (Mississippi Studies - Standard MS.9)

### Industry Infographic:

#### Growing Learners:

- Provide growing learners with pre-designed templates or infographic tools to facilitate the creation process.
- Offer a list of industries and factories to choose from and provide key information such as types of products and major companies to assist growing learners in their research.

#### Advanced Learners:

- Design their own infographic templates or use advanced graphic design tools to create visually appealing and informative infographics.
- Conduct independent research on various industries and factories in Mississippi, exploring specific details such as market trends, technological advancements, or environmental impact.

### Industry Impact Analysis:

#### Growing Learners:

- Provide industry profiles or summaries of the impact on Mississippi's economy for growing learners.

#### Advanced Learners:

- Assign advanced learners industries with more complex impact factors, such as environmental considerations or global market trends.

### Global Trade Simulation:

#### Growing Learners:

- Offer guiding questions or prompts to help growing learners analyze the benefits and challenges of international trade.

#### Advanced Learners:



- Encourage advanced learners to research trade policies, analyze trade data, and critically evaluate the impact of global trade on Mississippi's economy.

**Poverty Data Analysis:****Growing Learners:**

- Offer guiding questions or sentence starters to help growing learners identify and explain the factors contributing to poverty.

**Advanced Learners:**

- Assign advanced learners larger and more complex data sets to analyze poverty rates and trends in Mississippi.

**Economic Relationship Mapping:****Growing Learners:**

- Provide maps with pre-marked countries or regions for growing learners to identify Mississippi's significant economic relationships.

**Advanced Learners:**

- Assign advanced learners blank maps or more detailed maps to research, identify, and mark the countries or regions with which Mississippi has significant economic relationships.

**Poverty Solutions Debate:****Growing Learners:**

- Provide sentence starters or guiding questions to help growing learners structure their arguments and defend their proposed solutions.

**Advanced Learners:**

- Encourage advanced learners to conduct independent research, analyze different approaches and solutions, and present well-reasoned arguments supported by evidence.

**Virtual Field Trips:**

**Growing Learners:**

- Provide pre-recorded virtual tours or explanations of the operations and impact of the visited industries, factories, or businesses.

**Advanced Learners:**

- Arrange live virtual interactions with professionals from the visited industries, factories, or businesses to allow advanced learners to ask in-depth questions and delve into complex topics.

**Personal Finance Project:****Growing Learners:**

- Provide budget templates and specific guidance for growing learners to create budgets for fictional individuals living in poverty in Mississippi.

**Advanced Learners:**

- Assign advanced learners more complex budgeting scenarios with additional financial constraints and variables.

**Economic News Analysis:****Growing Learners:**

- Provide news articles or summaries of local and global economic news related to Mississippi for growing learners to analyze.

**Advanced Learners:**

- Assign advanced learners to follow and analyze a broader range of economic news sources, including both local and global perspectives.

**Service Learning Project:****Growing Learners:**

- Provide options or predefined tasks within the service-learning project for growing learners to participate in poverty alleviation efforts.





**Advanced Learners:**

- Challenge advanced learners to develop innovative approaches, conduct comprehensive research, and actively engage with local organizations to address poverty-related issues effectively.



## SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.10:** *Analyze the structure and function of local and state government in Mississippi.*

Objectives	Vocabulary
<ol style="list-style-type: none"> <li>Evaluate the rights and responsibilities of Mississippi citizenship.</li> <li>Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi.</li> <li>Examine the various forms of local governments and evaluate how they meet the needs of local communities.</li> <li>Compare types of services offered by local and state governments to meet the needs of Mississippians.</li> </ol>	<ul style="list-style-type: none"> <li>Citizenship</li> <li>Rights</li> <li>Responsibilities</li> <li>Civic duties</li> <li>Voting rights</li> <li>Freedom of speech</li> <li>Due process</li> <li>Equal protection</li> <li>Jury duty</li> <li>Civic engagement</li> <li>Local government</li> <li>County government</li> <li>Municipal government</li> <li>City council</li> <li>Mayor</li> <li>Board of supervisors</li> <li>Town hall meetings</li> <li>Local ordinances</li> <li>Public services</li> </ul>



## Learning Activities (Mississippi Studies - Standard MS.10)

### Evaluate the rights and responsibilities of Mississippi citizenship:

- Classroom debates or discussions on specific rights and corresponding responsibilities.
- Role-playing activities where students act out scenarios involving citizenship rights and responsibilities.
- Creating a class chart or infographic that visually represents the rights and responsibilities of Mississippi citizenship.
- Researching and presenting case studies on historical or current events related to citizenship rights and responsibilities in Mississippi.
- Writing reflection essays on personal experiences with exercising rights and fulfilling responsibilities as Mississippi citizens.

### Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi:

- Mock trials or courtroom simulations to explore the role of the judicial branch.
- Organizing a model legislature where students propose, debate, and vote on bills to understand the legislative branch.
- Inviting guest speakers, such as government officials or legal professionals, to discuss the roles and functions of the branches.
- Creating multimedia presentations or posters that illustrate the powers and responsibilities of each branch.
- Conducting research on landmark Mississippi court cases or significant legislative actions and presenting findings to the class.

### Examine the various forms of local governments and evaluate how they meet the needs of local communities:

- Field trips to local government offices to observe the functions and operations of local governments.
- Interviewing local government officials to gain insights into the decision-making processes and services provided by local governments.



- Conducting surveys or community assessments to gather information about community needs and analyzing how local governments address them.
- Collaborative projects where students design and present proposals for improving or addressing specific issues in their local community.
- Creating multimedia presentations or visual displays that compare and contrast different forms of local governments in Mississippi. Compare types of services offered by local and state government to meet the needs of Mississippians:
- Researching and creating charts or graphs that compare specific services offered by local and state governments.
- Organizing panel discussions with representatives from local and state government agencies to discuss their services and responsibilities.
- Conducting interviews with community members to gather their perspectives on the effectiveness of government services.
- Creating multimedia presentations or videos that showcase examples of government services and their impact on Mississippians.
- Participating in service-learning projects where students actively engage in providing a service to the community and reflect on the role of government in meeting community needs.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.10)

### Rights and Responsibilities:

- Class discussions on the rights and responsibilities of Mississippi citizenship.
- Role-playing activities to simulate real-life civic scenarios and discuss rights and responsibilities.
- Guest speakers, such as local government officials or community leaders, to share their perspectives on citizenship.
- Debates or mock trials on constitutional rights and responsibilities.
- Research projects on landmark court cases related to citizenship rights.

### Government Branches:

- Comparative analysis of the roles and powers of the judicial, legislative, and executive branches.
- Case studies examining the impact of major court decisions in Mississippi.
- Simulations of the lawmaking process, with students drafting and presenting their own bills.
- Guest speakers from each branch of government to explain their roles and responsibilities.
- Creating visual representations (e.g., infographics, posters) that illustrate the functions of each branch.

### Local Governments:

- Field trips to local government offices, such as city halls or county courthouses.
- Guest speakers from local government entities to discuss their roles and responsibilities.
- Research projects on the structure and functions of local governments in Mississippi.
- Collaborative projects where students create proposals for addressing community needs through local government initiatives.
- Comparative analysis of different local government systems in Mississippi communities.

### Government Services:

- Case studies analyzing specific government services provided at the local and state levels.
- Research projects on the funding and allocation of government services in Mississippi.



- Collaborative projects where students design and present innovative solutions to address community needs using government services.
- Field trips or virtual tours to local government facilities related to public services (e.g., schools, healthcare centers, transportation hubs).
- Class debates or discussions on the effectiveness and equity of government services in meeting the needs of Mississippians.



## Real World Connections (Mississippi Studies - Standard MS.10)

### Evaluate the rights and responsibilities of Mississippi citizenship:

- Invite local community leaders, activists, or representatives from organizations focused on civil rights and civic engagement to share their experiences and insights.
- Arrange visits to local government offices or attend public meetings where students can witness citizenship rights and responsibilities in action.
- Engage with local community service organizations or volunteer opportunities to understand the importance of active citizenship.

### Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi:

- Arrange visits to local courthouses, legislative chambers, or executive offices to observe the branches of government in operation.
- Invite guest speakers, such as judges, legislators, or government officials, to discuss their roles and share real-world examples of decision-making processes.
- Encourage students to follow local or state political news and analyze current events related to the branches of government.

### Examine the various forms of local governments and evaluate how they meet the needs of local communities:

- Collaborate with local government officials or community leaders to provide students with insights into the functions and decision-making processes of local governments.
- Organize community forums or panel discussions where students can interact with local government representatives and discuss how local governments address community needs.
- Conduct field trips to local community organizations or public facilities to observe how local governments provide essential services to their communities.

### Compare types of services offered by local and state government to meet the needs of Mississippians:



- Engage with local government agencies, such as health departments, public safety departments, or transportation departments, to learn about the specific services they provide.
- Invite guest speakers from local or state government agencies to discuss their services and the impact they have on the daily lives of Mississippians.
- Encourage students to research and analyze government budgets to understand the allocation of funds for various services and their impact on Mississippians.





## Differentiation (Mississippi Studies - Standard MS.10)

### Evaluate the rights and responsibilities of Mississippi citizenship:

#### Growing Learners:

- Classroom discussions with guided questions to help growing learners understand the concept of rights and responsibilities.

#### Advanced Learners:

- Independent research projects where advanced learners delve into historical or contemporary events related to citizenship rights and responsibilities in Mississippi.

### Analyze the role of the judicial, legislative, and executive branches within the government of Mississippi:

#### Growing Learners:

- Collaborative activities, like group discussions or cooperative learning tasks, to provide additional support and encourage engagement.

#### Advanced Learners:

- Mock trials or complex courtroom simulations that require advanced learners to analyze legal cases and argue their positions.

### Examine the various forms of local governments and evaluate how they meet the needs of local communities:

#### Growing Learners:

- Field trips with structured observation tasks to help growing learners understand the functions of local governments.

#### Advanced Learners:

- Opportunities for advanced learners to engage in independent research and propose innovative solutions to address specific community needs.



**Compare types of services offered by local and state government to meet the needs of Mississippians:**

**Growing Learners:**

- Collaborative activities, such as group discussions or role-playing scenarios, to facilitate understanding and comprehension.

**Advanced Learners:**

- Data analysis projects where advanced learners analyze statistical data to compare the effectiveness of local and state government services.



## SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS. 11:** *Examine the impact of Mississippi artists, musicians, and writers on the state, nation, and world.*

Objectives	Vocabulary
<ol style="list-style-type: none"> <li>1. Identify and describe the accomplishments of Mississippi artists, musicians, and writers (e.g., William Faulkner, B.B. King, Muddy Waters, Walter Anderson, Elvis Presley, etc.).</li> <li>2. Analyze how Mississippi’s history and/or religious traditions have impacted the state’s artists, musicians, and writers.</li> <li>3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi.</li> <li>4. Identify locations in Mississippi that have artistic, musical, or literary significance (e.g., Delta-Blues, Coast- Walter Anderson, Jackson- Eudora Welty, etc.).</li> </ol>	<ul style="list-style-type: none"> <li>• Richard Wright</li> <li>• William Faulkner</li> <li>• B.B. King</li> <li>• Angie Thomas</li> <li>• Muddy Waters</li> <li>• Walter Anderson</li> <li>• Elvis Presley</li> <li>• Kiese Laymon</li> <li>• Delta-Blues</li> <li>• Multiculturalism</li> <li>• Cultural traditions</li> <li>• Artistic diversity</li> <li>• Musical diversity</li> <li>• Literary Diversity</li> </ul>



## Learning Activities (Mississippi Studies - Standard MS.11)

### Identify and describe the accomplishments of Mississippi artists, musicians, and writers:

- **Research project:** Assign students specific artists, musicians, or writers from Mississippi. They can gather information about their lives, works, and contributions, and present their findings to the class.
- **Artist showcase:** Organize an exhibition where students create artwork inspired by Mississippi artists. They can display their work, provide explanations, and discuss the influence of the featured artists.
- **Musical performance:** Have students form bands or solo acts to perform songs by Mississippi musicians. They can learn about the musicians' styles and techniques and showcase their own musical abilities.

### Analyze how Mississippi's history and/or religious traditions have impacted the state's artists, musicians, and writers:

- **Historical analysis:** Assign students different time periods in Mississippi's history and ask them to research how those periods influenced the artistic, musical, and literary expressions of the state.
- **Comparative study:** Have students compare and contrast the works of Mississippi artists, musicians, or writers from different historical periods to identify common themes or influences.
- **Writing reflections:** Ask students to write reflective essays or journal entries exploring how Mississippi's religious traditions have shaped the artistic, musical, and literary traditions of the state.

### Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi:

- **Cultural showcase:** Organize a cultural fair where students research and present displays, performances, or presentations about different cultural traditions in Mississippi and their impact on the arts.
- **Collaborative project:** Divide students into groups representing different cultural backgrounds present in Mississippi. Each group can create a collaborative artwork, musical composition, or written piece that reflects their cultural heritage.
- **Guest speaker series:** Invite artists, musicians, or writers from diverse backgrounds to speak to the class about their experiences and the influence of their cultural identity on their creative work.

### Identify locations in Mississippi that have artistic, musical, or literary significance:



- **Virtual tours:** Use online resources or virtual reality platforms to take students on virtual tours of significant locations in Mississippi, such as art museums, music venues, or literary landmarks.
- **Creative writing assignment:** Ask students to imagine themselves visiting a significant location in Mississippi and write a descriptive piece capturing the atmosphere, history, and artistic inspiration of the place.
- **Photography project:** Have students explore their local communities and capture images of places that hold artistic, musical, or literary significance. They can create a visual portfolio or exhibit to share their findings.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.11)

### Identify and describe the accomplishments of Mississippi artists, musicians, and writers:

- Conduct research projects where students explore the lives and works of specific Mississippi artists, musicians, and writers.
- Organize gallery walks or exhibits where students display and present their findings on the accomplishments of Mississippi artists.
- Invite local artists, musicians, or writers to share their experiences and insights with the students.
- Assign presentations or written reports that highlight the significant contributions and impact of Mississippi artists, musicians, and writers.

### Analyze how Mississippi's history and/or religious traditions have impacted the state's artists, musicians, and writers:

- Engage students in historical and cultural analysis to understand the historical events and religious traditions that influenced Mississippi's artists, musicians, and writers.
- Organize class discussions or debates where students explore the connections between historical events, religious traditions, and artistic expression.
- Analyze specific works of art, music, or literature from Mississippi to identify and discuss the historical and religious influences.
- Encourage students to create their own artistic or written responses inspired by Mississippi's history and religious traditions.

### Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi:

- Explore and celebrate the cultural diversity of Mississippi through guest speakers, performances, or presentations that highlight different cultural traditions.
- Assign research projects where students investigate the contributions of diverse artists, musicians, and writers from Mississippi.
- Engage in collaborative activities where students create artistic, musical, or literary pieces that embrace cultural diversity.
- Encourage students to reflect on the importance of cultural diversity in shaping the artistic, musical, and literary landscape of Mississippi.

### Identify locations in Mississippi that have artistic, musical, or literary significance:



- Conduct virtual or physical field trips to locations in Mississippi with artistic, musical, or literary significance.
- Assign projects where students create multimedia presentations or virtual tours that highlight these significant locations.
- Organize class discussions or debates on the impact of these locations on the artistic, musical, or literary traditions of Mississippi.
- Encourage students to create their own artistic or written works inspired by these significant locations in Mississippi.



## Real World Connections (Mississippi Studies - Standard MS.11)

### Identify and describe the accomplishments of Mississippi artists, musicians, and writers:

- **Guest speakers:** Invite local artists, musicians, or writers from Mississippi to share their experiences, showcase their work, and discuss their creative process with students.
- **Field trips:** Organize visits to local museums, art galleries, music venues, or literary events in Mississippi where students can observe and interact with the works of Mississippi artists, musicians, and writers.
- **Community collaborations:** Partner with local arts organizations or community centers to provide opportunities for students to collaborate with Mississippi artists, musicians, or writers on projects or performances.

### Analyze how Mississippi's history and/or religious traditions have impacted the state's artists, musicians, and writers:

- **Historical experts:** Invite historians or scholars specializing in Mississippi history to give presentations or workshops on the historical context and its influence on the artistic, musical, and literary traditions of the state.
- **Cultural heritage events:** Attend or participate in cultural festivals, celebrations, or events in Mississippi that showcase the connections between history, religious traditions, and the arts.
- **Oral history interviews:** Arrange for students to interview elders or community members who have witnessed the evolution of artistic, musical, or literary traditions in Mississippi, capturing their firsthand accounts.

### Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi:

- **Cultural exchange programs:** Connect with schools or organizations in culturally diverse communities within Mississippi to facilitate cross-cultural collaborations and artistic, musical, or literary exchanges.
- **Artist residencies:** Invite artists, musicians, or writers from diverse backgrounds to conduct workshops, performances, or readings, exposing students to a variety of cultural perspectives within the arts.
- **Collaborative community projects:** Engage students in community-based projects that promote cultural diversity and artistic expression, such as mural painting, music festivals, or multicultural storytelling events.

### Identify locations in Mississippi that have artistic, musical, or literary significance:





- **Local site visits:** Arrange visits to specific locations in Mississippi that have artistic, musical, or literary significance, such as the birthplaces or homes of renowned artists, museums, music studios, or literary landmarks.
- **Community partnerships:** Collaborate with local tourism boards, historical societies, or cultural organizations to develop guided tours or interactive experiences focused on the artistic, musical, or literary heritage of Mississippi.
- **Artist-in-residence programs:** Establish connections with artists, musicians, or writers in residence programs in Mississippi, where students can interact with and learn from professionals working in their respective fields.



## Differentiation (Mississippi Studies - Standard MS.11)

### Identify and describe the accomplishments of Mississippi artists, musicians, and writers:

#### Growing Learners:

- **Research project:** Provide growing learners with a list of Mississippi artists, musicians, and writers to choose from and provide guided research questions or prompts to help them gather information about their lives and works. Support them in presenting their findings to the class with visual aids or explanations.

#### Advanced Learners:

- **Research project:** Assign advanced learners specific artists, musicians, or writers from Mississippi and encourage them to conduct in-depth research, exploring lesser-known aspects of their lives and works. They can present their findings using multimedia presentations or creative displays to demonstrate their comprehensive understanding.

### Analyze how Mississippi's history and/or religious traditions have impacted the state's artists, musicians, and writers:

#### Growing Learners:

- **Historical analysis:** Provide growing learners with resources, such as summarized historical information or texts, that highlight the key historical periods in Mississippi's history and their impact on the arts. Use graphic organizers or guided worksheets to help them identify the connections between historical events and artistic expressions.

#### Advanced Learners:

- **Historical analysis:** Assign advanced learners different time periods in Mississippi's history and encourage them to conduct in-depth research, exploring the socio-political, cultural, and religious contexts that influenced the artistic, musical, and literary expressions of the state. Challenge them to analyze primary sources and present their findings through detailed presentations or written reports.

### Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi:

#### Growing Learners:

- **Collaborative project:** Group growing learners with peers from different cultural backgrounds and provide structured activities or templates to guide them in creating collaborative artworks, musical compositions, or written pieces that reflect their shared cultural heritage.

**Advanced Learners:**

- **Collaborative project:** Challenge advanced learners to form cross-cultural groups and engage in extensive research and creative collaboration. Encourage them to push the boundaries of their artistic, musical, or literary expressions by integrating multiple cultural influences and exploring the complexities of cultural diversity.

**Identify locations in Mississippi that have artistic, musical, or literary significance:****Growing Learners:**

- **Virtual tours:** Guide growing learners through virtual tours of significant locations in Mississippi, providing explanations and prompts to help them understand the artistic, musical, or literary significance. Use visual aids or graphic organizers to support their comprehension.

**Advanced Learners:**

- **Virtual tours:** Provide advanced learners with more immersive and comprehensive virtual tours, allowing them to explore significant locations in Mississippi in greater detail. Encourage them to take notes, capture screenshots, or record their observations to support further analysis and discussion.



SUGGESTED

# INSTRUCTIONAL PLANNING GUIDE

*for Mississippi College and Career Readiness Standards for Social Studies*

## Mississippi Studies

**Standard MS.12:** *Examine the contributions of various ethnic and religious groups in Mississippi.*

Objectives	Vocabulary
<ol style="list-style-type: none"><li>1. Identify and describe the various ethnic and religious groups in Mississippi.</li><li>2. Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today.</li><li>3. Analyze the push and pull factors of people migrating to Mississippi.</li><li>4. Describe the contributions of various ethnic and religious groups to Mississippi.</li></ol>	<ul style="list-style-type: none"><li>• Gospel Music</li><li>• Mardi Gras</li><li>• Dia de los Muertos,</li><li>• Lunar New Year</li><li>• Blues Music</li><li>• Migration</li><li>• Ethnicity</li><li>• Religion</li><li>• Cultural Heritage</li><li>• Tradition</li><li>• Diversity</li><li>• Customs</li></ul>



## Learning Activities (Mississippi Studies - Standard MS.12)

### Identify and describe the various ethnic and religious groups in Mississippi:

- **Create a class mural:** Divide the class into small groups, and assign each group a different ethnic or religious group to research and represent on a section of a mural. Each group can include important information, symbols, and images related to their assigned group.
- **Guest speaker interviews:** Invite individuals from different ethnic and religious backgrounds to speak to the class. Students can prepare interview questions in advance and have the opportunity to interact with the guest speaker, gaining firsthand knowledge and insights.

### Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today:

- **Data analysis project:** Provide students with census data or demographic statistics from different time periods in Mississippi's history. Students can analyze the data to identify trends and changes in ethnic diversity and present their findings in a report or presentation.
- **Current events discussion:** Assign students to research and bring in news articles or stories about the impact of ethnic diversity on various aspects of Mississippi's society. Facilitate a class discussion where students share their findings and perspectives.

### Analyze the push and pull factors of people migrating to Mississippi:

- **Immigration case studies:** Assign students different case studies of individuals or families who have migrated to Mississippi. Students can research the push and pull factors involved in each case, and present their analysis to the class.
- **Debates:** Divide the class into groups representing different perspectives (e.g., migrants, employers, local communities) and hold debates where students argue the reasons for and against migration to Mississippi.

### Describe the contributions of various ethnic and religious groups to Mississippi:



- **Research presentations:** Assign each student or group a specific ethnic or religious group to research and present to the class. They can showcase the contributions made by their assigned group in areas such as art, music, literature, cuisine, or community development.
- **Cultural celebration event:** Organize a multicultural event where students, representing different ethnic and religious groups, prepare presentations, performances, or displays highlighting the contributions of their respective groups. This can include music, dance, traditional clothing, food, and visual artwork.



## Suggested Instructional Practices (Mississippi Studies - Standard MS.12)

### Identify and describe the various ethnic and religious groups in Mississippi:

- **Group presentations:** Assign students specific ethnic or religious groups to research and present to the class.
- **Guest speakers:** Invite individuals from different ethnic and religious backgrounds to share their experiences and answer students' questions.
- **Cultural immersion activities:** Organize cultural fairs or events where students can engage in activities and learn about different traditions firsthand.

### Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today:

- **Data analysis:** Provide students with demographic data and have them analyze trends and patterns of ethnic diversity in Mississippi.
- **Research projects:** Assign students to research and present case studies on the impact of ethnic diversity on various aspects of Mississippi's society, such as education, economy, and culture.
- **Panel discussions:** Organize panel discussions with experts or community members to discuss the impact of ethnic diversity in Mississippi and facilitate student engagement and critical thinking.

### Analyze the push and pull factors of people migrating to Mississippi:

- **Case studies:** Assign students different scenarios of individuals or families considering migration to Mississippi. Have them analyze the push and pull factors involved and present their findings.
- **Role-playing activities:** Divide students into groups representing different perspectives (e.g., migrants, employers, local communities) and have them engage in discussions or debates about migration factors.
- **Primary source analysis:** Provide historical documents, interviews, or news articles related to past migrations to Mississippi and guide students in analyzing the push and pull factors presented in those sources.

### Describe the contributions of various ethnic and religious groups to Mississippi:



- **Research posters:** Assign students specific ethnic or religious groups and have them create informative posters highlighting their contributions to Mississippi's culture, history, economy, or other areas of significance.
- **Cultural showcases:** Organize events where students can present performances, artwork, or culinary creations that celebrate the contributions of different ethnic and religious groups.
- **Field trips:** Visit cultural centers, museums, or places of worship representing various ethnic and religious groups in Mississippi to learn about their contributions firsthand.





## Real World Connections (Mississippi Studies - Standard MS.12)

### Identify and describe the various ethnic and religious groups in Mississippi:

- **Field trip to cultural centers:** Organize a visit to cultural centers or community centers that represent different ethnic and religious groups in Mississippi. Students can engage in discussions, participate in activities, and interact with community members to gain a deeper understanding of their cultures and traditions.
- **Community interviews:** Encourage students to interview individuals from diverse ethnic and religious backgrounds within their own communities. They can ask about their experiences, traditions, and contributions to Mississippi's society.

### Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today:

- **Community service projects:** Engage students in community service activities that involve interacting with diverse populations in Mississippi. This can include volunteering at local cultural festivals, community centers, or organizations that serve specific ethnic or religious groups.
- **Guest speakers and panel discussions:** Invite individuals, such as community leaders, scholars, or activists, to share their experiences and insights about the growing ethnic diversity in Mississippi. Students can have the opportunity to ask questions and engage in meaningful discussions.

### Analyze the push and pull factors of people migrating to Mississippi:

- **Oral history project:** Encourage students to interview immigrants or individuals who have migrated to Mississippi and record their stories. These interviews can provide firsthand accounts of the push and pull factors that influenced their decision to move.
- **Comparative analysis:** Assign students to research migration patterns and factors in other regions or states. They can compare and contrast the push and pull factors specific to Mississippi with those in other areas.

### Describe the contributions of various ethnic and religious groups to Mississippi:

- **Community events and celebrations:** Attend or participate in cultural events and celebrations organized by different ethnic and religious groups in Mississippi. This can include music festivals, food fairs, art exhibitions, or religious ceremonies.
- **Community partnerships:** Establish partnerships with local organizations or cultural institutions that promote the contributions of diverse groups in Mississippi. Students can collaborate on projects or initiatives that showcase and appreciate these contributions.



## Differentiation (Mississippi Studies - Standard MS.12)

### Identify and describe the various ethnic and religious groups in Mississippi:

#### Growing Learners:

- **Create a class mural:** Provide students with templates or visual aids to guide them in representing their assigned ethnic or religious group on the mural.
- **Guest speaker interviews:** Provide a list of pre-prepared questions for students to choose from during the guest speaker interview. Offer additional support and guidance in formulating their questions.

#### Advanced Learners:

- **Create a class mural:** Encourage students to conduct independent research on their assigned group to include more in-depth and detailed information on the mural.
- **Guest speaker interviews:** Encourage students to develop their own interview questions and conduct additional research on the guest speaker's background prior to the interview.

### Cite evidence of the growing ethnic diversity of Mississippi's populations and its impact on the state today:

#### Growing Learners:

- **Data analysis project:** Provide students with guided questions or prompts to assist them in analyzing the provided data.
- **Current events discussion:** Provide a list of suggested news articles or stories for students to choose from and guide them in summarizing and discussing the articles.

#### Advanced Learners:

- **Data analysis project:** Encourage students to explore additional sources of data beyond the provided materials and conduct a more comprehensive analysis, including visual representations and comparisons.
- **Current events discussion:** Encourage students to conduct independent research and bring in their own news articles or stories related to the topic for a more in-depth class discussion.

### Analyze the push and pull factors of people migrating to Mississippi:

#### Growing Learners:



- **Immigration case studies:** Provide students with case studies and additional scaffolding, such as guiding questions or graphic organizers, to help them analyze the factors involved.
- **Debates:** Assign students specific roles or perspectives in the debate and provide them with key points or arguments to support their assigned position.

**Advanced Learners:**

- **Immigration case studies:** Assign more complex and nuanced case studies that require students to conduct independent research and present their analysis in a structured manner.
- **Debates:** Allow students to choose their roles or perspectives in the debate and encourage them to conduct independent research to support their arguments.

**Describe the contributions of various ethnic and religious groups to Mississippi:****Growing Learners:**

- **Research presentations:** Provide students with pre-selected resources or materials to guide their research and offer support in organizing their presentations.

**Advanced Learners:**

- **Research presentations:** Encourage students to explore a wider range of resources and conduct more in-depth research, incorporating their analysis and insights into their presentations.
- **Cultural celebration event:** Allow students more autonomy in planning and organizing the event, including selecting and curating the content of their presentations or displays. Encourage creativity and originality in their contributions.