



SUGGESTED
**INSTRUCTIONAL
PLANNING GUIDE**

for the Mississippi College- and Career-Readiness Standards

Social Studies

SECOND GRADE
Citizenship in School
and Community



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MISSISSIPPI
DEPARTMENT OF
EDUCATION





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INTRODUCTION

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

PURPOSE

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

DEVELOPMENT

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

Civic Resources:

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

Economic Resources:

- BizKids: Provides engaging videos, games, and activities to teach kids about financial literacy and entrepreneurship. Website: <https://bizkids.com/>
- Council for Economic Education: Offers free lesson plans, interactive tools, and resources to teach kids about economics and personal finance. Website: <https://www.councilforeconed.org/>

Civil Rights Resources:

- National Park Service: Offers educational resources and lesson plans on civil rights and the history of the Civil Rights Movement. Website: <https://www.nps.gov/subjects/civilrights/index.htm>

Geography Resources:

- National Geographic Kids: Provides educational resources on geography, including maps, quizzes, and videos. Website: <https://kids.nationalgeographic.com/geography/>
- World Atlas: Offers interactive maps, facts, and information about countries, continents, and landmarks. Website: <https://www.worldatlas.com/>

History Resources:

- Smithsonian Learning Lab: Provides digital resources, including images, videos, and interactive activities, on various historical topics. Website: <https://learninglab.si.edu/>



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CIVICS

Standard 2.CI.1: *Differentiate civic virtues from civic responsibilities, then evaluate their role in communities.*

| Objectives | Vocabulary |
|--|---|
| <ol style="list-style-type: none">1. Identify civic virtues and civic responsibilities.2. Discuss how common civic virtues among citizens help create peaceful and orderly communities.3. Compare civic responsibilities to responsibilities of home and school. | <ul style="list-style-type: none">• Civic Virtue• Civic Responsibility• Civic |



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

- **Civic Virtues and Responsibilities Sorting Activity:** Students can be given a set of cards with various civic virtues and responsibilities written on them, such as honesty, respect, volunteering, and voting. Students can then work in groups to sort the cards into categories of virtues and responsibilities and discuss why each one is important. Present various scenarios of virtues and responsibilities. For example, calling the police when someone gets into an accident; voting; paying taxes; helping a neighbor move; reporting a power line down, etc.
- **Community Virtue Walk:** Students can take a walk around their school or community and identify examples of civic virtues in action, such as people picking up litter, helping others, or following rules. Students can then create a poster or presentation highlighting these virtues and how students contribute to a peaceful and orderly community.
- **Role-play Civic Virtues:** Students can work in pairs or small groups to create short skits or role-play scenarios that demonstrate different civic virtues, such as fairness, responsibility, and kindness. Students can then perform their skits for the class and discuss how each virtue contributes to a healthy community.
- **Civic Virtue Collage:** Students can create a collage using pictures and words that represent different civic virtues and responsibilities, such as volunteering, recycling, and voting. Students can then present their collages to the class and explain the importance of each virtue.
- **Home and School Responsibilities Venn Diagram:** Students can create a Venn diagram comparing their responsibilities at home, at school, and as citizens. Students can discuss how these responsibilities are similar or different and why each one is important.
- **Classroom Constitution:** Students can work together to create a set of rules and expectations for their classroom, like the US Constitution. Students can discuss the importance of each rule and how it contributes to a peaceful and orderly classroom.
- **Community Service Project:** Students can work on a community service project together, such as organizing a food drive or cleaning up a park. Students can discuss how their actions are an example of civic responsibility and how students are contributing to their community.
- **Citizen Interview Project:** Students can interview a family member or community member about their civic responsibilities and how students contribute to their community. Students can then create a presentation or poster highlighting their findings and discuss how these responsibilities help to create a peaceful and orderly community.



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

- Review the classroom routines of cleaning up. Explain that this is the responsibility of the class to clean up, but to help someone with their work is a virtue and both things benefit the entire class.
- Visit a local community center or city hall and learn about the civic virtues and responsibilities that are important to maintaining a strong and thriving community.
- Interview community leaders or volunteers to learn about how they demonstrate civic virtues such as honesty, kindness, and responsibility in their work.
- Participate in a community service project, such as a litter clean-up or volunteering at a food bank, to understand the importance of civic responsibility and giving back to the community.
- Attend a town hall meeting or other community gathering to observe civic engagement and the democratic process in action.
- Visit a historical site or museum to learn about how civic virtues and responsibilities have played a role in shaping our country's history, such as the civil rights movement or the women's suffrage movement.
- Explore how different cultures and communities may have different civic virtues and responsibilities based on their values and beliefs.
- Research and discuss current events or social issues to understand how civic virtues and responsibilities can impact our society and the world at large.



Differentiation (Civics: Standard 1.CI.1)

Define formal, functional, and perceptual regions.

- For growing students who may need additional help with abstract concepts, provide concrete examples of each type of region and relate them to their personal experiences (e.g., their school district as a formal region, a shopping mall as a functional region, and their neighborhood as a perceptual region).
- For advanced learners, challenge students to create their own examples of each type of region and explain their reasoning for why they classify it as such.

Identify physical and human features used as the criteria for establishing each type of region.

- For students who may need additional help with identifying physical and human features, provide visual aids such as maps, images, and videos to help them recognize the different criteria for each type of region.
- For advanced learners, challenge them to research and identify additional physical and human features that can be used to establish each type of region.

Differentiate the formal regions by their main characteristics.

- For students who may need additional help with identifying and differentiating the characteristics of each formal region, provide graphic organizers or compare/contrast charts to help them organize their thoughts.
- For advanced learners, challenge them to research and compare the historical, cultural, economic, and political characteristics of each formal region and how they have evolved over time.



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CIVICS

Standard 2.CI.2: *Assess how rules and laws are created to provide equal and fair service and protection to all citizens.*

| Objectives | Vocabulary |
|---|---|
| <ol style="list-style-type: none">1. Discuss the importance of fair rules and laws applied to all citizens.2. Analyze the fairness of rules and laws.3. Identify who is responsible for creating and enforcing rules and laws.4. Discuss how laws are fairly created and fairly enforced to protect all the citizens of a community (e.g., civil rights, laws to protect Americans with disabilities, etc.). | <ul style="list-style-type: none">• Rules• Laws• Consequences• Peace• Order• Governor• Mayor• President• Superintendent• Principal• Federal• State• Local• Executive• Congress• Judges |



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

- **Fairness in Action:** Discuss with the students what it means to be fair, and how rules and laws can help ensure fairness for everyone in a community. Then, have students work in pairs to create a list of fair rules that could be applied in different settings, such as the classroom, the playground, or the community. They can then present their ideas to the class and discuss why they think their rules are fair.
- **Analyzing Fairness:** Provide students with a set of scenarios that involve rules or laws and have them discuss whether they think the rules or laws are fair or unfair. Encourage them to explain why they feel the way they do, and to consider the perspectives of different people involved in the scenario.
- **Role-Playing Rules and Laws:** Divide the class into small groups and have each group create a short skit or role-play that demonstrates the importance of following rules and laws. They can choose a scenario from real life or create their own. After each group performs, discuss how the skit demonstrated fairness and the importance of following rules and laws.
- **Who Makes and Enforces Rules and Laws?:** Discuss with the class the different people and groups who are responsible for creating and enforcing rules and laws in their community, such as the mayor, the police, or city council members. Then, have students create a visual representation, such as a poster or diagram, that shows the different roles and responsibilities of these groups.



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

- Visit a local courthouse or city hall and learn about the laws and rules that are enforced in your community. Speak with a judge or a city council member to gain insight into how laws are created and enforced.
- Invite a local police officer or community leader to talk to the class about their role in creating and enforcing rules and laws in the community.
- Explore the history of voting rights in the United States and the importance of fair elections in ensuring that all citizens have a say in how they are governed.
- Discuss the role of international organizations such as the United Nations in creating and enforcing laws that protect human rights on a global scale.



Differentiation (Civics: Standard 2.CI.2)

Fairness in Action:

- For students who need additional support, provide a template with sentence starters to help them create their list of fair rules.
- For advanced students, challenge them to create a list of fair rules that apply to a specific context, such as the school cafeteria or a sports team.

Analyzing Fairness:

- For students who need additional support, provide visuals to help them understand the scenarios, such as pictures or diagrams.
- For advanced students, encourage them to research and discuss examples of unfair rules or laws from history or current events.

Role-Playing Rules and Laws:

- For students who need additional support, provide a script, or prompts to help them create their skit.
- For advanced students, challenge them to incorporate a debate or discussion into their skit, where characters can argue for and against following a specific rule or law.

Who Makes and Enforces Rules and Laws?:

- For students who need additional support, provide a graphic organizer to help them organize the roles and responsibilities of each group.
- For advanced students, encourage them to research and discuss the different processes and steps involved in creating and enforcing a new rule or law.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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ECONOMICS

Standard 2.E.1: *Evaluate how the availability of resources impacts the local economy.*

| Objectives | Vocabulary |
|--|---|
| <ol style="list-style-type: none">1. Define economy and resource.2. Categorize resources as natural, renewable, and non-renewable.3. Explain people as a resource in the local community.4. Examine the relationship between resources and jobs in the local community. | <ul style="list-style-type: none">• Economy• Resource• Natural Resource• Renewable Resource• Non-renewable Resource• People as a resource• Local community• Jobs• Supply and Demand |



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

- **Economy and Resource Scavenger Hunt:** Have students search around the classroom or school for examples of resources (natural, renewable, and non-renewable) and make a list of what they find. Then, discuss how these resources are used in the local community's economy.
- **Natural vs. Renewable vs. Non-Renewable Resource Sorting:** Provide students with pictures or cards representing different resources and have them sort them into categories of natural, renewable, and non-renewable. Then, have them discuss why certain resources fall into each category and how they are used in the local economy.
- **People as a Resource:** Have students identify different jobs in their local community and discuss how people are valuable resources in the local economy. Encourage students to think about how their skills and talents can be a resource in their community. For example, if there weren't farmers, we could not eat. Therefore, people who are farmers are valuable resources.
- **Scenario and Inquiry Learning:** Ask students where food is purchased (restaurants, grocery stores, etc.). Ask students how restaurants and grocery stores receive food (vendors, farms). Ask students what could happen if there were no farmers.
- **Resource and Job Match-Up:** Provide students with a list of resources and a list of jobs and have them match them up based on how they are used in the local economy. For example, students could match up "farms" with "farmer" or "oil" with "oil rig worker". Then, discuss how different resources create different job opportunities in the local community.
- **Field Trip to a Local Business:** Take students on a field trip to a local business, such as a factory or farm, and have them observe how resources are used to create products and how those products are then sold in the local economy. Have students ask questions about the business's use of resources and its impact on the local community.
- **Interview a Local Business Owner:** Have students interview a local business owner to learn about the resources they use, the products they create, and the impact their business has on the local economy. Students can then share what they learned with the class and discuss how that business fits into the larger picture of the local economy.



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

- **Economy and resources:** Take a field trip to a local farm or factory to learn about how resources are used to produce goods and services, and how these contribute to the economy. Discuss how local businesses and jobs are affected by economic changes.
- **Categorizing resources:** Have students research different resources and categorize them as natural, renewable, or non-renewable. Then, have them discuss the implications of using non-renewable resources and the importance of conservation.
- **People as a resource:** Invite a local community leader or business owner to speak to the class about their role in the community and the importance of human resources in local economic development.
- **Relationship between resources and jobs:** Have students create a map of their community, marking different resources and businesses. Then, have them identify the types of jobs that are associated with each resource or business, and discuss how these jobs are related to the local economy. They could also conduct interviews with community members about their jobs and the resources they use.



Differentiation (Economics: Standard 2.E.1)

- **Economy and Resource Scavenger Hunt:** For students who need extra support, provide them with a list of resources to search for or give them a visual aid to reference. For students who need more of a challenge, have them research how these resources are used beyond their local community, such as in national or global economies.
- **Natural vs. Renewable vs. Non-Renewable Resource Sorting:** For students who need extra support, provide them with definitions or examples of each category. For students who need more of a challenge, have them research and discuss the advantages and disadvantages of each type of resource and the impact of their use on the environment.
- **People as a Resource:** For students who need extra support, provide them with examples of different skills and talents that people can have. For students who need more of a challenge, have them research different career paths that are valuable resources in the local economy, such as engineers or entrepreneurs.
- **Scenario and Inquiry Learning:** For students who need extra support, provide them with visual aids or graphic organizers to help them organize their thoughts. For students who need more of a challenge, have them research and discuss the economic impact of different scenarios, such as a natural disaster or a change in government policies.
- **Resource and Job Match-Up:** For students who need extra support, provide them with examples or definitions of different resources and jobs. For students who need more of a challenge, have them research and discuss the global economic impact of different resources and jobs.
- **Field Trip to a Local Business:** For students who need extra support, provide them with a list of questions to ask or have them work in small groups with a teacher or aide. For students who need more of a challenge, have them research and compare different local businesses and their impact on the economy.
- **Interview a Local Business Owner:** For students who need extra support, provide them with a list of questions to ask or have them work in small groups with a teacher or aide. For students who need more of a challenge, have them research and discuss different economic systems and how they compare to the local economy.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

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ECONOMICS

Standard 2.E.2: *Assess the relationship between consumers and producers in obtaining goods and services to meet needs.*

| Objectives | Vocabulary |
|--|---|
| <ol style="list-style-type: none">1. Define consumers and producers.2. Differentiate consumers from producers.3. Examine the interdependence of consumers and producers.4. Discuss the connection between resources and producers in the local community.5. Define the barter system and monetary system.6. Compare and contrast the barter and monetary systems of trade to meet needs | <ul style="list-style-type: none">• Consumers• Producers• Interdependence• Resources• Barter System• Monetary System• Trade• Needs• Goods• Services• Supply• Demand• Production• Distribution• Market |



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

- **Consumer and Producer Scavenger Hunt:** Divide the class into two groups - consumers and producers. Have the consumers search around the classroom or school for items that they use or consume daily, while the producers search for items that they can make or produce. After both groups have completed their scavenger hunt, come together to discuss what they found and how the items are connected. Demonstrate that natural, nonrenewable, and renewable resources are essential for producers because they need these materials to create products for the economy.
- **Interdependence Chain:** Create a chain by drawing a picture of a product that they consume, and then drawing a picture of a product that was used to create that product. For example, a student might draw a picture of a sandwich (consumer), and then draw a picture of a farmer and cow (producers). As a class, connect the chains to show the interdependence of consumers and producers.
- **Community Resource Map:** Work in groups to create a map of their local community, identifying the resources and producers in the area. Students can use symbols or pictures to represent the resources and label them accordingly. Then, have them create a key to explain the symbols and present their maps to the class.
- **Barter vs. Monetary System Role-Play:** Divide the class into two groups - one group represents a barter system, and the other represents a monetary system. Each group will have to come up with items to trade or exchange. Have them role-play trading with each other and compare the two systems.
- **Producer Showcase:** Have students work in groups to research and create a showcase of local producers in the community. They can create posters or presentations that highlight the resources they use, the products they create, and the jobs they provide. Then, have them present their showcases to the class or school community.



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

- Take a field trip to a local farm, grocery store, or factory and observe the producers and consumers in action. Have students identify who is producing the goods and who is buying them.
- Have students bring in items from home and sort them into categories of producers and consumers. Discuss how each item was produced and who might use it.
- Research and discuss different types of jobs in the community, such as farmers, factory workers, and store clerks. Have students identify how these jobs are interdependent and how they contribute to the community's overall well-being.
- Take a walk around the local community and observe the resources used in different businesses. Discuss how these resources contribute to the local economy.
- Participate in a mock barter system or trade fair where they exchange goods or services without using money. Discuss the advantages and disadvantages of this type of system.
- Research and discuss different types of currency used around the world. Have students compare the barter and monetary systems of trade, and how each system meets people's needs.



Differentiation (Economics: Standard 2.E.2)

- **Economy and Resource Scavenger Hunt:** Provide growing learners with a smaller list of items to find or allow them to work in pairs or small groups to complete the task. Challenge advanced students to propose creative and sustainable uses for the resources they discover.
- **Natural vs. Renewable vs. Non-Renewable Resource Sorting:** Use visual aids, such as pictures or diagrams, to help growing learners understand the different categories. You could also provide them with pre-sorted examples to match. Add more diverse examples to the sorting activity and challenge them to explain why they placed each item into a specific category.
- **People as a Resource:** Provide growing learners with examples of different jobs in the local community and give them guidance on how to think about their skills and talents as a resource. Encourage advanced students to create a mini "community" project where each student's skills are utilized, such as creating a class mural or putting on a talent show.
- **Scenario and Inquiry Learning:** Provide growing learners with visual aids, such as pictures or diagrams, to help them understand the concepts being discussed. Simplify the questions and provide them with sentence starters to help them answer. Present advanced students with more complex scenarios involving trade-offs and choices, like choosing between buying toys or saving for a school project.
- **Resource and Job Match-Up:** Provide growing learners with a smaller list of resources and jobs to match up. Use visual aids, such as pictures or diagrams, to help them understand the concepts being discussed. Provide advanced students with a wider variety of resources and jobs, including some fewer common ones.
- **Field Trip to a Local Business:** Provide growing learners with a specific focus for the field trip, such as observing how one resource is used, rather than trying to take in everything at once. Provide them with guided questions to help them focus on key concepts. Allow them to explore different aspects of the business, such as how products are made, marketed, and sold.



- **Interview a Local Business Owner:** Provide growing learners with a list of questions to ask during the interview and give them sentence starters to help them frame their questions and answers. Allow them to work in pairs or small groups to conduct the interview. Provide a list of more thought-provoking questions about the business's impact on the community or its sustainability practices.



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ECONOMICS

Standard 2.E.3: *Recognize factors that affect the price and availability of goods and services.*

| Objectives | Vocabulary |
|--|---|
| <ol style="list-style-type: none">1. Define needs and wants.2. Classify items as needs or wants.3. Compare and contrast needs and wants. | <ul style="list-style-type: none">• Supply• Demand• Budget• Available (Availability)• Desires• Basic Needs |



Learning Activities (Economics: Standard 2.E.3)

- **Role Play Simulation:** Give everyone an equal amount of money manipulatives again. Provide more supplies and goods in the classroom at a fixed price. Help the class budget their money based on their “needs” and “wants.”
- **Role Playing Simulation:** Providing students with an equal amount of money manipulatives. Place paper and pencils with set “prices.” Poll the class on who needs paper and a pencil. Allow students to “purchase” paper and pencil at the set “price” first. After the students “purchased” their items. Poll the class on who wants paper and a pencil. Change the “prices” of the paper and pencil based on the demand. Discuss with the class supplies are low and the demand is high, the price increase, or when supplies are high, and the demand is low the price decrease.
- **Needs vs Wants Sorting:** Provide students with a variety of pictures or objects and have them sort them into two categories: needs and wants. Then, have them discuss why they sorted each item into its category and how it relates to their own lives.
- **Needs vs Wants Venn Diagram:** Have students create a Venn diagram to compare needs and wants. They can list examples of each and then find similarities and differences between the two categories.
- **Needs and Wants Collage:** Ask students to create a collage using pictures from magazines or printed images that represent their own needs and wants. Then, have them present their collages to the class and explain why each item is important to them.
- **Interview Activity:** Have students pair up and take turns interviewing each other about their own needs and wants. They can write down their partner's answers and then share with the class what they learned about their partner's needs and wants.
- **Scavenger Hunt:** Provide students with a list of needs and wants and have them go on a scavenger hunt around the classroom or school to find items that fit into each category. They can then report back to the class and explain why each item was classified as a need or want.



Real World Connections (Economics: Standard 2.E.3)

- **Needs and wants:** Discuss with students the difference between needs and wants in their own lives. Have them identify examples of needs and wants and explain why they are important or not important.
- **Classify items as needs or wants:** Have students create a collage or poster that categorizes different items as either needs or wants. Alternatively, provide a list of items and have students work in small groups to categorize them as needs or wants.
- **Compare and contrast needs and wants:** Have students compare the needs and wants of people in different countries or cultures. This can lead to discussions about inequality and access to resources.



Differentiation (Economics: Standard 2.E.3)

- **Role Play Simulation:** For growing learners, simplify the scenario by providing fewer supplies and goods with a fixed price. Provide visual aids such as pictures or posters to help them understand the concept of budgeting.
- **Role Playing Simulation:** For growing learners, provide them with a visual aid such as a chart or table that shows the changing prices of paper and pencils based on demand. Use simpler vocabulary and provide examples to help them understand the concept of supply and demand.
- **Needs vs. Wants Sorting:** For growing learners, provide them with a visual aid such as pictures or objects with labels indicating whether they are needs or wants. Use simpler vocabulary and provide examples to help them understand the difference between the two.
- **Needs vs. Wants Venn Diagram:** For growing learners, provide them with a partially completed Venn diagram with some examples of needs and wants already listed. Use simpler vocabulary and provide examples to help students understand the concept of comparing and contrasting.
- **Needs and Wants Collage:** For growing learners, provide students with a template or outline to help students organize their collages. Use simpler vocabulary and provide examples to help students understand the concept of needs and wants.
- **Interview Activity:** For growing learners, provide students with a list of questions to ask their partner about their needs and wants. Use simpler vocabulary and provide examples to help students understand the concept of needs and wants.
- **Scavenger Hunt:** For growing learners, provide students with a visual aid such as a checklist or pictures of items to find. Use simpler vocabulary and provide examples to help students understand the concept of needs and wants. Additionally, you can pair students up with a partner or a teacher aide for support.



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ECONOMICS

Standard 2.E.4: *Identify the role of financial institutions within the community.*

| Objectives | Vocabulary |
|--|--|
| <ol style="list-style-type: none">1. Identify various types of financial institutions and their role in the community.2. Identify services provided by the various financial institutions in the community. | <ul style="list-style-type: none">• Financial• Banks• Credit Unions (Define Union)• Insurance• Interest**• Deposit**• Withdrawal**• Loans** |



Learning Activities (Economics: Standard 2.E.4)

- **Financial Institution Research:** Have students research different types of financial institutions in the community, such as banks, credit unions, and savings and loans. Have students create a chart or diagram that shows the differences between these institutions, including their services, fees, and interest rates.
- **Banking Services Scavenger Hunt:** Create a scavenger hunt for students to explore the different services provided by banks. Have students visit a local bank and look for signs or information about savings accounts, checking accounts, loans, and credit cards. Students can take notes or pictures of the information they find and share with the class.
- **Role-Play at a Bank:** Set up a pretend bank in the classroom and have students take turns playing the role of banker and customer. Students can practice depositing and withdrawing money, opening a savings account, and writing checks. This activity will help students understand the different services provided by banks and how they can use these services.
- **Guest Speaker:** Invite a representative from a local financial institution to speak to the class. The speaker can discuss the different services provided by their institution and answer questions from students.
- **Budgeting Game:** Create a game where students have to budget their money to pay for different expenses, such as rent, groceries, and transportation. This activity will help students understand the importance of financial planning and budgeting.
- **Financial Institution Field Trip:** Plan a field trip to a local financial institution. Students can tour the facility and meet with employees to learn about the different services provided. This activity will give students real-world experience and help students understand the role financial institutions play in the community.



Real World Connections (Economics: Standard 2.E.4)

- Invite a guest speaker from a financial institution to talk about their role in the community and the different services they provide.
- Research and create a presentation about different financial institutions in their community, including banks, credit unions, and other financial services.
- Role-play different scenarios in which they might need to use financial services, such as opening a savings account.
- Discuss current events related to financial institutions, such as changes in interest rates or regulations, and how they might affect the community.



Differentiation (Economics: Standard 2.E.4)

- **Financial Institution Research:** Simplify the research task by providing pre-selected resources and a guided worksheet to help students compare the different types of financial institutions.
- **Banking Services Scavenger Hunt:** Provide a checklist or graphic organizer to help growing students focus on the key information they need to find and allow extra time for completing the activity.
- **Role-Play at a Bank:** Provide visual aids or prompts to help students with their roles and actions and break down the activity into smaller steps with clear instructions.
- **Guest Speaker:** Provide a list of questions or discussion prompts in advance to help students prepare and allow for multiple rounds of questions or follow-up discussions to ensure understanding.
- **Budgeting Game:** Simplify the game by using visuals and concrete examples and provide prompts or scaffolding to help students plan and track their budgets.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

CIVIL RIGHTS

Standard 2.CR.1: *Determine how traditions and customs create unity and celebrate diversity within and across various groups.*

| Objectives | Vocabulary |
|--|---|
| <ol style="list-style-type: none">1. Recognize the cultural contributions of various groups within our community.2. Examine how cultures, and their traditions and customs, have changed over time.3. Evaluate the qualities that build unity among diverse populations. | <ul style="list-style-type: none">• Culture• Cultural Contributions• Traditions• Customs• Diversity• Heritage• Multicultural• Unity• Tolerance• Acceptance• Respect |



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

- **Timeline of Cultural Changes:** Create a timeline on a bulletin board or chart paper and have students research and add significant events related to cultural changes in their community over time. For example, they could include immigration patterns, landmark court cases related to civil rights, or changes in local traditions.
- **Unity Collage:** Have students bring in pictures or symbols that represent qualities that build unity among diverse populations (such as respect, kindness, or empathy), and work together to create a collage or mural that showcases these qualities.
- **Guest Speakers:** Invite guest speakers from different cultural backgrounds to come in and speak to the class about their experiences and perspectives. Students can prepare questions and engage in a dialogue with the speakers to learn more about different cultures and build empathy and understanding.



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

- Watch a documentary or read a book about the history and evolution of a particular cultural tradition or custom.
- Interview a person from a different cultural background and discuss the common values and qualities that can bring people from diverse populations together.
- Visit a local center or museum to learn more about the cultural contributions of various groups in your community.



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

- **Timeline of Cultural Changes:** Simplify the timeline by providing pre-selected events and guiding students in researching and adding significant events related to cultural changes in their community. Provide visual aids or graphic organizers to help students understand and remember the events.
- **Unity Collage:** Provide pre-selected pictures or symbols and guide students in working together to create a collage or mural that showcases qualities that build unity among diverse populations. Provide sentence starters or sentence frames to help students express their ideas.
- **Guest Speakers:** Provide students with a list of prepared questions to ask the guest speakers to guide their dialogue. Provide students with a graphic organizer or note-taking template to help students organize their thoughts and take notes during the presentation.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

CIVIL RIGHTS

Standard 2.CR.2: *Evaluate how diverse cultures build unity in a community.*

| Objectives | Vocabulary |
|--|--|
| <ol style="list-style-type: none">1. Define respect, tolerance, and acceptance.2. Examine the relationship between respect, tolerance, and acceptance and building unity across cultures.3. Recognize similarities from the various cultures of the local community. | <ul style="list-style-type: none">• Tolerance• Acceptance• Respect• Unity |



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

Define respect, tolerance, and acceptance:

- Have students brainstorm and create a word web or mind map of synonyms and examples of each term.
- Show pictures or videos that depict situations where respect, tolerance, and acceptance are important, and have students identify which term applies to each situation.
- Create scenarios where students have to act out how they would show respect, tolerance, and acceptance in different situations.

Examine the relationship between respect, tolerance, and acceptance and building unity across cultures:

- Have students research and present examples of how respect, tolerance, and acceptance have helped to build unity in different historical or current events.
- Create a classroom or school-wide campaign that promotes respect, tolerance, and acceptance, and have students design posters or write speeches to present to the rest of the school.
- Have students participate in a cultural exchange where they learn about a different culture and share their own culture with others, focusing on how respect, tolerance, and acceptance play a role in building understanding and unity.

Recognize similarities from the various cultures of the local community:

- Take a field trip to a local cultural festival or event, and have students observe and identify similarities and differences among the different cultures represented.
- Have students bring in pictures or items from their own cultural background and have students compare them with their classmates' items to identify similarities and differences.
- Create a class or school-wide project where students research and present a specific aspect of their own culture or a different culture, focusing on similarities and connections with other cultures.



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

- Visit cultural events or festivals in the community and discuss the importance of respect, tolerance, and acceptance among different cultures.
- Invite guest speakers from different cultural backgrounds to talk about their traditions and customs and how they relate to respect, tolerance, and acceptance.
- Take a field trip to museum or exhibit to explore and learn about various cultures and their contributions to society.
- Reading books or watching videos that showcase different cultures and discussing the importance of respecting and accepting diversity.
- Conduct interviews with community members from diverse backgrounds to learn about their experiences and perspectives on respect, tolerance, and acceptance.



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

Define respect, tolerance, and acceptance:

- For growing learners: Use visuals or real-life objects to help students understand the meaning of each term.
- For advanced learners: Have students research and present on the historical and cultural context of each term.

Examine the relationship between respect, tolerance, and acceptance and building unity across cultures:

- For growing learners: Provide examples from their own community to help students understand the concept of building unity across cultures.
- For advanced learners: Have students conduct a research project on the impact of respect, tolerance, and acceptance on movements.

Recognize similarities from the various cultures of the local community:

- For growing learners: Provide a structured graphic organizer to help students identify similarities and differences.
- For advanced learners: Have students conduct interviews with people from different cultures to gain a deeper understanding of the similarities and connections between them.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 2.G.1: *Analyze various types of maps.*

| Objectives | Vocabulary |
|--|--|
| <ol style="list-style-type: none">1. Categorize map types by representation and usage (e.g., topographic, physical, political, thematic, etc.).2. Identify political and physical borders in the United States and across the globe.3. Define urban, suburban, and rural.4. Locate urban, suburban, and rural areas in Mississippi and the United States. | <ul style="list-style-type: none">• Urban• Rural• Suburban• Political Border• Physical Border• Topographic Map• Thematic Map |



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

- **Map Match-Up:** Give each student a set of cards with different map types (e.g., topographic, physical, political, thematic) and have students categorize them into groups. For an added challenge, have students explain how each map type is used.
- **Border Investigation:** Using a map of the United States and/or the world, have students locate and label political and physical borders. Then, have students research and present information on why those borders were created, how they've changed over time, and any current issues related to those borders.
- **Urban, Suburban, or Rural?:** Provide students with pictures or descriptions of different types of communities (e.g., skyscrapers, neighborhoods with single-family homes, farms) and have students identify whether they are urban, suburban, or rural. Then, have students research and compare the advantages and disadvantages of living in each type of community.
- **My Neighborhood Map:** Have students create a map of their neighborhood, including important landmarks (e.g., parks, schools, grocery stores) and different types of housing. Then, have students compare their maps to those of their classmates and identify any similarities and differences.
- **Global Connections:** Using a world map, have students identify and label countries they have learned about in class, then research and present information on the cultures, traditions, and customs of those countries. Have students identify any similarities and differences between their own culture and those of other countries.
- **Map Quest:** Give each student a map of a different area and have students create a scavenger hunt for their classmates, including specific locations (e.g., "Find the statue of the famous poet in the park") and clues for finding them. This activity can be done in the classroom or outside, depending on the maps and locations chosen.
- **Google Earth:** Allow students to use Google Earth to locate any city in Mississippi and identify the rural urban, and suburban areas.



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

- Use online maps to locate and research information about different types of maps, such as topographic, physical, political, and thematic maps.
- Create their own map of the classroom, school, or neighborhood using symbols and a legend, and then share their maps with the class.
- Compare maps of different regions, such as urban, suburban, and rural areas, to identify differences in population density, land use, and transportation.
- Take a field trip to a local government office or museum that displays historical maps of the area to explore how political and physical borders have changed over time.
- Invite a guest speaker who works with maps or geography, such as a cartographer or geographer, to discuss the different types of maps and their uses in the real world.



Differentiation (Geography: Standard 2.G.1)

Map Match-Up:

- For growing students, provide a graphic organizer where they can sort the map types into categories.
- For advanced students, have students create their own map type and explain how it would be useful.

Border Investigation:

- For growing students, provide a pre-labeled map to reduce confusion and frustration.
- For advanced students, have students research and present on the historical and political contexts surrounding border creation and changes.

Urban, Suburban, or Rural?:

- For growing students, provide visual cues (such as color coding) to help students differentiate between the types of communities.
- For advanced students, have students research and present on the economic, social, and environmental impacts of urbanization.

My Neighborhood Map:

- For growing students, provide a template for the map and landmarks to be labeled.
- For advanced students, have students incorporate different types of data (such as population density or crime rates) into their maps.

Global Connections:

- For growing students, provide resources (such as books or videos) in their native language or with simplified language to help students understand the material.
- For advanced students, have students analyze and compare data (such as GDP or education rates) between countries to identify similarities and differences.

Map Quest:

- For growing students, provide students with easier clues or have students work in pairs to complete the scavenger hunt.
- For advanced students, have students incorporate multiple maps into their scavenger hunt or have students create a theme for their clues.

**Google Earth:**

- For growing students, provide students with a list of cities to choose from to reduce decision-making anxiety.
- For advanced students, have students analyze and compare data (such as population density or land use) between rural, urban, and suburban areas of different cities.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 2.G.2: *Examine the connection between the physical features of the Earth and where people choose to live.*

| Objectives | Vocabulary |
|--|---|
| <ol style="list-style-type: none">1. Define human settlements and population distribution.2. Evaluate human settlements and population distribution around the physical features of the Earth.3. Determine reasons for human settlement near the physical features of the Earth. | <ul style="list-style-type: none">• Human Settlements• Population Distribution• Physical Features• Rural• Urban• Suburban• Migration• Demographics• Settlement Patterns• Push and Pull Factors |



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

- **Create a population distribution map:** Provide students with a blank world map and ask students to identify and label the areas where the population is concentrated. Discuss the factors that influence population distribution such as natural resources, climate, and infrastructure.
- **Explore case studies:** Conduct a case study of a specific human settlement located near a physical feature, such as a river or a mountain. Discuss the reasons for its settlement and how the physical feature affected its growth and development.
- **Conduct a research project:** Assign students to research and present on a specific physical feature and its influence on human settlement. Have students include information on the benefits and challenges of settling near the feature, and how humans have adapted to living in these areas.
- **Virtual field trip:** Take students on a virtual field trip to different physical features such as mountains, rivers, or oceans. Have students observe and document the different human settlements around these features and compare their similarities and differences.
- **Create a model:** Have students work in groups to create a model of a human settlement located near a physical feature. Have students create a story about someone moving **from a cold climate** to a **warmer climate** in one center. Ask students to include the following things: The number of houses on a street, Schools, Beaches, Restaurants, Number of Lakes, and/or Ponds. In the other centers, have students create a story about someone moving **from a warm climate** to a **colder climate** with similar questions: Number of houses on a street, Schools, Mountains, Restaurants, and Sources of water.
- **Debate:** Assign students to different roles and hold a debate on the topic of human settlement near physical features. Encourage students to use evidence and logic to support their arguments.
- **Guest speaker:** Invite a geographer or urban planner to speak to the class about human settlements and population distribution. Allow students to ask questions and gain insight from a professional in the field.



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

- Study the population distribution and settlement patterns of different cities around the world and compare them to the physical features of the areas where they are located. For example, students could research and analyze why some cities are located near rivers, coastlines, or mountain ranges, and how these physical features influence the availability of resources, transportation, and trade.
- Investigate the impact of human settlement on the natural environment, and how the distribution of resources and land use patterns can affect ecosystems and wildlife habitats. For instance, students could examine the causes and consequences of deforestation, urban sprawl, or desertification, and explore ways to balance human needs with environmental sustainability.
- Connect with local community organizations or government agencies that work on issues related to population distribution and settlement planning. Students could interview urban planners, geographers, or demographers to learn about the challenges and opportunities of designing livable and equitable cities and propose their own ideas for improving their community's infrastructure and services.



Differentiation (Geography: Standard 2.G.2)

- For students who may need additional help with identifying population distribution, provide students with a map that already has the population density indicated. For more advanced students, ask students to research and identify specific regions within the areas of high population density and discuss the factors that contribute to it.
- For students who may need additional help with case studies, provide students with guiding questions or prompts to help students identify key information about the settlement and how the physical feature influenced its growth and development. For more advanced students, ask students to compare the case study with another settlement located near a different physical feature.
- Allow students to choose their own physical features and human settlement to research, giving students ownership of their learning. For more advanced students, ask students to compare their chosen settlement with another one located near a different physical feature.
- Provide a structured observation guide for students to document the different human settlements around the physical features during the virtual field trip. For more advanced students, ask students to analyze and interpret the data collected, identifying patterns and trends in human settlement near physical features.
- Provide clear guidelines for the model creation and the story they are creating, including the specific questions that need to be addressed. For students who may need additional help with creating a model, provide students with a pre-made template or ask students to create a 2D representation. For more advanced students, ask students to compare the two different human settlements near physical features and their adaptations to their environments.
- Provide clear instructions and guidelines for the debate, including specific roles for each student to play. For students who may need additional help with debating, provide students with a list of possible arguments to choose from. For more advanced students, ask students to analyze and critique the arguments presented by their peers.



- Provide a list of questions or prompts for students to ask the guest speaker. For more advanced students, ask students to research and prepare questions ahead of time, allowing students to engage in more in-depth discussions with the guest speaker.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 2.G.3: *Interpret maps using latitude and longitude.*

| Objectives | Vocabulary |
|--|--|
| <ol style="list-style-type: none">1. Define latitude and longitude.2. Locate the major lines of latitude and longitude of the Earth.3. Identify and then compare the hemispheres of the Earth. | <ul style="list-style-type: none">• Latitude• Longitude• Prime Meridian• Equator• Hemisphere• Northern Hemisphere• Western Hemisphere• Southern Hemisphere• Eastern Hemisphere |



Learning Activities (Geography: Standard 2.G.3)

- **Latitude and Longitude Simulation:** Allow the students to use jump ropes to simulate the direction of the equator, prime meridian, longitude, and latitude.
- **Latitude and Longitude Treasure Hunt:** Students can use a map to locate different cities or landmarks based on their latitude and longitude coordinates. This activity can help students become familiar with the major lines of latitude and longitude.
- **Hemispheres Brainstorm:** Students can work in pairs or groups to brainstorm and list the different countries, cities, or landmarks located in each hemisphere. This can help students identify and compare the hemispheres of the Earth.
- **Latitude and Longitude Scavenger Hunt:** Students can use a map or globe to find different locations based on their latitude and longitude coordinates. This activity can help students become more comfortable using latitude and longitude to locate places on Earth.
- **Hemispheres Research Project:** Students can research and create a presentation about a country, city, or landmark located in each hemisphere. This can help students develop a better understanding of the different regions of the world.
- **Latitude and Longitude Puzzles:** Students can work in pairs or groups to create puzzles using different latitude and longitude coordinates. This can be a fun and interactive way for students to practice using latitude and longitude.



Real World Connections (Geography: Standard 2.G.3)

- **Navigation:** The concepts of latitude and longitude are essential for navigation, whether on land, sea, or air. Understanding these concepts helps people navigate to different places around the world.
- **Time Zones:** The lines of longitude play a significant role in determining time zones around the world. Time zones are based on the position of the sun at different longitudes.
- **Climate and Weather:** Latitude plays an important role in determining the climate of a region. Regions near the equator tend to be hotter, while regions near the poles tend to be colder. Longitude can also affect climate by determining the direction of prevailing winds.
- **International Relations:** Understanding the concept of hemispheres can be useful in international relations. For example, countries in the Northern Hemisphere may have different cultural norms and traditions compared to countries in the Southern Hemisphere.
- **Rhyme Games:** Bring a jump rope to class. Share with the class the famous quote, “Your attitude determines your latitude.” Position the jump rope horizontally (latitude) to show students that a positive attitude will take them high (raise the jump rope), and a negative attitude will take them low (lower the jump rope).



Differentiation (Geography: Standard 2.G.3)

Latitude and Longitude Simulation:

- For kinesthetic learners: Have students physically move around and simulate the direction of the lines on the ground instead of using jump ropes.
- For visual learners: Provide visual aids, such as diagrams or pictures, to help students visualize the lines.

Latitude and Longitude Treasure Hunt:

- For auditory learners: Provide verbal instructions for the activity.
- For visual learners: Use a map with clear and distinct markings for latitude and longitude lines.

Hemispheres Brainstorm:

- For visual learners: Provide visual aids, such as a world map or globe, to help students identify and compare the hemispheres.
- For auditory learners: Allow for group discussions and verbal brainstorming.

Latitude and Longitude Scavenger Hunt:

- For kinesthetic learners: Have students physically move around the classroom or school to find the locations.
- For visual learners: Use a map with clear and distinct markings for latitude and longitude lines.

Hemispheres Research Project:

- For auditory learners: Allow for presentations with verbal explanations.
- For visual learners: Encourage the use of visual aids, such as graphs or charts, to help students organize their information.

Latitude and Longitude Puzzles:

- For kinesthetic learners: Have students physically manipulate the puzzle pieces.
- For visual learners: Use clear and distinct markings for latitude and longitude lines on the puzzle pieces.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

GEOGRAPHY

Standard 2.G.4: *Analyze human modifications to the Earth.*

| Objectives | Vocabulary |
|--|---|
| <ol style="list-style-type: none">1. Identify human modifications to the Earth.2. Compare and contrast the positive and negative impacts of human modifications on the Earth. | <ul style="list-style-type: none">• Human Modifications• Positive Impacts• Negative Impacts• Sustainability• Conservation• Restoration• Ecosystem• Habitat• Biodiversity• Carbon footprint |



Learning Activities (Geography: Standard 2.G.4)

Identify human modifications to the Earth:

- Take a nature walk around the school or local park and identify examples of human modifications, such as sidewalks, buildings, playgrounds, and bridges.
- Look at pictures of different landscapes and ask students to identify any human-made changes they can see in the pictures.
- Have students draw pictures of their own community and label any human-made changes they see.

Compare and contrast the positive and negative impacts of human modifications on the Earth:

- Assign students a human modification (e.g., building a dam, or clearing a forest for farmland) and have students research the positive and negative impacts of the modification on the environment and the community.
- Show students pictures of natural landscapes and then pictures of the same landscapes after human modifications have been made and have students discuss the differences and impacts.
- Create a chart or Venn diagram comparing the positive and negative impacts of different human modifications.



Real World Connections (Geography: Standard 2.G.4)

- Visit a local park or nature reserve and observe the impact of human modifications, such as trails, buildings, or playgrounds, on the environment.
- Research the history of a local landmark, such as a bridge or dam, and discuss how it has impacted the surrounding ecosystem and community.
- Invite a local conservationist or environmental expert to speak to the class about the positive and negative impacts of human modifications on the Earth, and how individuals can make a positive difference.
- Watch videos or documentaries about deforestation, mining, or other industries that have a significant impact on the environment and discuss the benefits and drawbacks of these activities.
- Create a class project or presentation about a local environmental issue, such as pollution or habitat destruction, and brainstorm solutions to address the issue.
- Conduct a community cleanup or restoration project, such as planting trees or picking up litter, to make a positive impact on the environment.
- Visit a recycling facility or landfill to learn about the impact of waste disposal on the environment and discuss ways to reduce waste and promote recycling in the community.
- Research and discuss the impact of climate change on the environment and ways to reduce carbon emissions and promote sustainability.



Differentiation (Geography: Standard 2.G.4)

KINESTHETIC LEARNERS:

Identify human modifications to the Earth:

- Have students physically explore their school or local park and identify examples of human modifications.
- Provide materials, such as clay or construction paper, for students to create models of different human-made changes they see.
- Play a game of "I Spy" where students have to physically move around the room to find and identify different human-made changes.

Compare and contrast the positive and negative impacts of human modifications on the Earth:

- Conduct a debate where students physically stand on one side of the room to argue for the positive impacts of a human modification and then switch to argue for the negative impacts.
- Have students create physical representations, such as dioramas or sculptures, of the impacts of different human modifications.
- Play a kinesthetic game where students physically move to different parts of the room to represent the positive or negative impacts of a human modification.

AUDITORY LEARNERS:

Identify human modifications to the Earth:

- Have students listen to descriptions of different human-made changes and identify them.
- Conduct a class discussion where students share examples of human-made changes they see in their community.
- Provide audio recordings of different human-made changes for students to listen to and identify.

Compare and contrast the positive and negative impacts of human modifications on the Earth:



- Use podcasts or audio recordings to share information about the impacts of different human modifications on the environment and the community.
- Conduct a group discussion where students share their ideas and opinions about the positive and negative impacts of human modifications.
- Have students create audio recordings where they compare the positive and negative impacts of different human modifications.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

HISTORY

Standard 2.H.1: *Evaluate how people and events have shaped the local community, state, and nation through primary sources.*

| Objectives | Vocabulary |
|--|--|
| <ol style="list-style-type: none">1. Identify various primary sources (e.g., Primary – letters, diaries, autobiographies, speeches, interviews; Secondary – magazine articles, textbooks, encyclopedia entries, biographies, etc.).2. Use various primary sources to investigate significant people and events of the past.3. Examine historical events from multiple perspectives by utilizing primary sources. | <ul style="list-style-type: none">• Primary Sources• Investigate• Perspectives |



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

- **Primary Source Scavenger Hunt:** Create a scavenger hunt activity where students locate primary sources in the classroom or school library. Provide a list of primary sources to find, such as a letter, diary, speech, or interview. Once they locate the primary source, they can read it and share what they learned with the class.
- **Biography Research Project:** Assign each student a significant person from the past and have students research and write a biography using primary sources, such as interviews or letters. Students can present their biographies to the class, sharing what they learned about their person and how primary sources helped students in their research.
- **Multiple Perspectives Simulation:** Create a simulation where students examine a historical event from multiple perspectives. Assign different roles to students, such as a soldier, civilians, and politicians, and provide primary sources for each perspective, such as letters or speeches. Students can then share their perspectives with the class, discussing how primary sources helped students understand the event.
- **Primary Source Analysis:** Provide students with a primary source, such as a letter or speech, and have them analyze it using a graphic organizer. Students can identify the author, audience, purpose, and main ideas of the primary source, discussing what they learned and how it contributes to their understanding of a historical event or person.
- **Historical Artifact Investigation:** Bring in a historical artifact, such as an old newspaper or photograph, and have students investigate it like a primary source. Students can discuss what the artifact tells them about the past, what questions they have, and how they might use other primary sources to learn more.



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

- Have students write short stories about themselves and share them with the class.
- Visit a local historical museum or archive to view and discuss primary source documents, such as letters or photographs, related to local or national history.
- Invite a guest speaker, such as a historian or author, to talk to students about the importance of primary sources in researching historical events and figures.
- Encourage students to interview family members or community members about their experiences with historical events and discuss how these personal accounts can serve as primary sources.
- Use online resources, such as the Library of Congress website or the National Archives website, to access and analyze primary sources related to significant people and events in American history.
- Have students create their own primary source documents, such as journals or oral histories, to document their experiences and perspectives on current events or local history.



Differentiation (History: Standard 2.H.1)

Primary Source Scavenger Hunt:

- **Visual learners:** Instead of providing a list of primary sources to find, provide pictures of primary sources and have students match the pictures to a description.
- **Auditory learners:** Record descriptions of primary sources and have students listen and match the descriptions to the primary source.

Biography Research Project:

- **Kinesthetic learners:** Have students act out a scene from their person's life and use primary sources to support their performance.
- **Visual learners:** Provide pictures or illustrations of the person and their life events to support their research and presentation.

Multiple Perspectives Simulation:

- **Auditory learners:** Record speeches or interviews and have students listen to different perspectives on a historical event.
- **Kinesthetic learners:** Have students act out the roles of different historical figures and use primary sources to support their performance.

Primary Source Analysis:

- **Visual learners:** Provide a graphic organizer with visual cues to help students organize their thoughts on the primary source.
- **Auditory learners:** Have students discuss the primary source in small groups and record their discussion for later reflection.

Historical Artifact Investigation:

- **Kinesthetic learners:** Provide physical artifacts for students to touch and manipulate and have students use their senses to describe the artifact and its significance.
- **Visual learners:** Provide pictures of the artifact and have students analyze the picture for clues about the artifact's history.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

HISTORY

Standard 2.H.2: *Examine the relationship between history and time.*

| Objectives | Vocabulary |
|---|--|
| <ol style="list-style-type: none"> 1. Identify vocabulary to express periods of time. 2. Illustrate events chronologically on a timeline. 3. Compare and contrast the eras of United States history. | <ul style="list-style-type: none"> • Century • Modern Era • Current • Chronology • B.C.E • A.C.E • Ancient • Decade • Yesterday • Forever • Last Week • Week • Day • Hour • Minute • Second • Past • Present • Future • Timeline • Historical period • Era • Generation |



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

- **Youngest to Oldest:** Students can line up in chronological order (youngest to oldest or oldest to youngest) by birthdays.
- **Vocabulary Scavenger Hunt:** Students can go on a scavenger hunt in the classroom or library to find and identify vocabulary words related to periods of time, such as a decade, century, and millennium. They can then create flashcards or a vocabulary wall to reinforce their understanding.
- **Timeline Creation:** Students can work in pairs or small groups to research and create a timeline of significant events in United States history. They can use online resources or books to find information, and then use pictures and descriptions to illustrate the events chronologically.
- **Historical Era Comparison:** Students can research and compare different eras of United States history, such as Colonial America, the American Revolution, and the Civil War. They can create Venn diagrams or graphic organizers to compare the eras and identify key similarities and differences.
- **Historical Figure Research:** Students can select a historical figure from a particular era, such as George Washington during the Revolutionary War or Harriet Tubman during the Civil War, and conduct research using primary and secondary sources. They can then create a presentation or poster to share their findings with the class.



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

- **Vocabulary to express periods of time:** Students can apply this vocabulary in their daily lives to describe the duration of various activities or events. For example, they can use words like seconds, minutes, hours, days, weeks, months, and years to describe how long it takes to complete a task, a family vacation, or a school year.
- **Illustrating events chronologically on a timeline:** Students can create timelines of historical events they learn about in class or events in their own lives. They can also use timelines to plan and organize personal projects, such as a book report or a science fair project.
- **Comparing and contrasting the eras of U.S. history:** Students can develop a deeper understanding of the significance of historical events by analyzing their impact on the present day. For example, they can compare the lifestyles of people from different eras or the changes in technology, transportation, and communication over time. They can also relate these changes to their own experiences and the world around them.



Differentiation (History: Standard 2.H.2)

Youngest to Oldest:

- For visual learners, provide a timeline or pictures of different ages to help students understand the concept of chronological order.
- For kinesthetic learners, have students physically move around and act out their birthdates, such as standing in a line or holding up a number to represent their age.

Vocabulary Scavenger Hunt:

- For auditory learners, provide an oral list of vocabulary words and their definitions to listen to as they search for them.
- For visual learners, provide pictures or diagrams to help students associate the vocabulary words with their meanings.

Timeline Creation:

- For visual learners, provide pictures and images to help students understand the significance of each event.
- For kinesthetic learners, have students physically arrange the events on a timeline using cards or pictures.

Historical Era Comparison:

- For auditory learners, provide lectures or audio recordings about each era to help students understand the key similarities and differences.
- For visual learners, provide graphic organizers or Venn diagrams to help students compare the eras.

Historical Figure Research:

- For linguistic learners, provide written materials such as books, articles, or primary source documents to read and analyze.
- For visual learners, provide pictures and videos of the historical figure to help students better understand and connect with the person they are researching.

