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SUGGESTED
**INSTRUCTIONAL
PLANNING GUIDE**

for the Mississippi College- and Career-Readiness Standards

Social Studies

FIFTH GRADE

**US History: Pre-Columbian
Era to American Revolution**



2024



MISSISSIPPI
DEPARTMENT OF
EDUCATION





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INTRODUCTION

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

PURPOSE

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

DEVELOPMENT

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



DISCLAIMER

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

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

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



RESOURCES

Grade 5

US History: Pre-Columbian Era to American Revolution Resources

- National Museum of the American Indian - <https://americanindian.si.edu/>
- Smithsonian National Museum of American History - <https://americanhistory.si.edu/>
- Library of Congress - <https://www.loc.gov/>
- National Park Service - <https://www.nps.gov/index.htm>
- Khan Academy - <https://www.khanacademy.org/humanities/us-history>
- Digital History - <http://www.digitalhistory.uh.edu/>
- Gilder Lehrman Institute of American History - <https://www.gilderlehrman.org/>
- The American Revolution Institute - <https://www.americanrevolutioninstitute.org/>
- National Constitution Center - <https://constitutioncenter.org/>
- Scholastic - The Bill of Rights - <https://www.scholastic.com/billofrights/>
- iCivics - <https://www.icivics.org/>
- ConstitutionFacts.com - <https://www.constitutionfacts.com/>
- National Archives - The Constitution - <https://www.archives.gov/founding-docs/constitution>
- Ben's Guide to the U.S. Government - The Constitution - <https://bensguide.gpo.gov/3-5/government/national/constitution.html>
- Bill of Rights Institute - <https://billofrightsinstitute.org/>



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SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

US History: Pre-Columbian Era to American Revolution

Standard 5.1: *Identify major geographic areas of the world and specifically North America.*

Objectives	Vocabulary	
<ol style="list-style-type: none">1. Map the seven continents and five oceans.2. Identify and locate the main mountain ranges, rivers, and other key bodies of water.3. Locate on a map and discuss the pre-Columbian civilizations in North and South America.	<ul style="list-style-type: none">• Andes Mountains• Appalachian Mountains• Rocky Mountains• Amazon River• Mississippi River• Gulf of Mexico• Atlantic Ocean• Pacific Ocean• Arctic Ocean	<ul style="list-style-type: none">• Antarctic/Southern Ocean• Indian Ocean• North America• South America• Europe• Asia• Africa• Australia• Antarctica



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.1)

Map the seven continents and five oceans:

- Work in pairs or small groups to create their own map of the seven continents and five oceans, labeling each one.
- Give students a blank world map and have them color in and label each continent and ocean.
- Play a game where students have to identify and name the continents and oceans when shown a map without labels.

Identify and locate the main mountain ranges, rivers, and other key bodies of water:

- Provide students with maps that show different mountain ranges, rivers, and other bodies of water, and have them label each one.
- Work in groups to research and create a presentation on a specific mountain range, river, or body of water, including its location and importance to the region.
- Play a game where students have to identify and name different mountains, rivers, and bodies of water when shown a picture or a map without labels.

Locate on a map and discuss the pre-Columbian civilizations in North and South America:

- Provide students with maps that show the locations of different pre-Columbian civilizations, such as the Aztecs, Incas, and Mayas, and have them label each one.
- Work in pairs or small groups to research and create a presentation on a specific pre-Columbian civilization, including its location, culture, and achievements.
- Write questions and comments about the artwork from pre-Columbian civilizations, such as the Mayan or Olmec civilizations.
- Hold a class discussion about the impact of pre-Columbian civilizations on the modern-day cultures and societies in North and South



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.1)

Map the seven continents and five oceans:

- Work in pairs or small groups to create their own map of the seven continents and five oceans, labeling each one.
- Give students a blank world map and have them color in and label each continent and ocean.
- Play a game where students have to identify and name the continents and oceans when shown a map without labels.

Identify and locate the main mountain ranges, rivers, and other key bodies of water:

- Provide students with maps that show different mountain ranges, rivers, and other bodies of water, and have them label each one.
- Work in groups to research and create a presentation on a specific mountain range, river, or body of water, including its location and importance to the region.
- Play a game where students have to identify and name different mountains, rivers, and bodies of water when shown a picture or a map without labels.

Locate on a map and discuss the pre-Columbian civilizations in North and South America:

- Provide students with maps that show the locations of different pre-Columbian civilizations, such as the Aztecs, Incas, and Mayas, and have them label each one.
- Work in pairs or small groups to research and create a presentation on a specific pre-Columbian civilization, including its location, culture, and achievements.
- Write questions and comments about the artwork from pre-Columbian civilizations, such as the Mayan or Olmec civilizations.
- Hold a class discussion about the impact of pre-Columbian civilizations on the modern-day cultures and societies in North and South



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.1)

Map the seven continents and five oceans:

- For students who need additional support, provide them with a labeled map and have them color in the continents and oceans.
- For students who are ready for a challenge, have them research and label additional geographic features such as peninsulas, bays, and straits.

Identify and locate the main mountain ranges, rivers, and other key bodies of water:

- For students who need additional support, provide them with a list of geographic features and have them match them to the correct location on a map.
- For students who are ready for a challenge, have them research and create a presentation on a specific geographic feature and its impact on the surrounding region.

Locate on a map and discuss the pre-Columbian civilizations in North and South America:

- For students who need additional support, provide them with a graphic organizer or outline to help them organize their research and ideas.
- For students who are ready for a challenge, have them research and compare multiple pre-Columbian civilizations and their impact on the Americas. They could also explore how these civilizations were affected by European colonization.



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US History: Pre-Columbian Era to American Revolution

Standard 5.2: *Investigate the people and ways of life of North America and the Caribbean Basin prior to the Columbian Era.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify the major Native American tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.2. Map the territories of the major Native American Tribes of North America and the Caribbean Basin at the beginning of the Columbian Era.3. Determine how tribes in different regions used their environment to obtain, food, clothing, and shelter.4. Differentiate the lives and cultures of Native American tribes by region or territory.	<ul style="list-style-type: none">• Mesoamerica• Mississippian Culture• Aztec• Incas• Mayans• Toltec• Olmecs• Cahokia• Teotihuacan• Tenochtitlan• Cholula• Middle Mississippian• Mayan• Olmec• Toltec• Quechuas• Muisca• The Amazons



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.2)

Direct Instruction, Visual Strategies, and Art:

- Locate the Greater Antilles and the Lesser Antilles on a blank map.
- Locate and discuss the cultural traits of Paleo-Indians, Meso-Indians, and Taino civilizations in the Caribbean Basin, such as maize agriculture, mounds, trading, and metalwork, and their relationship to Pre-Columbian culture.
- Compare the architectural structures of Pre-Columbian civilizations in North America and the Caribbean Basin.

Digital Research and Visual Strategies:

- Locate and label Spain, Portugal, Great Britain, and France on a map.
- Create a color-coded map key for these European countries.

Direct Instruction, Visual Strategies, Primary Sources, Classroom Discussion, Digital Research, and Gallery Walk:

- Provide students with a worksheet of European explorers listed within the standards. During a gallery walk, have them identify the European explorers on their worksheets.
- Write a short description of their routes and their motivation for exploring.

Visual Strategies:

- Provide at least three blank world maps.
- Re-create the navigational routes for European explorers on their blank maps.
- Label the routes and provide a color-coded map key for each European explorer (note: limit to no more than three navigation routes on the map).

Visual Strategies, Reading, Primary Sources:

- Using a reading from the [National Park Service - Unit 1](#), highlight the Caribbean countries and North American territories that Spain, Portugal, Great Britain, and France colonized.
- Find the settlements and color-code the colonies according to their Europe color-coded map key.

OR

Provide a map of the European settlements in North America and the Caribbean.

Provide a blank map of the Mississippi Territory for each European explorer to trace their routes.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.2)

- Understand the cultures and civilizations of Native American tribes can provide insight into how different societies developed and thrived in different environments, which can help students better understand the diversity of human cultures around the world.
- Map the territories and exploring the cultural traits of Native American tribes can provide a foundation for understanding the history and development of the United States, particularly about the impact of European colonization and the displacement of Native peoples.
- Study the architectural structures of Pre-Columbian civilizations can help students understand the importance of engineering, design, and construction in creating functional and lasting structures, which can help them better appreciate the importance of these fields in the modern world.
- Learn about European explorers and their routes can help students understand the importance of exploration, discovery, and innovation in human history, and how these factors have contributed to the development of the modern world.
- Analyze primary sources such as maps, documents, and artifacts can help students develop critical thinking skills and an appreciation for the complexity of historical events, as well as how different perspectives and biases can shape our understanding of the past.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.2)

For visual learners:

- Use maps and other visual aids to compare and contrast the socio-political-economic way of life in the different colonies.
- Provide a blank map and cutouts of each colonizer. Have students match the European colonizer to the correct colonial settlement.
- Provide at least three blank world maps. Have students re-create the navigational routes for European explorers on their blank maps.

For verbal learners:

- Ask students to write down their ideas about ownership.
- Place students in groups and ask them to share their thoughts about ownership with each other.
- Have students write a short description of their assigned European explorer's routes and their motivation for exploring.

For kinesthetic learners:

- Provide a blank map of the Mississippi Territory for each European explorer to trace their routes.
- Match the European colonizer to the correct colonial settlement by physically moving the cutouts on the blank map.
- Ask students to act out potential conflicts that could arise between Indigenous People and Europeans based on their different views of land ownership.

For students with reading difficulties:

- Use primary sources to compare the definitions of Indentured Servitude and Slavery.
- Provide a worksheet of European explorers listed within the standards and have students identify the European explorers on their worksheets during a gallery walk.
- Use a reading from the National Park Service - Unit 1, and have students highlight the Caribbean countries and North American territories that Spain, Portugal, Great Britain, and France colonized.

For students who may need additional help with research:

- Provide a list of influential colonial leaders and have students research and write a short description of each one.



- Place students into centers and assign them to research a particular European colonizer or Indigenous tribe and their ideas about ownership.
- Have students locate and label Spain, Portugal, Great Britain, and France on a map.

For students with digital literacy difficulties:

- Use primary sources to compare the definitions of Indentured Servitude and Slavery.
- Provide a worksheet of European explorers listed within the standards and have students identify the European explorers on their worksheets during a gallery walk.
- Provide a map of the European settlements in North America and the Caribbean for students to color-code.



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US History: Pre-Columbian Era to American Revolution

Standard 5.3: *Analyze the motivations and consequences of the exploration of North America.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Map the European countries of Spain, Portugal, Great Britain, and France and their initial settlements in North America and Caribbean Basin with respect to trade routes and mitigation. 2. Identify significant European explorers (e.g., Ferdinand Magellan, Hernando de Soto, Rene’ Robert Cavelier, Sieur de La Salle, Francis Drake, Walter Raleigh, John Cabot, Christopher Columbus, Samuel de Champlain, etc.), their motivation to and through North America and the Caribbean Basin. 3. Explain the causes and effects of the Columbian Exchange. 	<ul style="list-style-type: none"> • Ferdinand Magellan • Hernando de Soto • Rene’ Robert Cavelier • Sieur de La Salle • Francis Drake • Walter Raleigh • John Cabot • Christopher Columbus • Samuel de Champlain • Motivation • Causes • Tenochtitlan • Cholula • Middle Mississippian • Mayan • Olmec 	<ul style="list-style-type: none"> • Effects • Columbian Exchange • Mesoamerica • Mississippian Culture • Aztec • Incas • Mayans • Toltec • Olmecs • Cahokia • Teotihuacan • Toltec • Quechuas • Muisca • The Amazons



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.3)

- **Trade Route Mapping:** Research the trade routes between Europe, North America, and the Caribbean Basin during the colonial era. Using maps and other resources, they can map out the routes and identify the major trading ports and goods exchanged. They can also analyze the impact of trade on the economies and societies of the regions involved.
- **Explorer Biographies:** Assign each student or group of students a different European explorer from the list provided in the objective. Have them research the explorer's background, motivations for exploration, and key achievements or discoveries. Students can create presentations or posters to share their findings with the class.
- **Historical Fiction Writing:** Write historical fiction stories from the perspective of European explorers or Native Americans living during the time of European exploration. They can research the cultural and historical context of the time period and use this knowledge to create a realistic and engaging story.
- **Debate:** Organize a class debate in which students argue for or against the idea that the benefits of the Columbian Exchange outweighed the negative consequences. Students can use evidence from their research and simulations to support their arguments.
- **Comparison of Colonial Settlements:** Research and compare the initial settlements of Spain, Portugal, Great Britain, and France in North America and the Caribbean Basin. They can analyze the political, economic, and social structures of each settlement, and how they differed from each other.
- **Museum Exhibit:** Research and create a museum exhibit on the Columbian Exchange. They can create displays or artifacts that showcase the goods and ideas exchanged during this time period and explain the impact of the exchange on different cultures and societies.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.3)

- Research the current trade relationships between European countries and North America/Caribbean countries. How has trade evolved since the initial settlements in North America and the Caribbean Basin? What factors have influenced these changes?
- Research modern-day explorers and their motivations for exploration. How do these motivations compare to those of the explorers from the Age of Exploration? How have exploration and discovery changed over time?
- Discuss the impact of the Columbian Exchange on the modern world. How has the exchange of plants, animals, and diseases influenced the global economy, environment, and cultures? Have students research and present on a specific product or resource that was part of the Columbian Exchange and its impact on society.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.3)

- **Trade Route Mapping:** For growing learners, provide them with a simplified map and a list of key trading ports and goods exchanged. For English Language Learners, provide them with visual aids such as pictures or diagrams to help them understand the trade routes.
- **Explorer Biographies:** For growing learners, provide them with a simplified biography or a graphic organizer to fill out with key information about the explorer. For English Language Learners, provide them with vocabulary lists and sentence frames to help them write their presentations or posters.
- **Historical Fiction Writing:** For growing learners, provide them with a story starter or a graphic organizer to help them structure their story. For English Language Learners, provide them with sentence frames and vocabulary lists to help them write their story in English.
- **Debate:** For growing learners, provide them with simplified arguments and supporting evidence. For English Language Learners, provide them with sentence frames and vocabulary lists to help them articulate their arguments.
- **Comparison of Colonial Settlements:** For growing learners, provide them with a graphic organizer or a list of key similarities and differences to fill out. For English Language Learners, provide them with visual aids such as maps or diagrams to help them understand the differences between the settlements.
- **Museum Exhibit:** For growing learners, provide them with a list of key items to include in their exhibit or a graphic organizer to help them plan it out. For English Language Learners, provide them with visual aids such as pictures or diagrams to help them explain the impact of the exchange on different cultures and societies.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

US History: Pre-Columbian Era to American Revolution

Standard 5.4: *Examine the economic, political, and religious reasons for the founding of colonial settlements.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify the influential leaders (e.g., William Penn, John Smith, Roger Williams, Lord Baltimore, William Bradford, John Winthrop, etc.) responsible for founding colonial settlements.2. Describe the role of indentured servitude and slavery in early settlements (e.g., Triangular Trade, indentured servitude, enslaved and free Africans, etc.).3. Compare and contrast colonial life in the different regions (e.g., New England, Middle, Southern, etc.) including resources, way of life, economics, local government, etc.4. Contrast the views of land use and ownership by Native Americans and colonists.	<ul style="list-style-type: none">• Triangular Trade• Enslaved• Free African• Indentured Servitude• Slavery• William Penn• John Smith• Roger Williams• Lord Baltimore• William Bradford• John Winthrop• Colonial• Colonizers



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.4)

Research, Graphic Organizers, Visual Strategies, and Maps:

- Use the *Library of Congress' Colonial Settlement*, *National Geographic's Thirteen Colonies*, and *National Humanities Center's America's Beginning* including the textbook to compare the socio-political-economic way of life in the various colonies.
- Provide a list of influential colonial leaders and have students research and write a short description of each one.
- Provide a blank map and cutouts of each colonizer. Have students match the European colonizer to the correct colonial settlement.
- Use primary sources to compare the definitions of Indentured Servitude and Slavery (such as *PBS's Indentured Servitude* or *Hampton's 1619 Landing* or *Virginia's Laws on Slavery and Servitude*).
- Use maps and other visual aids to compare and contrast the socio-political-economic way of life in the different colonies.

Inquiry Learning and Collaborative Learning:

- Ask students to write down their ideas about ownership.
- Place students in groups and ask them to share their thoughts about ownership with each other.
- Before discussing Indigenous and European ideas of ownership, ask students to hypothesize how these groups felt about ownership and which side their own views would align with.
- Discuss potential conflicts that could arise between Indigenous People and Europeans based on their different views of land ownership.

Direct Instruction, Research, and Classroom Discussion:

- Place students into centers and assign them to research a particular European colonizer or Indigenous tribe and their ideas about ownership.
- Return as a class and discuss how Europeans' ideas about ownership differed from Indigenous peoples' ideas.
- Ask students to share what they discovered about their assigned group's views on land ownership.
- Discuss potential conflicts that could arise between Indigenous People and Europeans based on their different views of land ownership.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.4)

- The study of colonial settlements and their founders can be linked to the study of current cities and their founders. Students can research the founders of major cities and analyze the factors that led to their establishment.
- The impact of the Triangular Trade and the role of slavery in colonial settlements can be linked to discussions on modern-day labor practices and human trafficking. Students can explore the history and current state of labor practices and human trafficking and discuss how these issues affect people globally.
- The differences in colonial life in the different regions can be linked to the study of regional cultures and economies in modern-day America. Students can analyze the regional differences in the United States and explore the factors that contribute to these differences.
- The views of land use and ownership by Native Americans and colonists can be linked to discussions on land rights and ownership in modern times. Students can examine current land rights issues and compare them to the historical context of land ownership in colonial America.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.4)

Research, Graphic Organizers, Visual Strategies, and Maps:

- For students who need additional support, provide a pre-made graphic organizer or map to fill out instead of having them create one from scratch.
- For students who are visual learners, incorporate more visual aids, such as pictures or diagrams, to help them better understand the different socio-political-economic ways of life in the various colonies.
- For students who may need additional help with reading comprehension, provide audio or video resources that explain the differences between indentured servitude and slavery.

Inquiry Learning and Collaborative Learning:

- For students who are more introverted or hesitant to share their ideas, give them more time to think and write down their thoughts before sharing in groups.
- For students who need more guidance, provide a list of prompts or questions to help them articulate their ideas about ownership.
- For students who may need additional help with collaborating, provide guidelines or structure to help them work together effectively.

Direct Instruction, Research, and Classroom Discussion:

- For students who may need additional help with independent research, provide more scaffolding, such as a list of reliable sources or guiding questions.
- For students who may need additional help with speaking in front of the class, provide opportunities for small group discussions or partner work.
- For students who need more background knowledge, provide a mini-lesson or direct instruction on the history of European colonization and Indigenous peoples in North America.



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US History: Pre-Columbian Era to American Revolution

Standard 5.5: *Trace the development of the revolutionary movement in North America.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify the causes and consequences of the French and Indian War.2. Explain the reasons for the American Revolution.3. Examine the actions taken by the British and colonists and explain how each led to the Revolutionary War (e.g., British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.).	<ul style="list-style-type: none">• British Stamp Act• Intolerable (Act)• Boston Massacre• Tea Act• Revolution• Massacre• Ohio River Valley• The Stamp Act• George Washington• Fort Duquesne• King George III• Treaty of Paris 1763• Consequences• Results• Parliament• First Continental Congress• Petition



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.5)

Causes and Consequences of the French and Indian War:

- Conduct a class discussion on the political and economic tensions between Britain and France leading up to the war.
- Have students create a timeline of the major events of the war, including key battles and treaties.
- Analyze primary source documents from the time period, such as letters or diaries from soldiers, to understand the impact of the war on individual lives.

Reasons for the American Revolution:

- Assign students to research and present on key figures of the Revolution, such as Thomas Paine or Samuel Adams, and their contributions to the movement.
- Create a Venn diagram comparing and contrasting the British and American perspectives on taxation and representation.
- Conduct a mock trial where students argue the case for and against independence from Britain.

Actions leading to the Revolutionary War:

- Divide students into groups and assign each group a specific event leading up to the war (e.g. the Stamp Act). Have each group research and present the event and its impact on colonial attitudes toward British rule.
- Create a role-playing game where students act out various scenarios, such as the Boston Tea Party or the Intolerable Acts, and debate the consequences of each action.
- Analyze political cartoons or propaganda from the time period to understand how colonists and British officials depicted each other.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.5)

- The causes and consequences of the French and Indian War can be connected to the global competition between European colonial powers for control of resources and territories in the Americas, Africa, and Asia.
- The reasons for the American Revolution can be connected to the broader context of the Enlightenment and the ideas of natural rights, social contract, and popular sovereignty that influenced the thinking of the American colonists and the leaders of the Revolution.
- The actions taken by the British and colonists that led to the Revolutionary War can be connected to the issues of taxation, representation, and the balance of power between the central government and local authorities that are still relevant today in debates about federalism, democracy, and constitutional law. Additionally, the events of the American Revolution and the struggle for independence inspired other anti-colonial movements and revolutions around the world, such as the Haitian Revolution, the Latin American Wars of independence, and the Indian Independence Movement.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.5)

Causes and Consequences of the French and Indian War:

- Provide reading materials of varying complexity levels to accommodate different learning abilities.
- Offer guided notes or graphic organizers to help students identify and organize key information.
- Provide additional resources, such as videos or podcasts, for students who may benefit from auditory learning.
- Allow for small group discussions to encourage participation from all students.

Reasons for the American Revolution:

- Offer a variety of resources, including primary sources, videos, and articles, to cater to different learning styles.
- Allow for student choice in selecting topics or figures to research and present on.
- Provide scaffolding tools, such as sentence starters or graphic organizers, for students who may need additional help with organizing their thoughts.
- Allow for group work to encourage collaboration and peer learning.

Actions leading to the Revolutionary War:

- Provide visual aids, such as infographics or timelines, to help students understand the sequence of events.
- Use differentiated instruction techniques, such as tiered activities or learning contracts, to provide options for student choice and challenge level.
- Allow for independent research or guided research with teacher support.
- Provide opportunities for hands-on learning, such as creating a mock trial or role-playing game.



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US History: Pre-Columbian Era to American Revolution

Standard 5.6: *Explain major events of the American Revolution.*

Objectives	Vocabulary
<ol style="list-style-type: none"> Describe the roles of major contributors (e.g., Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Benjamin Franklin, Haym Salomon, etc.). Identify key battles of the American Revolution and their outcomes (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, Yorktown, etc.). Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress. Explain the colonial victory of the American Revolution. Summarize the effects of the Treaty of Paris of 1783 on the development of the United States. 	<ul style="list-style-type: none"> Thomas Jefferson Samuel Adams Paul Revere Patrick Henry Thomas Paine George Washington Benjamin Franklin Haym Salomon Crispus Attucks Abigail Adams Peter Salem Benedict Arnold James Armistead Betsy Ross Battle of Yorktown Lexington and Concord Bunker Hill Saratoga Minutemen Committees Second Continental Congress Committees of Correspondence Treaty of Paris 1783



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.6)

- **Role-Playing Game:** Divide students into groups and assign each group a specific major contributor to research and present on their contributions to the American Revolution. Have students act out a role-playing game where they debate the impact of each individual's contributions to the Revolution.
- **Battle Analysis:** Research and create a visual representation of key battles of the American Revolution, including information about the outcome, key players, and impact on the war. Have students rank the battles from the least to most important based on evidence. Have them explain why they have chosen a particular battle as the least and most important.
- **Research Project:** Assign students to research and present on the contributions of African Americans, women, and ordinary citizens to the American Revolution. Have students compare and contrast the experiences of different groups during the war.
- **Mock Convention:** Act out a mock convention where they debate and discuss the efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, and the Second Continental Congress. Assign each student a specific role to research and present on during the convention.
- **Cause and Effect Chart:** Create a cause and effect chart with students to explain the colonial victory of the American Revolution. Discuss the contributing factors that led to the victory, such as the leadership of George Washington and the support of France.
- **Treaty Analysis:** Analyze the Treaty of Paris of 1783 and its effects on the development of the United States. Assign students to research and present on the impact of the treaty on specific aspects of American society, such as trade, politics, and economics.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.6)

- Research and present on modern-day individuals who have made significant contributions to society in various fields, such as science, technology, politics, and civil rights.
- Analyze current conflicts and wars around the world and identify key battles and their outcomes to understand the impact of war on society.
- Compare and contrast current grassroots movements to mobilize support for various causes with historical movements such as the Minutemen, Committees of Correspondence, Sons of Liberty, and the Second Continental Congress.
- Analyze modern-day examples of conflicts or revolutions that have resulted in a victory for one side, and identify the factors that contributed to the outcome.
- Discuss how treaties and agreements between nations have impacted the development of the United States and other countries in modern times.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.6)

Describe the roles of major contributors:

- Provide additional resources for students who need additional support, such as biographies, videos, or graphic organizers.
- Assign different contributors to different groups of students based on their interests or reading levels.
- Encourage students to create their own presentations, posters, or videos about a contributor of their choice, using various multimedia tools.

Identify key battles of the American Revolution and their outcomes:

- Provide maps, timelines, or graphic organizers to help students visualize the sequence and location of the battles.
- Offer different levels of detail or complexity for the battles, depending on students' prior knowledge or abilities.
- Allow students to choose a battle to research and present on, using primary and secondary sources to provide context and analysis.

Discuss the contributions of African Americans, women, and ordinary citizens in general to the American Revolution:

- Incorporate diverse perspectives and voices throughout the lessons and materials.
- Use graphic novels, podcasts, or other engaging media to help students connect with the stories and experiences of different groups.
- Encourage students to identify and discuss common themes or challenges faced by different groups.

Examine efforts to mobilize support for the American Revolution:

- Provide primary sources and historical context to help students understand the motivations and strategies of different groups and individuals.
- Offer opportunities for creative expression and collaboration, such as creating skits, debates, or posters to represent different perspectives.



- Use technology tools or simulations to help students experience the challenges and opportunities of organizing and mobilizing a movement.

Explain the colonial victory of the American Revolution:

- Scaffold the explanation process with graphic organizers, outlines, or sentence starters.
- Offer opportunities for students to connect the events and factors leading up to the victory to their own lives or current events.
- Allow for different modes of expression, such as oral presentations, written essays, or multimedia projects.

Summarize the effects of the Treaty of Paris of 1783 on the development of the United States:

- Provide visual aids, such as maps or timelines, to help students understand the territorial changes and diplomatic implications of the treaty.
- Offer different levels of complexity or detail for the summary, depending on students' reading levels or comprehension abilities.
- Encourage students to explore the long-term effects of the treaty on the political, economic, and social development of the United States.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

US History: Pre-Columbian Era to American Revolution

Standard 5.7: *Examine the development of the founding documents of the United States.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Analyze the principles of the Declaration of Independence and the purpose of government. 2. Analyze the shortcomings of the Articles of Confederation. 3. Explain how the Northwest Ordinance influenced the framers of the Constitution. 4. Identify significant attendees of the Constitutional Convention. 	<ul style="list-style-type: none"> • Declaration of Independence • Principles • Government • Articles of Confederation • Benjamin Franklin • James Madison • George Washington • Alexander Hamilton • Northwest Ordinance • Constitution • Framers • Attendees 	<ul style="list-style-type: none"> • Constitutional Convention • Bill of Rights • Ratification • Executive Branch • Legislative Branch • Judicial Branch • Separation of Powers • Checks and Balances • Federalism • Preamble • Amendments



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.7)

Analyze the principles of the Declaration of Independence and the purpose of government.

- Create a graphic organizer to compare and contrast the principles of the Declaration of Independence with the purpose of government.
- Assign students to research and present on the historical context surrounding the writing of the Declaration of Independence, including key figures involved and events leading up to its creation.
- Conduct a class debate on whether the principles of the Declaration of Independence still hold true today, and how they relate to current events.

Analyze the shortcomings of the Articles of Confederation.

- Read and analyze primary source documents related to the Articles of Confederation, such as the Articles themselves and the debates surrounding their creation.
- Divide students into small groups and have them create a list of the strengths and weaknesses of the Articles of Confederation, followed by a class discussion on their findings. Evaluate the *strengths and weaknesses of the Articles of Confederation* with interactive cards
- Assign students to write an essay detailing the shortcomings of the Articles of Confederation and how they led to the creation of the Constitution.

Explain how the Northwest Ordinance influenced the framers of the Constitution.

- Assign students to research and present on the Northwest Ordinance and its significance in shaping American government.
- Conduct a class discussion on the Northwest Ordinance's impact on the expansion of the United States, and how it relates to the principles of the Constitution.
- Create a concept map to visually display the connections between the Northwest Ordinance and the Constitution.

Identify significant attendees of the Constitutional Convention.

- Research and present on the various attendees of the Constitutional Convention, including their roles and contributions.
- Create a timeline of the events leading up to the Constitutional Convention, including key figures involved.



- Conduct a class discussion on the diversity of perspectives and backgrounds represented at the Constitutional Convention, and how this impacted the creation of the Constitution.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.7)

Analyze the principles of the Declaration of Independence and the purpose of government:

- Compare the principles of the Declaration of Independence to other founding documents, such as the Universal Declaration of Human Rights or the United Nations Charter.
- Discuss how the principles of the Declaration of Independence have influenced the development of other countries' governments.
- Explore current events where the principles of the Declaration of Independence are being applied, such as movements for democracy.

Analyze the shortcomings of the Articles of Confederation:

- Examine how the shortcomings of the Articles of Confederation led to the creation of the U.S. Constitution.
- Research and discuss examples of similar problems in modern-day governments or organizations.
- Analyze how the weaknesses of the Articles of Confederation influenced the development of federalism and the balance of power in the U.S. government.

Explain how the Northwest Ordinance influenced the framers of the Constitution:

- Research and discuss the historical context of the Northwest Ordinance and how it impacted westward expansion in the United States.
- Analyze how the principles of the Northwest Ordinance, such as the idea of popular sovereignty, influenced the drafting of the Constitution.
- Compare the Northwest Ordinance to other territorial laws or policies in U.S. history, such as the Homestead Act or the Indian Removal Act.

Identify significant attendees of the Constitutional Convention:

- Research and discuss the backgrounds and contributions of significant attendees, such as James Madison, George Washington, and Alexander Hamilton.
- Analyze how the diverse perspectives and experiences of attendees influenced the drafting of the Constitution.



- Explore the role of compromise in the Constitutional Convention and how it relates to modern-day politics and policymaking.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.6)

Analyze the principles of the Declaration of Independence and the purpose of government.

- For students who need more support, provide a list of guiding questions to help them compare and contrast the principles of the Declaration of Independence with the purpose of government.
- For more advanced students, have them research and analyze the influence of Enlightenment thinkers on the principles of the Declaration of Independence.
- For students who are interested in creative expression, have them create a modern-day version of the Declaration of Independence that reflects current issues and values.

Analyze the shortcomings of the Articles of Confederation.

- For students who need more support, provide sentence stems or graphic organizers to help them organize their thoughts when analyzing the strengths and weaknesses of the Articles of Confederation.
- For more advanced students, have them compare and contrast the Articles of Confederation with the Constitution and evaluate the extent to which the Constitution addressed the shortcomings of the Articles of Confederation.
- For students who are interested in technology, have them create an interactive timeline or presentation that highlights the key events and debates surrounding the creation of the Articles of Confederation.

Explain how the Northwest Ordinance influenced the framers of the Constitution.

- For students who need more support, provide a list of guiding questions or a graphic organizer to help them organize their thoughts when analyzing the connections between the Northwest Ordinance and the Constitution.
- For more advanced students, have them research and analyze the impact of the Northwest Ordinance on the development of American territorial policy and its relationship to the principles of the Constitution.
- For students who are interested in art or design, have them create an illustrated poster that explains the significance of the Northwest Ordinance and its influence on the Constitution.

Identify significant attendees of the Constitutional Convention.



- For students who need more support, provide a list of guiding questions or a graphic organizer to help them organize their research on the various attendees of the Constitutional Convention.
- For more advanced students, have them research and analyze the role of specific attendees, such as James Madison or Benjamin Franklin, in the creation of the Constitution.
- For students who are interested in storytelling, have them create a historical fiction piece that imagines the perspective and experience of one of the attendees of the Constitutional Convention.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

US History: Pre-Columbian Era to American Revolution

Standard 5.8: *Examine the development of the Constitution of the United States.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Identify key political members of the Federalists and Anti-Federalists. 2. Contrast the ideology of Federalists with that of the Anti-Federalists. 3. Describe the plans and compromises that contributed to the creation of the Constitution. 4. Evaluate the features of the Bill of Rights. 5. Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights. 6. Compare and contrast the three branches of government. 	<ul style="list-style-type: none"> • Federalists • Anti-Federalists • Constitution • Bill of Rights • African Americans • Native Americans • Women's rights • Plans and Compromises • Separation of powers • Checks and balances • Executive Branch • Legislative Branch • Judicial Branch • Equality • Due process • Freedom of speech • Freedom of religion • Right to bear arms • Fourth Amendment • Tenth Amendment



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.8)

Contrast the ideology of Federalists from that of the Anti-Federalists:

- Assign students to research and write an essay outlining the major ideological differences between the Federalists and Anti-Federalists.
- Participate in a class debate, with some students representing the Federalist perspective and others representing the Anti-Federalist perspective. Use a [Federalism worksheet](#) that discusses how **Federalists** and **Anti-Federalists** came to a compromise on the Bill of Rights.
- Conduct a class discussion on how these ideological differences still impact modern politics.

Describe the plans and compromises that contributed to the creation of the Constitution:

- Assign students to research and present on the Virginia Plan, New Jersey Plan, and Great Compromise, and how they contributed to the creation of the Constitution.
- Create a concept map or graphic organizer to visually display the different plans and compromises.
- Conduct a class discussion on how these plans and compromises helped to balance the interests of different states and regions.

Evaluate the features of the Bill of Rights:

- Assign students to research and present on each of the ten amendments in the Bill of Rights and their significance.
- Participate in a class discussion on the importance of the Bill of Rights in protecting individual rights and limiting government power.
- Assign students to write an essay evaluating how the Bill of Rights has been applied throughout US history.

Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights:



- Assign students to research and present on the history of discrimination against these groups, including how their rights have been violated.
- Participate in a class discussion on the challenges that these groups faced in securing their rights and how they have fought for greater protections.
- Assign students to write an essay comparing and contrasting the experiences of these groups about the principles of the Bill of Rights.

Compare and contrast the three branches of government:

- Assign students to research and present on the roles and responsibilities of each of the three branches of government.
- Create a Venn diagram or chart comparing and contrasting the powers of each branch of government.
- Conduct a class discussion on how the separation of powers has been used to prevent abuses of power and maintain a balance of power between the branches.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.8)

Contrast the ideology of Federalists from that of the Anti-Federalists:

- Explore and compare contemporary political ideologies, such as conservatism and liberalism, and their key differences.

Describe the plans and compromises that contributed to the creation of the Constitution:

- Research and analyze contemporary political processes, such as the passing of legislation or the creation of international treaties, and how they involve compromises between different groups and interests.

Evaluate the features of the Bill of Rights:

- Analyze and compare the human rights frameworks of different countries, and how they protect citizens' rights and freedoms.

Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights:

- Research and analyze issues, such as discrimination against marginalized groups and movements for equal rights, and how they relate to the principles of the Bill of Rights.

Compare and contrast the three branches of government:

- Research and analyze the structures and functions of other government systems, such as parliamentary systems or federal systems, and how they compare to the separation of powers in the United States.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.8)

Contrast the ideology of Federalists from that of the Anti-Federalists:

- *Essay Assignment:* Students research and write an essay outlining the major ideological differences between the Federalists and Anti-Federalists. In this assignment, they can delve into the Federalists' support for a strong central government, the Anti-Federalists' concerns about potential tyranny, and their differing views on the Constitution's ratification.
- *Debate:* Organize a class debate where some students represent the Federalist perspective and others represent the Anti-Federalist perspective. Use a Federalism worksheet that discusses how Federalists and Anti-Federalists came to a compromise on the Bill of Rights. This promotes critical thinking and argumentation skills as students embody these historical figures.
- *Class Discussion:* Engage students in a class discussion on how these ideological differences still impact modern politics. Encourage students to draw connections between Federalist and Anti-Federalist beliefs and contemporary political debates on issues like the scope of government, individual rights, and federalism.

Describe the plans and compromises that contributed to the creation of the Constitution:

- *Research and Presentation:* Assign students to research and present on the Virginia Plan, New Jersey Plan, and Great Compromise, highlighting how each contributed to the creation of the Constitution. This fosters in-depth understanding of the Constitution's formation.
- *Visual Display:* Have students create a concept map or graphic organizer to visually display the different plans and compromises. This visual aid helps students grasp the interconnectedness of these historical events.
- *Class Discussion:* Conduct a class discussion on how these plans and compromises helped to balance the interests of different states and regions. Explore the importance of compromise in shaping the Constitution and its impact on the development of the United States as a nation.

Evaluate the features of the Bill of Rights:

- *Research and Presentation:* Assign students to research and present on each of the ten amendments in the Bill of Rights and their significance. This encourages students to delve into the specifics of each amendment.



- *Class Discussion:* Have students participate in a class discussion on the importance of the Bill of Rights in protecting individual rights and limiting government power. This promotes critical thinking and understanding of the role of these amendments in safeguarding liberties.
- *Essay Assignment:* Assign students to write an essay evaluating how the Bill of Rights has been applied throughout U.S. history. This prompts students to explore historical contexts and real-world applications of the amendments.

Compare and contrast the treatment of African Americans, Native Americans, and women regarding the principles in the Bill of Rights:

- *Research and Presentation:* Assign students to research and present on the history of discrimination against these groups, including how their rights have been violated. This provides an in-depth understanding of historical injustices.
- *Class Discussion:* Have students participate in a class discussion on the challenges that these groups faced in securing their rights and how they have fought for greater protections. This encourages empathy and critical thinking about issues.
- *Essay Assignment:* Assign students to write an essay comparing and contrasting the experiences of these groups about the principles of the Bill of Rights. This encourages students to analyze historical and contemporary inequalities.

Compare and contrast the three branches of government:

- *Research and Presentation:* Assign students to research and present on the roles and responsibilities of each of the three branches of government. This builds a foundational understanding of the government's structure.
- *Visual Aid:* Have students create a Venn diagram or chart comparing and contrasting the powers of each branch of government. This visual aid simplifies complex concepts.
- *Class Discussion:* Conduct a class discussion on how the separation of powers has been used to prevent abuses of power and maintain a balance of power between the branches. Encourage students to discuss real-world examples and contemporary issues related to the separation of powers.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

US History: Pre-Columbian Era to American Revolution

Standard 5.9: *Recognize symbols, customs, and celebrations representative of the United States.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define symbols and customs.2. Identify school, community, state, and national symbols (e.g., United States flag, American Eagle, etc.).3. Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism.4. Explain historically significant people and events that shaped America (e.g., our first president, etc.).	<ul style="list-style-type: none">• Patriot• George Washington• Alexander Hamilton• Patrick Henry• Thomas Jefferson• Benjamin Franklin• Patriotic meaning of Red, White, and Blue• Patriotic meaning of Stars and Stripes• Pledge• Allegiance• Preamble• Symbols• Customs• Boston Tea Massacre



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.9)

Define symbols and customs:

- Assign students to create a list of symbols and customs that are important to their culture or community.
- Research the meaning behind national symbols, such as the American flag or the bald eagle, and present their findings to the class.
- Conduct a class discussion on the importance of symbols and customs in shaping cultural identity.

Identify school, community, state, and national symbols:

- Assign students to research and create a presentation on symbols associated with their state or region.
- Create a collage or poster of symbols representing their community or school.
- Conduct a class activity where students identify symbols in their everyday surroundings, such as street signs or logos, and discuss their meanings.

Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism:

- Assign students to read and analyze the Pledge of Allegiance and the Preamble and have them create a Venn diagram or chart comparing and contrasting the two.
- Play patriotic songs and have students identify common themes and expressions of patriotism.
- Create their own patriotic songs or poems that express their personal values and beliefs.
- Explain that these are customs that American citizens participate in to show unity and loyalty to the United States.

Explain historically significant people and events that shaped America:



- Assign students to research and create a timeline of significant events and people in American history.
- Present a specific historical figure or event and explain their impact on shaping America.
- Conduct a class discussion on the role of historical figures and events in shaping national identity and values.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.9)

- Invite a local historian or veteran to speak with the class about the importance of symbols and customs in American culture.
- Take a field trip to a nearby government building or monument to observe and analyze different symbols and their meanings.
- Host a cultural fair where students can showcase and explain the significance of symbols from their own cultures, and discuss how these symbols relate to American symbols and customs.
- Invite community leaders, such as local politicians or police officers, to speak with the class about the importance of civic responsibility and patriotism in the community.
- Partner with a local service organization, such as the American Red Cross, to discuss how national symbols and customs are used in times of crisis or disaster.
- Connect with a pen pal program in a different state or country to compare and contrast the symbols and customs of different cultures and countries.
- Encourage students to research and analyze how symbols and customs have changed over time in American history, such as the evolution of the American flag or the national anthem.
- Visit a historical landmark or museum to learn about the significant people and events that shaped America, and discuss their lasting impact on American culture and society.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.9)

Define symbols and customs:

- For growing learners, provide picture cards of common symbols and customs and have them match the cards with the corresponding definitions.
- For intermediate learners, have them create a chart with symbols on one side and their definitions on the other side.
- For advanced learners, assign them a research project on symbols and customs of a specific culture and have them present their findings to the class.

Identify school, community, state, and national symbols:

- For growing learners, provide a visual aid with symbols from each category and have them match the symbols with the corresponding category.
- For intermediate learners, provide a list of symbols and ask them to categorize them into four categories, and have them share their responses in a small group.
- For advanced learners, have them research the origin and significance of one symbol from each category and present their findings to the class.

Compare and contrast the Pledge of Allegiance, Preamble, and patriotic songs as expressions of patriotism:

- For growing learners, provide simplified versions of the Pledge of Allegiance and Preamble, and have them identify keywords and phrases that convey patriotism.
- For intermediate learners, have them work in small groups to analyze the language and meaning of the Pledge of Allegiance, Preamble, and a patriotic song, and compare and contrast their similarities and differences.
- For advanced learners, have them research the historical context of the Pledge of Allegiance, Preamble, and a patriotic song, and discuss how changes in society and culture have impacted their interpretation and significance.

Explain historically significant people and events that shaped America:



- For growing learners, provide picture cards of historically significant people and events and have them match the cards with the corresponding name or description.
- For intermediate learners, provide a list of historically significant people and events and have them create a timeline or a graphic organizer illustrating their impact on American history.
- For advanced learners, have them research one historically significant person or event and create a presentation that explains their significance and impact on American history.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

US History: Pre-Columbian Era to American Revolution

Standard 5.10: *Identify the United States and individual states on a globe and a map.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Identify the United States on a map.2. Identify and label each of the 50 states on a map.	<ul style="list-style-type: none">• United States• States



Learning Activities (US History: Pre-Columbian Era to American Revolution - Standard 5.10)

- **Interactive Map Quiz:** Use online interactive maps to help students identify the United States and the location of each state. Have students work individually or in pairs to complete the quiz and receive immediate feedback on their progress.
- **Group Map Project:** Divide students into small groups and provide them with a large map of the United States. Have each group label the states and their capitals. Encourage them to use different colors and symbols to represent different regions and landmarks.
- **State Report:** Assign each student a state to research and present on. Have them locate the state on a map and create a report that includes information about the state's history, geography, population, and economy. They should also create a map that shows the location of their state's neighboring states and important cities.
- **Scavenger Hunt:** Create a scavenger hunt that requires students to locate and identify different states on a map. Provide clues and hints that will help them find the correct answers and award points for each correct answer.
- **Mapping the News:** Read current events articles and locate the states mentioned in the article on a map. They should also research and report on the economic, political, or social issues related to those states.
- **Map Art:** Create artwork using maps as their inspiration. They could create a map of their own state or use maps to create a collage or mixed media artwork. This activity allows students to explore the visual aspects of maps while also practicing their mapping skills.
- **State Matching Game:** Create a matching game that requires students to match each state with its capital. They can use maps to help them locate each state and its capital, and the game can be played individually or in groups.
- **Mystery State Game:** Have students take turns describing a state without using its name and challenge their classmates to guess which state they are describing. This activity helps students practice their knowledge of state geography and encourages them to think creatively.



Real World Connections (US History: Pre-Columbian Era to American Revolution - Standard 5.10)

- For growing students, provide maps with the state names and abbreviations already labeled.
- Allow students to work in pairs or small groups for all activities to encourage collaboration and support.
- Use different types of maps (e.g. topographical maps, climate maps, population density maps) to provide variety and to challenge different learning styles.



Differentiation (US History: Pre-Columbian Era to American Revolution - Standard 5.10)

Interactive Map Quiz:

- For students who need additional support, provide them with a printed map of the United States to reference during the quiz.
- For advanced students, challenge them to not only identify the location of each state but also its major cities and landmarks.

Group Map Project:

- For students who need additional support, provide them with a list of the states and their capitals to reference while labeling the map.
- For advanced students, have them research and add additional information about each state, such as its major industries, notable landmarks, or famous residents.

State Report:

- For students who need additional support, provide them with a graphic organizer or outline to help them organize their research.
- For advanced students, challenge them to compare and contrast their state with another state or to research a specific topic related to their state, such as the impact of climate change on the state's environment.

Scavenger Hunt:

- For students who need additional support, provide them with a smaller map of the United States that includes fewer states to locate.
- For advanced students, have them research and include additional information about each state they locate, such as its political history or current events.

Mapping the News:

- For students who need additional support, provide them with a list of current events articles to choose from and a map of the United States to reference.
- For advanced students, challenge them to research and report on the economic, political, or social issues of a specific state in more depth.

Map Art:



- For students who need additional support, provide them with a template or pre-made map to use as the base of their artwork.
- For advanced students, challenge them to incorporate additional elements into their artwork, such as using multiple maps or creating a 3D map sculpture.

State Matching Game:

- For students who need additional support, provide them with a list of the states and capitals to reference while playing the game.
- For advanced students, challenge them to match each state with its nickname or state bird as well.

Mystery State Game:

- For students who need additional support, provide them with a list of clues or hints to help them guess the state.
- For advanced students, challenge them to describe the state using only physical features or landmarks, rather than its history or culture.