



SUGGESTED
**INSTRUCTIONAL
PLANNING GUIDE**

for the Mississippi College- and Career-Readiness Standards

Social Studies

SIXTH GRADE
World Geography
and Civics



2024



MISSISSIPPI
DEPARTMENT OF
EDUCATION





MISSISSIPPI DEPARTMENT OF EDUCATION

Raymond C. Morgigno, Ph.D.
Interim State Superintendent of Education

Donna Boone, Ph.D.
Chief Academic Officer

Wendy Clemons
Associate State Superintendent, Offices of Secondary
Education,
Professional Development, and Career Technical Education

Tenette Smith, Ed.D.
Executive Director, Office of Elementary Education and Reading

Kristen Wynn
State Literacy Director (K-12)

Daaiyah Heard
K-12 State Social Studies Content Director

Jill Hoda
Assistant State Literacy Coordinator

Melissa Beck
Assessment Coordinator (K-3)

SPECIAL ACKNOWLEDGEMENTS

Library of Congress • Mississippi Department of Archives and History • Mississippi Arts and Commission
National Park Service • Alexandria Drake • Lien Beale • Caroline Bartlett • Tammy Crosetti • Stephanie Peabody



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 6: World Geography and Civics Resources

- National Geographic Education: <https://www.nationalgeographic.org/education/>
- CIA World Factbook: <https://www.cia.gov/the-world-factbook/>
- iCivics: <https://www.icivics.org/>
- BBC Bitesize Geography: <https://www.bbc.co.uk/bitesize/subjects/zbkw2hv>
- Library of Congress: Website: <https://www.loc.gov/>
- Google Earth: <https://www.google.com/earth/>
- United Nation Geospatial Maps: <https://www.un.org/geospatial/mapsgeo/generalmaps>
- Common Sense Education: <https://www.commonsense.org/education/digital-citizenship>
- Youth Leadership Initiative: <https://www.youthleadership.net/>
- PBS LearningMedia: <https://www.pbslearningmedia.org/>



Table of Contents

- 6.1 – Describe the world using the tools of geography including maps, globes, and technological representations.
- 6.2 – Identify geographic patterns in the environment that result from the processes of Earth’s physical systems.
- 6.3 – Analyze how regions are used to describe the organization of the Earth’s surface.
- 6.4 – Analyze the concept, usage, and value of natural resources.
- 6.5 – Evaluate how places gain meaning.
- 6.6 – Describe the characteristics and causes of human population changes and migration.
- 6.7 – Describe the patterns of human settlements and the factors that contribute to their formation.
- 6.8 – Examine how humans and the physical environment are impacted by the extraction of resources and by natural hazards.
- 6.9 – Analyze how sovereign nation-states interact with one another.
- 6.10 – Examine the ways governments are organized.
- 6.11 – Describe the difference between limited and unlimited government.
- 6.12 – Analyze the rights and responsibilities of American citizenship.
- 6.13 – Examine the challenges of civic engagement in the contemporary world.
- 6.14 – Describe how civil rights and citizenship roles vary based on the culture and government of various nation-states.
- 6.15 – Explain the geographic patterns of economic interactions.
- 6.16 – Formulate an understanding of the cultural regions of the world.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.1: *Describe the world using the tools of geography including maps, globes, and technological representations.*

Objectives	Vocabulary		
<ol style="list-style-type: none"> 1. Demonstrate the use of map essentials (e.g., directions, latitude, and longitude, globes, maps, etc.). 2. Interpret global connections by using maps to form a geographic spatial perspective. 3. Explain how experiences and cultures influence perceptions and help people create mental maps. 	<ul style="list-style-type: none"> • Compass Rose • Latitude • Longitude • Globe • Map Projection • Legend/Key • Scale • Topography • Cartography • GIS (Geographic Information System) 	<ul style="list-style-type: none"> • GPS (Global Positioning System) • Atlas • Mercator Projection • Relief • Compass • Political Map • Physical Map • Mental Map • Cultural Landscape • Place • Maps 	<ul style="list-style-type: none"> • Globes • Cartography • Spatial • Longitude • Latitude • Prime Meridian • Equator • Western Hemisphere • Eastern Hemisphere • Northern Hemisphere • Southern Hemisphere



Learning Activities (World Geography and Civics: Standard 6.1)

Demonstrate the use of map essentials (e.g., directions, latitude, and longitude, globes, maps, etc.).

- Create a map of their classroom or school, including a compass rose, and scale.
- Use Google Earth to explore different parts of the world and identify the latitude and longitude of different locations.
- Play a game of "map scavenger hunt," where students must locate and identify different features on a map.
- Use Mississippi and other states as a point of reference to review the cardinal directions.

Interpret global connections by using maps to form a geographic spatial perspective.

- Compare and contrast physical and political maps to identify global patterns.
- Assign each student a country and have them create a report on the country's physical and cultural features, using maps to illustrate their findings.
- Use Google Maps to explore the impact of globalization on different parts of the world.

Explain how experiences and cultures influence perceptions and help people create mental maps.

- Create a mental map of their neighborhood or town, highlighting places that are important to them.
- Conduct a "cultural exchange" where students share information about their own cultures and compare and contrast them.
- Watch a movie or read a book set in a different culture and have students create a mental map of the setting.
- Research ethnic communities such as Little Italy, Little Haiti, Little Havana, etc. and identify the cultural and social relationship between these communities and the corresponding country.



Real World Connections (World Geography and Civics: Standard 6.1)

- Travelers and adventurers rely on map essentials to navigate unfamiliar territory, whether they are trekking through the wilderness or exploring a new city. Ask students about the app Waze.
- Environmental organizations use maps and spatial analysis to monitor and protect natural resources, from tracking the migration patterns of endangered species to identifying areas of high biodiversity.
- Anthropologists and sociologists study how cultural experiences and traditions shape individual and collective perceptions of the world, and how those perceptions impact behavior and decision-making.



Differentiation (World Geography and Civics: Standard 6.1)

Demonstrate the use of map essentials (e.g., directions, latitude, and longitude, globes, maps, etc.):

- Provide different levels of scaffolding for students who may need extra support, such as graphic organizers or checklists to help them organize their ideas and create accurate maps.
- Offer students the option to work in pairs or small groups, so they can collaborate and support each other as they complete the activities.
- Allow students to choose the format of their final product, such as a traditional map, a digital map, or a multimedia presentation, so they can demonstrate their understanding in a way that works best for them.

Interpret global connections by using maps to form a geographic spatial perspective:

- Provide a variety of sources and materials for students to explore, such as primary sources, videos, and graphic organizers, so they can engage with the material in a way that suits their learning style.
- Offer extension activities for students who need an extra challenge, such as creating a more detailed or complex map or analyzing the impact of global connections on specific regions or communities.
- Provide extra support for students who may need additional help with reading or writing, such as visual aids or opportunities to discuss the material with their peers or teachers.

Explain how experiences and cultures influence perceptions and help people create mental maps:

- Provide examples and case studies from a variety of cultures and experiences, so students can see how different factors influence mental maps and perceptions of the world.
- Encourage students to share their own experiences and perspectives and provide opportunities for them to explore and celebrate their own cultures and backgrounds.
- Offer flexible options for demonstrating understanding, such as written reflections, visual representations, or oral presentations, so students can choose a format that highlights their strengths and interests.



SUGGESTED

INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.2: *Identify geographic patterns in the environment that result from the processes of Earth's physical systems.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define atmosphere, biosphere, lithosphere, and hydrosphere.2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth.3. Explain the major processes and natural phenomena that shape the physical environment and how humans adapt to them.4. Investigate ways humans change their environments.	<ul style="list-style-type: none">• Atmosphere• Biosphere• Lithosphere• Hydrosphere• Earth-Sun relationships• Physical Environment• Human adaptation• Environmental Change• Sustainability



Learning Activities (World Geography and Civics: Standard 6.2)

Define atmosphere, biosphere, lithosphere, and hydrosphere:

- Create flashcards with each vocabulary term and its definition, and quiz each other on the terms.
- Assign students to research and create a poster or digital presentation on one of the Earth's four major spheres, including examples of features and processes that are part of each sphere.

Describe how Earth-Sun relationships regulate seasonal changes:

- Research and create a model of the Earth's orbit around the Sun, including the tilt of the Earth's axis and its effect on seasonal changes.
- Assign students to research and present on different regions of the world and how Earth-Sun relationships affect seasonal changes in those regions.

Explain major processes and natural phenomena that shape the physical environment:

- Research and present on natural disasters such as hurricanes, earthquakes, and volcanic eruptions, including their causes and effects on the physical environment.
- Assign students to create a timeline of the geological history of the Earth, including major events such as the formation of the continents and the extinction of the dinosaurs.

Investigate ways humans change their environments:

- Research and present on different types of human impact on the environment, such as deforestation, pollution, and climate change.
- Assign students to conduct a case study of a specific environmental issue, such as water scarcity or air pollution, and propose solutions to address the issue in a sustainable way.



Real World Connections (World Geography and Civics: Standard 6.2)

Define atmosphere, biosphere, lithosphere, and hydrosphere:

- Research and discuss how different industries, such as agriculture or transportation, interact with and depend on the Earth's four major spheres.
- Assign students to research and present on how climate change is affecting each of the four spheres, and how this will impact our daily lives in the future.

Describe how Earth-Sun relationships regulate seasonal changes:

- Research and discuss how seasonal changes impact local industries, such as farming or tourism.
- Assign students to research and present how different cultures celebrate and observe seasonal changes around the world.

Explain major processes and natural phenomena that shape the physical environment:

- Research and discuss how natural disasters such as hurricanes, earthquakes, and wildfires impact local communities and economies.
- Assign students to research and present on how different regions of the world have adapted to physical environments, such as building homes on stilts in areas prone to flooding.

Investigate ways humans change their environments:

- Research and discuss how different industries, such as mining or oil drilling, impact the environment and local communities.
- Assign students to research and present on how different regions of the world are transitioning to renewable energy sources and the benefits and challenges of this transition.



Differentiation (World Geography and Civics: Standard 6.2)

For students who may need additional help with reading or writing:

- Provide visuals or diagrams to help explain the different types of regions.
- Assign students to work in pairs or small groups to research and present on a specific region, allowing them to collaborate and support each other.

For students who may need additional help with research or presentation skills:

- Provide a list of credible sources or websites for students to use when researching their assigned region.
- Offer support and guidance during the presentation process, such as providing a checklist of key elements to include in their presentation.

For advanced or gifted students:

- Assign additional research on the historical, political, or economic factors that have influenced the development of formal, functional, and perceptual regions.
- Challenge students to identify and analyze the connections and interrelationships between different types of regions, such as how a formal region's physical features contribute to its functional and perceptual regions.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.3: *Analyze how regions are used to describe the organization of the Earth's surface.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define formal, functional, and perceptual regions.2. Identify physical and human features used as the criteria for establishing each type of region.3. Identify the formal world regions.4. Differentiate the formal regions by their main characteristics.	<ul style="list-style-type: none">• Formal Region• Functional Region• Perceptual Region• Criteria• Physical Features• Human Features• Culture• Political Boundaries• Ethnicity



Learning Activities (World Geography and Civics: Standard 6.3)

Define formal, functional, and perceptual regions.

- Create a foldable with each type of region on a separate flap. On the inside, have students write the definition and an example of each type of region.
- Use Athletic Conferences to discuss regions within sports. Ask students to create a hypothesis on why sports regions are based on nearby versus a collection of states.
- Create a Venn diagram comparing the three types of regions.
- Create a quiz show game where students have to identify which type of region is being described.

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

- Research and create a list of physical and human features that are used to establish formal, functional, and perceptual regions.
- Provide a map with different physical and human features marked. Have students identify which type of region would be created based on those features.
- Create a jigsaw activity where students are divided into groups and assigned one type of region. Each group researches the physical and human features used to establish their assigned region and then shares them with the class.

Identify the formal world regions.

- Provide a blank map of the world and have students label the formal world regions.
- Create a matching game where students match the name of the formal world region with its location on a map.
- Research and create a travel brochure for one formal world region, including information about its physical and human features.

Differentiate the formal regions by their main characteristics.

- Provide a chart with the formal world regions listed and spaces for students to fill in their main characteristics.
- Create a gallery walk where students analyze different pictures or artifacts from each formal world region and identify their main characteristics.



- Create a presentation about one formal world region, including information about its main characteristics, physical and human features, and cultural significance.



Real World Connections (World Geography and Civics: Standard 6.3)

Formal, functional, and perceptual regions:

- Analyze the distribution of different types of businesses in a city to understand functional regions.
- Understand the perceptual region of a neighborhood or town based on the cultural and social identities of its residents.
- Examine the borders of a state or country to identify formal regions.

Physical and human features used as criteria for establishing each type of region:

- Understand the importance of water resources for establishing functional regions, such as watersheds and river basins.
- Analyze the role of cultural and linguistic similarities in defining perceptual regions, such as the concept of "Latin America".
- Examine the natural topography of an area, such as mountains or rivers, to understand how it influences the formation of formal regions.

Formal world regions:

- Study the different regions of the world, such as Europe, Asia, and Africa, to understand how they are defined as formal regions.
- Analyze the similarities and differences between different formal world regions, such as the similarities between the countries of Western Europe and the differences between the countries of North Africa.

Differentiating formal regions by their main characteristics:

- Examine the different climates, landforms, and vegetation patterns of formal regions to understand how they are different from one another.
- Analyze the different political systems and economic structures of formal regions to understand how they impact people's lives in different ways.
- Study the cultural traditions and social norms of formal regions to understand how they shape the identities of people who live there.



Differentiation (World Geography and Civics: Standard 6.3)

Renewable vs. Non-Renewable Resources:

- For students who need additional support, provide visual aids such as diagrams, videos, or interactive simulations to help them understand the differences between renewable and non-renewable resources.
- For students who are ready for a challenge, have them research and analyze the impact of emerging technologies such as electric vehicles, battery storage, and smart grids on the use of renewable resources.

Important Resources in the Contemporary World:

- For students who need additional support, provide them with graphic organizers and prompts to help them organize their research and analysis of important resources and their usage.
- For students who are ready for a challenge, have them investigate the impact of colonialism and imperialism on resource extraction and distribution, and how this legacy continues to impact global resource politics today.

Constructing Maps:

- For students who need additional support, provide them with templates or pre-drawn maps to help them focus on the content rather than the drawing aspect.
- For students who are ready for a challenge, have them create interactive maps using digital tools such as Google Maps or ArcGIS, and include multiple layers of data on resource distribution, climate patterns, and human geography.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.4: *Analyze the concept, usage, and value of natural resources.*

Objectives	Vocabulary	
<ol style="list-style-type: none">1. Characterize and differentiate renewable and non-renewable resources.2. Identify important resources in the contemporary world and their usage.3. Construct maps showing major deposits of important resources (e.g., continents, oceans, major landforms, trade routes on maps, etc.).4. Analyze the impact of globalization on modern economic interactions.	<ul style="list-style-type: none">• Renewable Resources• Non-renewable Resources• Fossil Fuels• Natural Resources• Sustainability• Conservation• Extraction• Energy Sources• Agricultural Resources• Mineral Resources	<ul style="list-style-type: none">• Hydroelectric Power• Wind Power• Solar Power• Geothermal Energy• Resource Management• Carbon Footprint• Global Trade• Economic Interdependence• Tariffs• Import/Export



Learning Activities (World Geography and Civics: Standard 6.4)

Renewable and Non-renewable Resources

- Create a T-chart and list examples of renewable and non-renewable resources.
- Research and present a case study on a country that relies heavily on renewable resources, such as wind or solar power, or on non-renewable resources, such as oil or coal.
- Divide the class into small groups and give each group a resource, such as water, timber, or petroleum. Have them research the pros and cons of using that resource and present their findings to the class.

Important Resources in the Contemporary World

- Research and create a chart or infographic on the most important resources in the contemporary world and their usages, such as oil, coal, natural gas, and minerals.
- Assign each student a different resource and have them create a presentation on the resource's significance, uses, and impact on the environment and economy.
- Work in pairs or small groups to research a country that is a major producer or consumer of a specific resource, such as China's use of coal or Saudi Arabia's oil production. Have them present their findings to the class.

Maps of Major Resource Deposits

- Provide students with blank world maps and have them label the major deposits of important resources, such as oil, coal, natural gas, and minerals. They could also include trade routes and major landforms. Use the [United States Geological Survey](#) to locate the major deposits.
- Create digital maps using online mapping tools or software to show major resource deposits ([United States Geological Survey](#)) and trade routes. They could include labels, symbols, and other visual aids.
- Divide the class into small groups and give each group a different resource, such as gold or diamonds. Have them research and create a map showing the major deposits of that resource around the world.



Globalization and Modern Economic Interactions

- Research and present case studies on how globalization has impacted modern economic interactions, such as the growth of multinational corporations, outsourcing, and international trade agreements.
- Assign each student a country and have them research and present on how globalization has impacted that country's economy, including its positive and negative effects.
- Divide the class into small groups and have them research and present on a specific topic related to globalization and modern economic interactions, such as the impact of globalization on small businesses or the role of international organizations like the World Trade Organization.



Real World Connections (World Geography and Civics: Standard 6.4)

- **Renewable vs. Non-Renewable Resources:** Students can connect this objective to real-world issues such as climate change and energy sustainability. They can research and analyze how the use of non-renewable resources such as coal and oil contributes to greenhouse gas emissions and climate change, and how the use of renewable resources such as wind and solar power can help reduce carbon emissions and promote a more sustainable future.
- **Important Resources in the Contemporary World:** Students can connect this objective to global issues such as resource scarcity, trade, and geopolitical conflicts. They can research and analyze how the distribution of important resources such as oil, water, and minerals impact global trade and politics, and how resource scarcity and competition can lead to conflicts and environmental degradation.
- **Constructing Maps:** Students can connect this objective to real-world applications such as cartography, geology, and environmental science. They can research and analyze how maps are used in different fields and industries, and how maps can be used to visualize and analyze data on resource distribution, climate patterns, and human geography.
- **Globalization and Economic Interactions:** Students can connect this objective to real-world issues such as international trade, development, and inequality. They can research and analyze how globalization has impacted different countries and regions, and how economic interactions and policies such as free trade agreements, foreign aid, and investment can promote or hinder economic growth and development.



Differentiation (World Geography and Civics: Standard 6.4)

Renewable vs. Non-Renewable Resources:

- For students who need additional support, provide visual aids such as diagrams, videos, or interactive simulations to help them understand the differences between renewable and non-renewable resources.
- For students who are ready for a challenge, have them research and analyze the impact of emerging technologies such as electric vehicles, battery storage, and smart grids on the use of renewable resources.

Important Resources in the Contemporary World:

- For students who need additional support, provide them with graphic organizers and prompts to help them organize their research and analysis of important resources and their usage.
- For students who are ready for a challenge, have them investigate the impact of colonialism and imperialism on resource extraction and distribution, and how this legacy continues to impact global resource politics today.

Constructing Maps:

- For students who need additional support, provide them with templates or pre-drawn maps to help them focus on the content rather than the drawing aspect.
- For students who are ready for a challenge, have them create interactive maps using digital tools such as Google Maps or ArcGIS, and include multiple layers of data on resource distribution, climate patterns, and human geography.

Globalization and Economic Interactions:

- For students who need additional support, provide them with simplified readings and resources that focus on the basic concepts of globalization and economic interactions.
- For students who are ready for a challenge, have them investigate case studies of countries or regions that have been impacted by globalization in different ways, and how this has affected their economic, social, and political systems.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.5: *Evaluate how places gain meaning.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Describe the distinguishing physical and human characteristics of the United States and other countries.2. Investigate how people bring meaning to places when they live in a location.3. Describe how places impact personal, community, national identities, and culture.4. Explain how place-based identities can create stereotypes.	<ul style="list-style-type: none">• Population Distribution• Population Density• Physical Factors• Human Factors• Migration Patterns• Immigration• Emigration• Push Factors• Pull Factors• Urbanization• Rural-urban Migration• Refugee• Asylum Seeker• Demography• Stereotypes• National Identity• Community



Learning Activities (World Geography and Civics: Standard 6.5)

- **Local History:** Discuss how Mississippi gain the meanings of the “Magnolia State” and “The Birthplace of America’s Music.”
- **Population Distribution and Density Map:** Provide students with maps of various regions or countries and have them identify and map out areas of high and low population density. Students can also use census data to create choropleth maps of population distribution in various regions or countries.
- **Impact of Physical and Human Factors:** Have students research and analyze the impact of physical and human factors such as climate, natural disasters, economic opportunities, political instability, and cultural factors on population growth or decline in a particular region or country.
- **Migration Timeline:** Create a timeline of major migration patterns in the United States and the world. Have students research and present key events, policies, and factors that led to these migrations, and their impact on the social, economic, and cultural landscape of the regions or countries involved.
- **Push and Pull Factors Debate:** Divide students into groups and assign them to a particular region or country. Have them research and identify the push and pull factors that drive migration from and to their assigned region or country. Then, have groups debate the pros and cons of these factors, and propose solutions or policies to address them.
- **Place-Based Identity Collage:** Students can create a collage that represents their personal, community, and national identity and culture, highlighting how places have influenced their identity formation. They can discuss their collage with the class and explain how different places have impacted their sense of self.



Real World Connections (World Geography and Civics: Standard 6.5)

- **Spatial patterns of population distribution and density:** Students can research and analyze the population density of their local community or a region of interest using census data, maps, and other resources. They can then compare and contrast the spatial patterns of population distribution and density to other regions around the world, exploring factors that contribute to these differences.
- **Impact of physical and human factors on population:** Students can investigate how physical factors, such as climate, landforms, and natural resources, impact the population of a place. They can also explore how human factors, such as economic opportunities, cultural factors, and government policies, impact population growth and distribution.
- **Major migration patterns:** Students can research and analyze major migration patterns in the United States and around the world, including historical and current trends. They can then create visual representations, such as maps or infographics, to illustrate the patterns and factors that contribute to migration.
- **Push/pull factors of migration:** Students can explore the push and pull factors that drive migration, including economic opportunities, political instability, environmental factors, and cultural factors. They can then examine specific case studies of migration, such as the Syrian refugee crisis, to deepen their understanding of these factors and their impact on people's lives.



Differentiation (World Geography and Civics: Standard 6.5)

Identify the spatial patterns of population distribution and density:

- Differentiate by having students focus on a specific region or country of interest, such as their own community or a country they are studying.
- Provide resources and tools to support research and analysis, such as maps, charts, and demographic data.
- Offer opportunities for students to present their findings in a variety of formats, such as written reports, presentations, or visual displays.

Explain how physical and human factors impact the population of a place:

- Differentiate by providing options for students to focus on specific physical or human factors, such as climate, natural resources, culture, or economics.
- Offer opportunities for students to apply their understanding of these factors to real-world scenarios, such as analyzing population growth in response to environmental disasters or economic opportunities.
- Provide resources and tools to support research and analysis, such as case studies, expert guest speakers, and online resources.

Identify major migration patterns in the United States and the world:

- Differentiate by having students focus on a specific region or country of interest, such as a country they are studying or their own community.
- Provide resources and tools to support research and analysis, such as maps, demographic data, and case studies.
- Offer opportunities for students to explore the impact of migration on communities and societies, such as analyzing the social, economic, and cultural effects of immigration.

Examine the push/pull factors that drive the major migration patterns of the United States and the world:

- Differentiate by providing options for students to focus on specific push/pull factors, such as economic opportunities, political instability, or environmental factors.



- Offer opportunities for students to explore the complexity of migration issues, such as analyzing the role of government policies, social attitudes, and cultural norms in shaping migration patterns.
- Provide resources and tools for research and analysis, such as case studies, expert guest speakers, and online resources.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.6: *Describe the characteristics and causes of human population changes and migration.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Identify the spatial patterns of population distribution and density. 2. Explain how physical and human factors impact the population of a place. 3. Identify major migration patterns in the United States and the world. 4. Examine the push/pull factors that drive the major migration patterns of the United States and the world. 	<ul style="list-style-type: none"> • Settlement Patterns • Conducive • Resources • Spatial Classification • Settlement Types • Settlement Sizes • Settlement Models • Rural Settlement • Urban Settlement • Resource Distribution • Settlement Location • Migration



Learning Activities (World Geography and Civics: Standard 6.6)

- **Population Distribution and Density Map:** Use *Census Population and Distribution Maps* to discuss the spatial patterns of population distribution of density. Provide students with maps of various regions or countries, and have them identify and map out areas of high and low population density. Students can also use census data to create choropleth maps of population distribution in various regions or countries.
- **Impact of Physical and Human Factors:** Have students research and analyze the impact of physical and human factors such as climate, natural disasters, economic opportunities, political instability, and cultural factors on population growth or decline in a particular region or country.
- **Migration Timeline:** Create a timeline of major migration patterns in the United States and the world. Have students research and present key events, policies, and factors that led to these migrations, and their impact on the social, economic, and cultural landscape of the regions or countries involved.
- **Push and Pull Factors Debate:** Divide students into groups and assign them to a particular region or country. Have them research and identify the push and pull factors that drive migration from and to their assigned region or country. Then, have groups debate the pros and cons of these factors, and propose solutions or policies to address them.
- **Cultural Exchange Program:** Organize a cultural exchange program for students to interact with and learn from individuals from different regions or countries. This can be done in person or virtually and can include activities such as language exchange, cultural presentations, and food tastings. This can help students gain a deeper understanding of the factors that drive migration and shape cultural identity.



Real World Connections (World Geography and Civics: Standard 6.6)

- **Spatial patterns of population distribution and density:** Research and analyze the population density of their local community or a region of interest using census data, maps, and other resources. They can then compare and contrast the spatial patterns of population distribution and density to other regions around the world, exploring factors that contribute to these differences.
- **Impact of physical and human factors on population:** Investigate how physical factors, such as climate, landforms, and natural resources, impact the population of a place. They can also explore how human factors, such as economic opportunities, cultural factors, and government policies, impact population growth and distribution.
- **Major migration patterns:** Research and analyze major migration patterns in the United States and around the world, including historical and current trends. They can then create visual representations, such as maps or infographics, to illustrate the patterns and factors that contribute to migration.
- **Push/pull factors of migration:** Explore the push and pull factors that drive migration, including economic opportunities, political instability, environmental factors, and cultural factors. They can then examine specific case studies of migration, such as the Syrian refugee crisis, to deepen their understanding of these factors and their impact on people's lives.



Differentiation (World Geography and Civics: Standard 6.6)

Identify the spatial patterns of population distribution and density:

- Differentiate by having students focus on a specific region or country of interest, such as their own community or a country they are studying.
- Provide resources and tools to support research and analysis, such as maps, charts, and demographic data.
- Offer opportunities for students to present their findings in a variety of formats, such as written reports, presentations, or visual displays.

Explain how physical and human factors impact the population of a place:

- Differentiate by providing options for students to focus on specific physical or human factors, such as climate, natural resources, culture, or economics.
- Offer opportunities for students to apply their understanding of these factors to real-world scenarios, such as analyzing population growth in response to environmental disasters or economic opportunities.
- Provide resources and tools to support research and analysis, such as case studies, expert guest speakers, and online resources.

Identify major migration patterns in the United States and the world:

- Differentiate by having students focus on a specific region or country of interest, such as a country they are studying or their own community.
- Provide resources and tools to support research and analysis, such as maps, demographic data, and case studies.
- Offer opportunities for students to explore the impact of migration on communities and societies, such as analyzing the social, economic, and cultural effects of immigration.

Examine the push/pull factors that drive the major migration patterns of the United States and the world:

- Differentiate by providing options for students to focus on specific push/pull factors, such as economic opportunities, political instability, or environmental factors.
- Offer opportunities for students to explore the complexity of migration issues, such as analyzing the role of government policies, social attitudes, and cultural norms in shaping migration patterns.



- Provide resources and tools to support research and analysis, such as case studies, expert guest speakers, and online resources.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.7: *Describe the patterns of human settlements and the factors that contribute to their formation.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Classify spatial patterns of settlement, including types, sizes, and models.2. Explain why some locations are more conducive for settlement than others.3. Describe the relationship between settlement patterns and the location of resources.	<ul style="list-style-type: none">• Settlement Patterns• Conducive• Resources• Spatial Classification• Settlement Types• Settlement Sizes• Settlement Models• Rural Settlement• Urban Settlement• Resource Distribution• Settlement Location• Migration



Learning Activities (World Geography and Civics: Standard 6.7)

- **Settlement Pattern Analysis:** Analyze maps and satellite images of different regions, and identify the different types, sizes, and models of settlement patterns. They can classify these patterns and compare them to other regions, noting similarities and differences.
- **Settlement Suitability Evaluation:** Investigate the physical and human factors that make some locations more conducive to settlement than others. They can research factors such as climate, topography, access to water and resources, and economic opportunities. They can then evaluate different locations based on these factors and make predictions about which locations are most suitable for settlement.
- **Resource and Settlement Mapping:** Construct maps that show the relationship between settlement patterns and the location of resources. They can identify different types of resources, such as water, minerals, or energy, and compare settlement patterns in regions with high and low resource availability.
- **Settlement Model Creation:** Create their own settlement models based on the physical and human factors that impact settlement patterns. They can use materials such as clay, paper, or digital software to create 3D models of settlements and explain their design choices based on factors such as climate, topography, and access to resources.
- **Settlement Simulation:** Participate in a settlement simulation activity, where they are given a set of resources, topography, and climate conditions, and must design and build a settlement that meets the needs of the population. They can work in groups to compare different settlement models and evaluate the success of their own settlement design.



Real World Connections (World Geography and Civics: Standard 6.7)

- Invite a local urban planner or architect to speak to the class about settlement patterns in the community and how they were designed. Students can ask questions about the planning process and learn about the factors that influenced the settlement patterns.
- Research and present on cities or settlements that have been abandoned or relocated due to environmental or geographical factors, such as the town of Centralia, Pennsylvania, which has been abandoned due to a coal mine fire that has been burning for decades. Students can discuss the challenges and opportunities associated with relocating a settlement.
- Take a field trip to a local natural resources site, such as a mine, quarry, or forest. Have students observe the surrounding settlement patterns and analyze how the location of the resource has impacted the settlement. Students can discuss the benefits and drawbacks of having a settlement near a natural resource.
- Assign students to research and analyze settlement patterns in different regions of the world. Students can compare and contrast the settlement patterns, analyze the reasons for the differences, and discuss how settlement patterns reflect the cultural and environmental factors of the region.



Differentiation (World Geography and Civics: Standard 6.7)

Classify spatial patterns of settlement:

- For visual learners, provide maps and diagrams of different settlement patterns and ask them to identify and label each type.
- For kinesthetic learners, ask them to physically create different settlement patterns using manipulatives or building blocks.
- For auditory learners, have them listen to a lecture or podcast about different settlement patterns and take notes.

Explain why some locations are more conducive for settlement than others:

- For visual learners, provide images and videos of different geographic features that affect settlement and ask them to identify and explain how they impact settlement.
- For kinesthetic learners, have them physically move to different locations in the classroom or outdoors and identify the features that would make it more or less conducive for settlement.
- For auditory learners, have them listen to a lecture or podcast about different geographic features and settlements and take notes.

Describe the relationship between settlement patterns and the location of resources:

- For visual learners, provide maps and diagrams of resource locations and settlement patterns and ask them to identify and explain the relationship between the two.
- For kinesthetic learners, have them physically move to different locations and identify the resources that are available and how they impact settlement.

For auditory learners, have them listen to a lecture or podcast about the relationship between resource availability and settlement patterns and take notes.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.8: *Examine how humans and the physical environment are impacted by the extraction of resources and by natural hazards.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Identify and describe ways in which humans modify the physical environment. 2. Explain how people use technology to access resources. 3. Assess the opportunities and constraints for human activities created by the physical environment. 4. Locate environmental hazards and the proximity of human populations. 5. Describe how people respond to natural hazards. 	<ul style="list-style-type: none"> • Urbanization • Infrastructure • Deforestation • Desertification • Erosion • Agriculture • Mining • Fishing • Hunting • Grazing 	<ul style="list-style-type: none"> • Dams • Landfills • Pollution • Climate Change • Sustainability • Green Technology • Renewable Energy • Resource Depletion • Ecological Footprint • Biodiversity Loss



Learning Activities (World Geography and Civics: Standard 6.8)

Resource: *Human Modification of the Environment*

- **Environmental Impact Report:** Research the Tennessee Valley Authority, Weyerhaeuser, International Paper, and other companies like those found in Mississippi. Have students choose a human activity, such as mining, logging, or urban development, and create an environmental impact report that describes how the physical environment is being modified. This could include information on the impact on natural resources, wildlife, and the atmosphere.
- **Technology Case Study:** Have students research a specific technology used to access resources, such as hydraulic fracturing, deep sea drilling, or mountaintop removal mining. They could create a case study that explains how the technology works, the benefits and drawbacks, and the impact on the physical environment.
- **Field Study:** Take students on a field trip to a nearby natural area, such as a park or nature reserve. Have them observe the physical environment and make note of the opportunities and constraints for human activities. They could create a report or presentation that summarizes their findings and includes recommendations for how the area could be used sustainably.
- **Environmental Hazard Mapping:** Research different environmental hazards, such as floods, wildfires, or hurricanes, and create a map that shows the proximity of human populations to these hazards. They could also describe the impact of the hazards on human populations and recommend ways to reduce the risk.
- **Disaster Response Plan:** Research a specific natural hazard and create a disaster response plan that describes how people can respond to the hazard. This could include information on evacuation routes, emergency shelters, and communication plans. They could also create a public service announcement to educate others on the importance of disaster preparedness.



Real World Connections (World Geography and Civics: Standard 6.8)

- Take a virtual or in-person field trip to a local area that has been modified by humans, such as a dam, landfill, or park, and have students identify and describe the modifications they observe.
- Research and present on a specific technology used to access resources, such as fracking, deep sea drilling, or solar panels, and discuss the environmental impact of each technology.
- Analyze a specific location and the impact the physical environment has on human activities, such as the construction of buildings in flood-prone areas or the location of agriculture in arid regions.
- Research and create maps that illustrate the proximity of environmental hazards, such as earthquakes, wildfires, or hurricanes, to human populations and discuss the potential impact of these hazards.
- Analyze case studies of natural disasters, such as the 2011 tsunami in Japan or Hurricane Katrina in the United States, and have students identify and describe how people responded to the disaster and the effectiveness of their response.
- Connect with local or national organizations that focus on environmental issues and have students research and present on the work that these organizations are doing to address environmental hazards or positively modify the physical environment.



Differentiation (World Geography and Civics: Standard 6.8)

Identify and describe ways in which humans modify the physical environment.

- Identify and label examples of human modification in pictures or videos of their local environment.
- Conduct research and present on a specific case study of human modification, such as the Panama Canal or the Three Gorges Dam.

Explain how people use technology to access resources.

- Create a simple chart or diagram showing different types of technology used to access different types of resources.
- Research and present on a specific technology and its impact on resource access, such as hydraulic fracturing or desalination plants.

Assess the opportunities and constraints for human activities created by the physical environment.

- Brainstorm a list of human activities and then match them to physical environmental features that might create opportunities or constraints.
- Conduct a case study analysis of a specific location and the opportunities and constraints for human activities presented by the physical environment.

Locate environmental hazards and the proximity of human populations.

- Label pictures or maps of their local environment with different types of environmental hazards and human populations.
- Research and present a specific case study of a hazardous environmental event and its impact on human populations, such as the Chernobyl disaster or Hurricane Katrina.

Describe how people respond to natural hazards.

- Identify and label pictures or videos of different responses to natural hazards.
- Research and present a specific case study of a natural hazard and the human response, such as the 2004 Indian Ocean tsunami or the 2010 Haiti earthquake.



SUGGESTED

INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.9: *Analyze how sovereign nation-states interact with one another.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Define state, country, and nation-state. 2. List and explain the features of a sovereign state (nation-state) as a territory with a population that has a defined border, a government to make and enforce laws, and the sovereignty to interact with other nations. 3. Locate and describe different types of territorial divisions. 4. Identify political boundaries that are based on physical and human factors. 5. Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states. 6. Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars. 	<ul style="list-style-type: none"> • State • Country • Nation-state • Sovereign State • Territory • Population • Border • Government • Sovereignty • Political Boundaries 	<ul style="list-style-type: none"> • Territorial Divisions • Physical Factors • Human Factors • Land Use • Resources • Conflict • Cooperation • Compromise • Treaties • Wars



Learning Activities (World Geography and Civics: Standard 6.9)

RESOURCES:

- *Organization and Control*
- Use the *National Geographic Resource* to discuss conflict, cooperation, and compromise.
- Use the *Brain Game: Cooperation and Compromise* for student interaction.

Defining State, Country, and Nation-State:

- Conduct a class discussion defining and differentiating between state, country, and nation-state.
- Research and create a visual representation (such as a poster or infographic) of the differences and similarities between these terms.

Features of a Sovereign State (Nation-State):

- Assign students to research a specific nation-state and create a presentation detailing its key features as a sovereign state, including its border, government, and interactions with other nations.
- Work in groups to create their own imaginary nation-state, including a map, government structure, and laws, and present their ideas to the class.

Territorial Divisions:

- Provide students with maps of different countries and territories and have them identify and label different types of territorial divisions (such as provinces, states, or prefectures).
- Create a graphic organizer comparing and contrasting different types of territorial divisions.

Political Boundaries:

- Assign students to research and create a presentation on a specific political boundary, such as the U.S.-Mexico border or the Berlin Wall, and how physical and human factors influenced its creation.
- Work in groups to create their own imaginary political boundary, including the reasons for its creation and the potential impacts on the people living on both sides.



- Explain that a political boundary is an imaginary line separating a country or a state.
- Use examples such as Demilitarized Zone (N.Korea and S. Korea), the 17th Parallel (Vietnam), the Rio Grande (U.S. and Mexico) the Amazon River (Columbia, Peru, and Brazil), the Jordan River (Jordan, Israel, and Palestine)

Conflict, Cooperation, and Compromise Among Nation-States:

- Assign students to research and present on a specific conflict, cooperation, or compromise among nation-states, such as the signing of a peace treaty or the negotiation of a trade agreement.
- Participate in a role-playing activity where they represent different nation-states in a simulated negotiation or conflict resolution scenario.

Evidence of Conflict, Cooperation, and Compromise Among Nation-States:

- Research and create a timeline of major wars and treaties between different nation-states, including key events and their impacts.
- Analyze and compare primary sources (such as newspaper articles or diplomatic correspondence) related to a specific conflict or treaty, and present their findings to the class.



Real World Connections (World Geography and Civics: Standard 6.9)

- Identify imaginary boundaries within their household.
- Research and analyze current events related to international conflicts and cooperation, and identify the nations involved and the factors influencing their actions.
- Take a virtual field trip to the United Nations or another international organization to learn about the role they play in global governance.
- Research and analyze the impact of colonialism and imperialism on the formation of modern nation-states and political boundaries.
- Assign students to research and present on different types of territorial divisions, such as provinces, states, and territories, and how they differ in governance and autonomy.



Differentiation (World Geography and Civics: Standard 6.9)

Define state, country, and nation-state.

- Offer visual aids, such as graphic organizers or videos, to support understanding of key terms.
- Provide opportunities for students to create their own definitions and compare with others in small groups or as a class.

List and explain the features of a sovereign state (nation-state) as a territory with a population that has a defined border, a government to make and enforce laws, and the sovereignty to interact with other nations.

- Provide real-life examples of sovereign states and encourage students to identify and explain their features.
- Offer opportunities for students to research and create their own sovereign state, including defining borders and government structure.

Locate and describe different types of territorial divisions.

- Use maps and globes to locate and identify different types of territorial divisions, such as states, provinces, and territories.
- Offer opportunities for students to research and compare different types of territorial divisions across countries or regions.

Identify political boundaries that are based on physical and human factors.

- Use case studies to explore how physical and human factors, such as mountains or cultural differences, have influenced political boundaries.
- Provide opportunities for students to create their own political boundaries based on physical and human factors.

Assess ways the use of land and resources has led to conflict, cooperation, and compromise among nation-states.

- Use current events and news articles to explore how the use of land and resources has impacted relationships between nations.
- Offer opportunities for students to research and present case studies of conflict, cooperation, and compromise among nation-states related to the use of land and resources.

**Cite evidence of conflict, cooperation, and compromise among nation-states including treaties and wars.**

- Use primary and secondary sources, such as historical documents and news articles, to explore evidence of conflict, cooperation, and compromise among nation-states.
- Provide opportunities for students to create timelines or infographics highlighting key events and agreements related to conflict, cooperation, and compromise among nation-states.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.10: *Examine the ways governments are organized.*

Objectives	Vocabulary	
<ol style="list-style-type: none"> 1. Identify and give examples of governments with rule by one, few, or many. 2. Compare the ways other sovereign nation-states (e.g., China, Germany, India, North Korea, Russia, etc.) organize government and how they function. 3. Connect the origins of democracy to Athens (present-day Greece) and the republic to the Roman Republic. 	<ul style="list-style-type: none"> • Autocracy • Oligarchy • Democracy • Monarchy • Totalitarianism • Authoritarianism • Republic • Constitution • Separation of Powers 	<ul style="list-style-type: none"> • Federalism • Unitary System • Parliamentary System • Presidential System • Communism • Fascism • Socialism • Theocracy • Dictatorship • Aristocracy



Learning Activities (World Geography and Civics: Standard 6.10)

- **Group Activity:** Divide the class into small groups and assigned a government type - rule by one, few, or many. They can research and present examples of countries or societies that have this type of government, discussing the benefits and drawbacks of each system.
- **Compare and Contrast Essay:** Students can be asked to choose two sovereign nation-states, for example, the United States and Russia, and compare how they organize their governments and how they function. They can analyze the similarities and differences between the two systems and discuss their impact on the countries' societies. (Examples: Politburo (China), the Bundestag and Bundesrat (Germany), Prime Minister and Council of Ministers (India), Head of Government (North Korea)) Have students respond to a writing prompt about how a government should function to protect the citizens based on their research.
- **Historical Research Project:** Research the origins of democracy and the republic, with a focus on Athens and the Roman Republic. They can create presentations or posters that outline the key features of each system and discuss their significance in the context of the time period.
- **Class Debate:** Participate in a class debate on the advantages and disadvantages of different forms of government. They can research and present arguments for or against a particular government type and participate in a discussion with their classmates.
- **Current Events Analysis:** Analyze current events related to different types of government. For example, they can discuss how different countries are responding to crises or how they are managing their societies under different forms of government.
- **Guest Speaker:** Invite a guest speaker who has experience working in government or politics to discuss the different types of government and how they function. The speaker can share insights and personal experiences to give students a deeper understanding of how different systems work.



Real World Connections (World Geography and Civics: Standard 6.10)

- Assign students to research and compare the governments of two different countries, including their political systems, branches of government, and electoral processes.
- Participate in a simulation where they create and run their own government with a given set of rules and limitations, and then compare and contrast the outcomes.
- Analyze news articles or case studies about conflicts and controversies related to different forms of government around the world, and discuss how they could be resolved.
- Research and present on historical examples of successful and failed democracies, such as the Athenian democracy, the Roman Republic, or contemporary examples like South Africa, India, or the United States.
- Connect with local organizations or individuals involved in democracy promotion and civil society work to learn about their efforts to promote democratic values and practices at home and abroad.



Differentiation (World Geography and Civics: Standard 6.10)

Group Activity:

- For students who may need additional help with research and analysis, assign them a specific country or society to research and provide them with some guiding questions.
- For students who may need additional help with group work, allow them to work individually or in pairs instead.

Compare and Contrast Essay:

- For students who may need additional help with writing, allow them to create a visual representation (such as a Venn diagram) of the similarities and differences between the two government systems.
- For students who may need additional help with analysis, provide them with some guiding questions or sentence starters to help them structure their thoughts.

Historical Research Project:

- For students who may need additional help with research, provide them with some pre-selected resources or limit the scope of their research.
- For students who may need additional help with presenting, allow them to present their findings in a format that they feel comfortable with (such as a written report or a video presentation).

Class Debate:

- For students who may need additional help with public speaking, allow them to prepare their arguments in advance and provide them with some sentence starters or guiding questions to help them structure their arguments.
- For students who may need additional help with research, provide them with some pre-selected resources or allow them to work with a partner who can help them with research.

Current Events Analysis:



- For students who may need additional help with analysis, provide them with some guiding questions to help them structure their thoughts.
- For students who may need additional help with finding current events, provide them with some pre-selected news articles or allow them to work with a partner who can help them find current events.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.11: *Describe the difference between limited and unlimited government.*

Objectives	Vocabulary	
<ol style="list-style-type: none">1. Describe examples of limited and unlimited government.2. Explain the rule of law and that government powers are defined by laws that limit its actions (United States Constitution, Bill of Rights, Civil Rights, Americans with Disabilities Act, etc.).3. Explain reasons for limiting the power of governments.4. Examine governments of nations that abuse the citizens by oppressing religious, ethnic, or political groups.	<ul style="list-style-type: none">• Limited Government• Unlimited Government• Rule of Law• Government Powers• Constitution• Bill of Rights• Civil Rights• Americans with Disabilities Act	<ul style="list-style-type: none">• Power limitation• Citizen Abuse• Oppression• Religious Group Oppression• Ethnic Group Oppression• Political Group Oppression• Human Rights Violations



Learning Activities (World Geography and Civics: Standard 6.11)

- **Case Study Analysis:** Research and analyze case studies of limited and unlimited governments, such as North Korea and Sweden. They can discuss the pros and cons of each type of government and how they impact the citizens.
- **Classroom Debate:** Participate in a classroom debate on the rule of law and its importance in limiting the power of governments. They can research and present arguments for or against the concept and participate in a discussion with their classmates.
- **Bill of Rights Activity:** Analyze the United States Constitution and Bill of Rights to understand how laws limit the power of government. They can create a visual representation of the Bill of Rights or choose one of the amendments and write a reflection on its significance.
- **Government Limitations Research Project:** Research and present on reasons for limiting the power of governments, such as corruption and abuse of power. They can also discuss how different nations have implemented limitations on their governments and the impact of these measures.
- **Human Rights Case Study:** Research and analyze case studies of governments that abuse the rights of citizens based on their religion, ethnicity, or political affiliation. They can discuss the importance of protecting human rights and ways to address human rights violations.



Real World Connections (World Geography and Civics: Standard 6.11)

Limited and unlimited government:

- Research and discuss current events in countries that have limited or unlimited government, such as North Korea, China, or Saudi Arabia.
- Analyze historical examples of limited or unlimited government, such as the rule of the Nazis in Germany during World War II or the dictatorship of Pinochet in Chile.
- Investigate the impact of limited or unlimited government on human rights, such as freedom of speech, religion, or assembly.

The rule of law and government powers:

- Examine how the U.S. Constitution and Bill of Rights limit the powers of the federal government and protect individual rights.
- Discuss recent Supreme Court cases that deal with the interpretation of the Constitution and the balance of power between the branches of government.
- Compare the U.S. legal system with other legal systems around the world, such as civil law or common law.

Reasons for limiting government power:

- Analyze historical and contemporary examples of governments that have overstepped their boundaries and the consequences of such actions.
- Discuss the role of civil society and the media in keeping governments accountable and transparent.
- Evaluate the benefits and drawbacks of limiting government power in different contexts, such as national security, economic regulation, or social welfare.

Oppression by governments:

- Research and analyze the situation of minority groups or dissidents in countries that have a history of oppression, such as Myanmar, Syria, or Sudan.



- Discuss the role of international organizations, such as the United Nations or Amnesty International, in monitoring and denouncing human rights abuses by governments.
- Debate the ethical and legal implications of military intervention or humanitarian aid in situations of government oppression.



Differentiation (World Geography and Civics: Standard 6.11)

- **Graphic Organizer:** Create a graphic organizer that compares and contrasts different government systems, such as limited and unlimited government. They can use examples from different countries or societies to illustrate the features of each system and their impact on citizens.
- **Essay Writing:** Write an essay that explains the rule of law and how government powers are defined by laws that limit its actions. They can use examples from the United States Constitution, Bill of Rights, Civil Rights, Americans with Disabilities Act, or other relevant laws to support their arguments.
- **Research Project:** Research different reasons for limiting the power of governments, such as preventing abuses of power, protecting individual rights and freedoms, or promoting democracy. They can create presentations or reports that summarize their findings and provide examples from different countries or societies.
- **Case Study Analysis:** Analyze real-world case studies of governments that have abused their power by oppressing religious, ethnic, or political groups. They can discuss the causes and consequences of these abuses, and evaluate the effectiveness of international efforts to address them.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.12: *Analyze the rights and responsibilities of American citizenship.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define U.S. citizenship.2. Examine the naturalization process (e.g., the citizenship exam, etc.).3. Describe being an informed citizen.4. Explain the rights and responsibilities of citizenship.5. Plan ways a citizen can participate at the local, state, and national levels.	<ul style="list-style-type: none">• Citizenship• Naturalization• Informed Citizen• Rights• Responsibilities• Voting• Civic Engagement• Natural-born Citizen• Dual Citizenship• Immigrant



Learning Activities (World Geography and Civics: Standard 6.12)

- **Citizenship Timeline:** Create a timeline of important dates and events related to U.S. citizenship, including the Naturalization Act of 1790, the 14th Amendment, and the Voting Rights Act of 1965.
- **Naturalization Simulation:** Participate in a mock naturalization process, including taking a mock citizenship exam, learning about the oath of allegiance, and discussing the requirements for becoming a naturalized citizen. Review the [10 Steps to Naturalization by the U.S. Citizenship and Immigration and Services](#). Examine the Naturalization Oath of Allegiance to the United States of America.
- **Informed Citizen Project:** Research and present on a current issue or event, analyzing multiple news sources and evaluating their bias, reliability, and accuracy. They can discuss how to be an informed citizen and the importance of staying up-to-date on local, state, and national issues.
- **Rights and Responsibilities Scavenger Hunt:** Work in pairs or small groups to research and identify examples of citizens exercising their rights and responsibilities, such as voting, serving on a jury, and participating in peaceful protests. They can present their findings to the class and discuss the importance of these actions for maintaining a healthy democracy.
- **Citizen Action Plan:** Develop a plan for how they can participate in their local, state, or national government, such as volunteering for a campaign, attending a city council meeting, or writing a letter to their representative. They can discuss the challenges and opportunities of civic engagement.



Real World Connections (World Geography and Civics: Standard 6.12)

U.S. citizenship:

- Have students define citizenship in their own words.

Being an informed citizen:

- Research and analyze current events and news stories to better understand the issues affecting local, state, and national communities.
- Invite local representatives or political candidates to speak to the class and answer questions about their positions on important issues.

Rights and responsibilities of citizenship:

- Conduct research on the rights and responsibilities of U.S. citizens, including the right to vote and the responsibility to pay taxes.
- Participate in a mock election or create a simulation to explore the impact of individual voting choices.

Citizen participation:

- Participate in a local community service project or organize a service project to benefit the community.
- Create a campaign or petition to address a local or national issue and present the campaign to local government officials.



Differentiation (World Geography and Civics: Standard 6.12)

Citizenship Timeline:

- For students who may need additional help with reading or writing, provide visual aids such as images or videos to help them understand each event.
- For students who excel at organization and memory, challenge them to create a more detailed timeline with additional dates and events.

Naturalization Simulation:

- For students who may need additional help with reading comprehension, provide audio or video resources to explain the naturalization process.
- For students who excel at public speaking, encourage them to lead the mock citizenship exam or act as immigration officers during the simulation.

Informed Citizen Project:

- For students who may need additional help with research skills, provide resources such as news articles, infographics, or podcasts to help them analyze the issue.
- For students who excel at critical thinking, challenge them to evaluate the credibility and bias of sources beyond news articles, such as political ads, social media posts, or speeches.

Rights and Responsibilities Scavenger Hunt:

- For students who may need additional help with group work or public speaking, allow them to work independently and present their findings to the teacher only.
- For students who excel at visual aids, encourage them to create posters or infographics to illustrate their examples of citizen actions.

Citizen Action Plan:

- For students who may need additional help with decision-making, provide a list of options for civic engagement and guide them through a decision-making process.
- For students who excel at creativity, encourage them to think outside the box and propose new and innovative ways to participate in their government.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.13: *Examine the challenges of civic engagement in the contemporary world.*

Objectives	Vocabulary
<ol style="list-style-type: none">1. Define civic.2. Categorize the positive and negative impacts of new media resources when obtaining reliable information for informed decision-making.3. Assess how growing concerns about security have impacted civil liberty protection.	<ul style="list-style-type: none">• Civic• Media Literacy• Information Reliability• Informed Decision Making• Positive Impact• Negative Impact• Civil Liberties• Protection• Impact Assessment



Learning Activities (World Geography and Civics: Standard 6.13)

Use *Civic Online Reasoning* to help facilitate class discussion.

- **Civic Vocab Match:** Work in pairs or small groups to match definitions to key vocabulary words related to civic engagement, such as "civic duty," "civic responsibility," "public service," and "citizen participation."
- **New Media Analysis:** Research a current event or issue and compare how it is being covered in traditional news sources (such as newspapers and television news) versus new media sources (such as social media and blogs). They can discuss the advantages and disadvantages of each source and evaluate the reliability of the information provided.
- **Civil Liberty Debate:** Participate in a class debate on the impact of security concerns on civil liberties. They can research and present arguments for or against specific policies, such as surveillance or travel restrictions, and participate in a discussion with their classmates.
- **Current Event Analysis:** Analyze current events related to civic engagement and civil liberties. For example, they can discuss how different groups are mobilizing to advocate for their rights or how security concerns are affecting freedom of speech and assembly.
- **Reflection on Personal Civic Engagement:** Reflect on their own experiences with civic engagement and write a short essay discussing how they have participated in their communities and what impact they hope to make in the future. They can share their reflections with the class and discuss different ways to get involved in civic life.
- **Media Literacy Activity:** Analyze different news sources and evaluate their bias, reliability, and accuracy. They can use a graphic organizer to categorize the positive and negative impacts of new media resources for obtaining reliable information and informed decision-making.



Real World Connections (World Geography and Civics: Standard 6.13)

Define civic:

- Interview community leaders or activists to understand how they practice civic engagement and encourage others to get involved.
- Participate in a service project or volunteer work to understand the importance of civic responsibility in making a positive impact on the community.

Categorize the positive and negative impacts of new media resources when obtaining reliable information for informed decision-making:

- Analyze news articles or social media posts to identify instances of misinformation or bias and discuss how this impacts decision-making.
- Interview journalists or media professionals to understand how they gather and verify information, and how they decide what stories to cover.
- Research current events or controversial topics and discuss how different news sources present the information and how this impacts public opinion.

Assess how growing concerns about security have impacted civil liberty protection:

- Analyze recent news events related to national security, such as the debate over privacy and surveillance in the aftermath of the September 11 attacks.
- Discuss National Security with TikTok and the Republic of China.
- Research historical examples of the tension between security and civil liberties, such as the Japanese internment during World War II or the McCarthy era in the 1950s.
- Interview experts in national security, civil liberties, or law enforcement to understand their perspectives on how to balance security concerns with protecting individual rights.



Differentiation (World Geography and Civics: Standard 6.13)

- **Visual Learners:** Create a vocabulary word wall using pictures, diagrams, and symbols to help visual learners understand the definitions and concepts of civic education.
- **Auditory Learners:** Hold a class discussion on media literacy, where students can listen to different perspectives and opinions on the impact of new media resources for obtaining reliable information.
- **Kinesthetic Learners:** Use case studies or simulations that allow students to physically experience the impact of civil liberty protections being impacted by growing concerns about security.
- **Interpersonal Learners:** Organize a Socratic seminar or debate where students can discuss different perspectives and opinions on civic responsibility and the tension between individual rights and community obligations.
- **Logical-Mathematical Learners:** Create an interactive timeline that helps logical-mathematical learners organize and analyze key events and legislation related to civil liberties and security concerns. Students can use data visualization tools to analyze trends and patterns over time.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.14: *Describe how civil rights and citizenship roles vary based on the culture and government of various nation-states.*

Objectives	Vocabulary
<ol style="list-style-type: none"> 1. Define civil and citizenship. 2. Formulate an understanding of citizenship roles in sovereign nation-states within cultural regions of the world. 3. Compare and contrast the human rights and liberties of other sovereign nation-states to those in American founding documents. 4. Compare and contrast the Declaration of Independence, the Constitution, and the Amendments to the United Nations' Universal Declaration of Human Rights. 	<ul style="list-style-type: none"> • Civil • Citizenship • Sovereign • Nation-state • Cultural Regions • Human Rights • Liberties • Founding Documents • Declaration of Independence • Constitution • Amendments • United Nations • Universal Declaration of Human Rights



Learning Activities (World Geography and Civics: Standard 6.14)

- **Word Web:** Create a word web with definitions and examples of key terms related to civil and citizenship, such as civil society, civil rights, citizenship duties, and citizenship rights.
- **Country Comparison:** Research and compare the citizenship roles and responsibilities in different sovereign nation-states within cultural regions of the world. They can analyze the similarities and differences between these countries and discuss the factors that may influence their approaches to citizenship.
- **Human Rights Research:** Research and compare the human rights and liberties in other sovereign nation-states to those in American founding documents, such as the Bill of Rights. They can analyze the similarities and differences and discuss the challenges and opportunities for advancing human rights globally.
- **Document Comparison:** Compare and contrast the Declaration of Independence, the Constitution, and the Amendments with the United Nations' Universal Declaration of Human Rights. They can analyze the similarities and differences between these documents and discuss the historical and cultural contexts in which they were created. They can also explore the implications of these documents for contemporary debates about human rights and citizenship.



Real World Connections (World Geography and Civics: Standard 6.14)

- **Civil and citizenship:** Explore the concept of civil and citizenship in different cultures and societies around the world. They can research the rights and responsibilities of citizens in different countries and discuss how they compare to the United States.
- **Citizenship roles in sovereign nation-states within cultural regions of the world:** Investigate how citizenship roles differ in different cultural regions of the world, such as the Americas, Europe, Asia, and Africa. They can discuss how cultural values and traditions influence citizenship roles.
- **Human rights and liberties of other sovereign nation-states:** Compare and contrast the human rights and liberties of other sovereign nation-states to those in American founding documents. They can research the constitutions and laws of different countries and discuss how they protect individual rights and freedoms.
- **Comparison of American founding documents with the United Nations' Universal Declaration of Human Rights:** Analyze the similarities and differences between the Declaration of Independence, the Constitution, and the Amendments with the United Nations' Universal Declaration of Human Rights. They can discuss the historical context and political ideologies that influenced these documents and evaluate their impact on human rights and liberties.



Differentiation (World Geography and Civics: Standard 6.14)

- **Civil and Citizenship Vocabulary:** Work in small groups to create flashcards with definitions and examples of key terms related to civil and citizenship, such as sovereignty, democracy, and civic responsibility. They can also create visual aids or mnemonic devices to help them remember the vocabulary.
- **Citizenship Roles Around the World:** Research and present on citizenship roles in different cultural regions of the world, such as the responsibilities and rights of citizens in China, Brazil, or South Africa. They can discuss similarities and differences between the different models of citizenship and how they reflect cultural values.
- **Human Rights Compare and Contrast:** Compare and contrast human rights and liberties in other sovereign nation-states to those in American founding documents. They can examine the Universal Declaration of Human Rights and discuss how it aligns or differs with American values and principles. Students can use a Venn diagram or a graphic organizer to compare and contrast the different documents.
- **Analyzing Founding Documents:** Compare and contrast the Declaration of Independence, the Constitution, and the Amendments with the United Nations' Universal Declaration of Human Rights. Students can work in small groups or independently to analyze the language and structure of these documents, identifying key themes and principles. They can discuss how these documents have influenced the development of democracy and human rights around the world.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.15: *Explain the geographic patterns of economic interactions.*

Objectives

1. Define and give examples of primary, secondary, and tertiary economic activities in the United States and other countries.
2. Define the factors of production.
3. Illustrate traditional, command, and market economic systems.
4. Chart the characteristics of communism, socialism, and free enterprise by how they answer the three basic economic questions.
5. Applying the concept of the basic economic questions contrast modern economic interactions with those from the past.
6. Analyze the impact of globalization on modern economic interactions by investigating the origins of things such as personal belongings or various foods.
7. Compare and contrast economic and social metrics of various countries (e.g., GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, Literacy Rates, Human Freedom Index, etc.).



Vocabulary

- Primary Economic Activities
- Secondary Economic Activities
- Tertiary Economic Activities
- Factors of Production
- Traditional Economic System
- Command Economic System
- Market Economic System
- Communism
- Socialism
- Free Enterprise
- Basic Economic Questions
- Globalization
- GDP Per Capita
- Human Misery Index
- Gross National Happiness
- Infant and Child Mortality Rates
- Life Expectancy
- Literacy Rates
- Human Freedom Index
- Economic Metrics
- Social Metrics



Learning Activities (World Geography and Civics: Standard 6.15)

- **Economic Activities Sort:** Define *factors of production* and traditional, command, and market economic systems. Students can categorize different economic activities as primary, secondary, or tertiary, and identify examples of each in the United States and other countries. They can discuss the importance of each type of economic activity in different industries.
- **Factors of Production Graphic Organizer:** Create a graphic organizer to illustrate the four factors of production (land, labor, capital, and entrepreneurship) and give examples of each. They can discuss the role of each factor in economic production.
- **Economic Systems Debate:** Participate in a debate about traditional, command, and market economic systems. They can research and present on the advantages and disadvantages of each system and discuss which system they believe is most effective.
- **Economic Ideology Comparison Chart:** Create a comparison chart to chart the characteristics of communism, socialism, and free enterprise, including how they answer the three basic economic questions. They can discuss the key differences and similarities between each economic ideology.
- **Historical Economic Interactions Timeline:** Create a timeline comparing modern economic interactions with those from the past, highlighting the major changes in economic systems, trade, and commerce. They can discuss the implications of these changes on global economic development.
- **Globalization Research Project:** Define globalization through a writing or drawing prompt. Students can research and present on the impact of globalization on modern economic interactions, investigating the origins of personal belongings or various foods. They can discuss the benefits and drawbacks of globalization and the ways it has changed the world economy.
- **Country Metrics Comparison Project:** Compare and contrast economic and social metrics of various countries, such as GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, Literacy Rates, and Human Freedom Index. They can analyze the implications of these metrics on quality of life and discuss the factors that contribute to differences between countries.



Real World Connections (World Geography and Civics: Standard 6.15)

- Present how social media is a part of globalization and influencers' monetization based on "views" from people around the world.
- Research and present on the primary, secondary, and tertiary economic activities in different countries around the world, and how they contribute to the overall economy.
- Examine current events in the business world and analyze how the factors of production (land, labor, capital, and entrepreneurship) impact economic decisions made by businesses and governments.
- Research and compare traditional, command, and market economic systems in different countries, and evaluate the advantages and disadvantages of each system.
- Analyze and compare the characteristics of communism, socialism, and free enterprise by studying case studies of countries that follow these economic systems.
- Study the economic interactions of different cultures in the past (e.g. trade along the Silk Road) and compare them to modern economic interactions (e.g. global trade networks).
- Research the origins of various everyday items (such as clothing or food) and trace their journey through the global economy, analyzing the impact of globalization on these products.
- Research and compare economic and social metrics of different countries, such as GDP per capita, Human Misery Index, and Human Freedom Index, and discuss the relationship between economic and social well-being in different parts of the world.



Differentiation (World Geography and Civics: Standard 6.15)

Economic Activities Sort:

- For students who may need additional help with categorization, provide them with pre-labeled categories and examples to sort.
- For students who need a challenge, ask them to research and identify economic activities in more than two countries and compare them.

Factors of Production Graphic Organizer:

- For students who may need additional help with organization, provide them with a pre-made graphic organizer and ask them to fill in the examples.
- For students who need a challenge, ask them to research and present on a historical example of each factor of production.

Economic Systems Debate:

- For students who may need additional help with public speaking, allow them to participate in a written debate or small group discussion.
- For students who need a challenge, ask them to research and present on a fourth economic system (such as mixed economy or barter economy).

Economic Ideology Comparison Chart:

- For students who may need additional help with organization, provide them with a pre-made comparison chart and ask them to fill in the characteristics.
- For students who need a challenge, ask them to research and present on a lesser-known economic ideology (such as distributism or mutualism).

Historical Economic Interactions Timeline:

- For students who may need additional help with timelines, provide them with a pre-made timeline and ask them to fill in the events.



- For students who need a challenge, ask them to research and present on a specific historical economic interaction (such as the Silk Road or Transatlantic Slave Trade).

Globalization Research Project:

- For students who may need additional help with research, provide them with pre-selected sources and/or a research guide to follow.
- For students who need a challenge, ask them to present on a specific aspect of globalization (such as the impact on environmental sustainability or cultural diversity).

Country Metrics Comparison Project:

- For students who may need additional help with data analysis, provide them with pre-selected data and/or a comparison chart to fill in.
- For students who need a challenge, ask them to present on a country with outlier metrics and investigate the reasons behind them.



SUGGESTED INSTRUCTIONAL PLANNING GUIDE

for Mississippi College and Career Readiness Standards for Social Studies

World Geography and Civics

Standard 6.16: *Formulate an understanding of the cultural regions of the world:*

- Western Europe
- Eastern Europe
- North America
- Latin America
- South Asia
- East Asia
- Middle East
- North Africa
- Sub-Saharan Africa
- Oceania

Objectives

1. Explain the characteristics and development of culture.
2. Describe the major aspects of culture (e.g., religion, beliefs, languages, practices, art, architecture, behaviors, etc.).
3. Explain the significance of religious holidays and observances.
4. Explain how culture changes as it is passed from one generation to the next.
5. Investigate patterns of cultural diffusion.
6. Investigate how food relates to geography and cultural diffusion.
7. Identify and then contrast the major cultural regions around the world to cultures within United States.



Vocabulary

- Culture
- Religion
- Beliefs
- Practices
- Customs
- Traditions
- Folklore
- Rituals
- Heritage
- Cultural Diffusion
- Cultural Assimilation
- Cuisine
- Geographical Influences
- Culture Regions
- Ethnicity
- Diversity
- Multiculturalism



Learning Activities (World Geography and Civics: Standard 6.16)

- **Understanding Culture:** Describe school culture, classroom culture, and personal culture.
- **Cultural Region Presentations:** Divide students into groups and assign each group a cultural region. Students will research and prepare a presentation covering the major aspects of culture within their assigned region, including religion, beliefs, languages, practices, art, architecture, behaviors, etc. Presentations should also cover the historical development of the region's culture.
- **Religious Holiday Research:** Assign each student a religious holiday or observance from one of the cultural regions listed. Students will research and prepare a presentation explaining the significance of the holiday or observance within the culture, including its history and cultural practices.
- **Cultural Artifact Analysis:** Provide students with a selection of cultural artifacts from different regions and ask them to analyze the artifacts in terms of their cultural significance. Students should consider the materials used, design elements, and cultural practices associated with the artifact.
- **Cultural Diffusion Mapping:** Investigate and map out patterns of cultural diffusion between different regions. They should consider the flow of people, goods, and ideas, and how these have affected the cultural practices of different regions.
- **Cuisine Exploration:** Assign each student a cultural region and ask them to research and prepare a presentation on the region's traditional cuisine. Students should consider the geographical factors that influence food choices, as well as the cultural practices and customs related to food.
- **Comparative Culture Analysis:** Divide students into small groups and assign each group two cultural regions to compare and contrast. Students should analyze the major aspects of culture in each region, including religion, beliefs, languages, practices, art, architecture, behaviors, etc. They should consider the similarities and differences between the two cultures and how they have been shaped by historical and geographical factors.
- **Culture Region Gallery Walk:** Set up a gallery walk in the classroom with displays representing each of the cultural regions listed. Each display should include artifacts, images, and information about the major aspects of the culture in that region. Students will walk around the displays and take notes on the similarities and differences between the different cultural regions.



Real World Connections (World Geography and Civics: Standard 6.16)

- **Western Europe:** Research the history and culture of Western European countries, such as France, Germany, and the United Kingdom, and explore how their cultural practices have influenced the rest of the world.
- **Eastern Europe:** Investigate the unique cultural practices and history of Eastern European countries, such as Russia, Poland, and Ukraine, and compare and contrast them with those of Western Europe.
- **North America:** Analyze the cultural diversity of North America, including Indigenous cultures and those of various immigrant groups, and investigate how cultural practices have changed over time.
- **Latin America:** Explore the cultural practices of Latin American countries, such as Mexico, Brazil, and Argentina, and analyze how indigenous cultures have influenced modern Latin American societies.
- **South Asia:** Research the cultural practices of South Asian countries, such as India, Pakistan, and Bangladesh, and analyze how religion and tradition have shaped their societies.
- **East Asia:** Investigate the cultural practices of East Asian countries, such as China, Japan, and South Korea, and analyze how traditional beliefs and practices have influenced modern society.
- **Middle East:** Explore the cultural practices of Middle Eastern countries, such as Saudi Arabia, Iran, and Israel, and analyze how religion and tradition have shaped their societies.
- **North Africa:** Research the cultural practices of North African countries, such as Egypt, Morocco, and Tunisia, and analyze how geography and history have influenced their societies.
- **Sub-Saharan Africa:** Investigate the cultural practices of Sub-Saharan African countries, such as Nigeria, Kenya, and South Africa, and analyze how traditional beliefs and practices have influenced modern society.
- **Oceania:** Explore the cultural practices of Oceania countries, such as Australia, New Zealand, and Fiji, and analyze how geography and indigenous cultures have shaped their societies.



Differentiation (World Geography and Civics: Standard 6.16)

- **Cultural Region Presentations:** Work in pairs or smaller groups if they need more support in their research and presentation skills. Provide additional resources or materials for students who need extra support in their research.
- **Religious Holiday Research:** Assign holidays or observances that are more familiar or relevant to students' personal backgrounds to increase engagement and motivation. Provide visual aids or graphic organizers to support students who may need additional help with written or oral presentations.
- **Cultural Artifact Analysis:** Provide students with a range of artifacts that vary in complexity, allowing them to choose an artifact that is more accessible to them. Provide sentence starters or graphic organizers to support students who may need additional help with organizing their thoughts or ideas.
- **Cultural Diffusion Mapping:** Work in pairs or small groups to support collaboration and brainstorming. Provide visual aids or graphic organizers to support students who may need additional help with mapping or organizing their ideas.
- **Cuisine Exploration:** Choose a dish or cuisine that they are familiar with or provide simpler recipes or ingredients for students who may need additional help with more complex dishes. Provide visual aids or graphic organizers to support students who may need additional help with organizing their research or presentation.
- **Comparative Culture Analysis:** Choose their own cultural regions to compare and contrast or provide simpler cultural regions for students who may need additional help with more complex regions. Provide graphic organizers or sentence starters to support students who may need additional help with organizing their ideas or analysis.
- **Culture Region Gallery Walk:** Provide visual aids or graphic organizers to support students who may need additional help with taking notes or organizing their observations. Allow students to work in pairs or small groups to support collaboration and discussion.