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2020
Teacher Resource
Guide for
MS AAAS for the
K-8 Social Studies

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2020

Teacher Resource Guide for MS AAAS for the K-8 Social Studies

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The Standards

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The *2020 Mississippi Alternate Academic Achievement Standards for the K-8 Social Studies* are comprised of five essential content strands: Civics, Economics, Civil Rights, Geography, and History.

Remaining Material in the Teacher Resource Guide

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

Introduction

The MDE is dedicated to student success, improving student achievement in social studies and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education social studies framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for the K-8 Social Studies* include course-specific standards for social studies. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for MS AAAS for the K-8 Social Studies* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

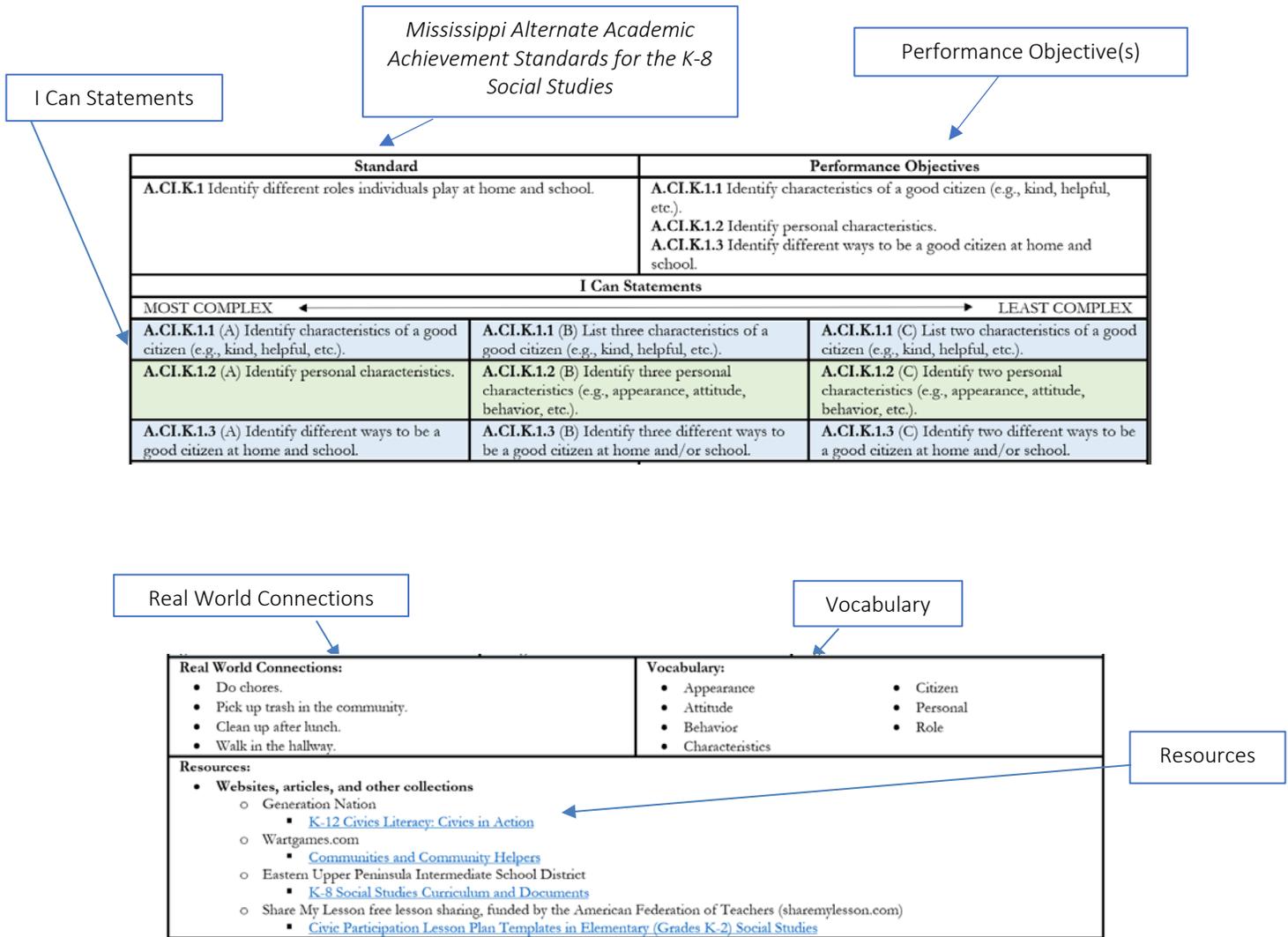
The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. The activities and adaptations provided are intended to serve as a model of how students participating in the Mississippi Academic Assessment Program-Alternate (MAAP-A) may receive academic instruction in social studies. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for the K-8 Social Studies* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

Structure of the *Teacher Resource Guide for MS AAAS for the K-8 Social Studies*

The MS AAAS for the K-8 Social Studies is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.
- **Real World Connections:** These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.
- **Vocabulary:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

Structure of the *Teacher Resource Guide for MS AAAS for the K-8 Social Studies* (Graphic)



Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

Teacher Resource Guide for *MS AAAS for the K-8 Social Studies*

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civics

Standard		Performance Objectives	
A.CI.K.1 Identify different roles individuals play at home and school.		A.CI.K.1.1 Identify characteristics of a good citizen (e.g., kind, helpful, etc.). A.CI.K.1.2 Identify personal characteristics. A.CI.K.1.3 Identify different ways to be a good citizen at home and school.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.K.1.1 (A) Identify characteristics of a good citizen (e.g., kind, helpful, etc.).	A.CI.K.1.1 (B) List three characteristics of a good citizen (e.g., kind, helpful, etc.).	A.CI.K.1.1 (C) List two characteristics of a good citizen (e.g., kind, helpful, etc.).	
A.CI.K.1.2 (A) Identify personal characteristics.	A.CI.K.1.2 (B) Identify three personal characteristics (e.g., appearance, attitude, behavior, etc.).	A.CI.K.1.2 (C) Identify two personal characteristics (e.g., appearance, attitude, behavior, etc.).	
A.CI.K.1.3 (A) Identify different ways to be a good citizen at home and school.	A.CI.K.1.3 (B) Identify three different ways to be a good citizen at home and/or school.	A.CI.K.1.3 (C) Identify two different ways to be a good citizen at home and/or school.	
Real World Connections: <ul style="list-style-type: none"> • Do chores. • Pick up trash in the community. • Clean up after lunch. • Walk in the hallway. 		Vocabulary: <ul style="list-style-type: none"> • Appearance • Attitude • Behavior • Characteristics • Citizen • Personal • Role 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Generation Nation <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ Wartgames.com <ul style="list-style-type: none"> ▪ Communities and Community Helpers ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Civic Participation Lesson Plan Templates in Elementary (Grades K-2) Social Studies 			

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civics

- [Knowledge of Human Characteristics Lesson Plan Templates in Preschool Social Studies](#)
- Education.com
 - [Social Studies Lesson Plans](#)
- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)
- BrainPOP Jr. (K-3)
 - [Citizenship](#)
 - [Communities](#)
- Teachers.net
 - [Social Studies Lesson Plans](#)
- 4²eXplore
 - [Bullying](#)
- University of Delaware
 - [Literature with Social Studies Themes](#)
- **Activities**
 - Categorize examples of people and events that relate to civic participation.
 - Give examples of qualities of a good citizen.
 - Practice citizenship skills, including courtesy, honesty, and fairness in working with others.

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civics

Standard	Performance Objectives	
A.CI.K.2 Identify and demonstrate appropriate individual behaviors within a group.	A.CI.K.2.1 Identify activities that are done in groups (e.g., playground games, circle time, etc.). A.CI.K.2.2 Identify personal behaviors within each group. A.CI.K.2.3 Identify home and school rules (e.g., quiet voice, sharing, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.CI.K.2.1 (A) Identify activities that are done in groups (e.g., playground games, circle time, etc.).	A.CI.K.2.1 (B) Identify three activities that are done in groups (e.g., playground games, circle time, etc.).	A.CI.K.2.1 (C) Identify two activities that are done in groups (e.g., playground games, circle time, etc.).
A.CI.K.2.2 (A) Identify personal behaviors within each group.	A.CI.K.2.2 (B) Identify two personal behaviors within various groups or situations (e.g., playground games, circle time, etc.).	A.CI.K.2.2 (C) Identify a personal behavior within a group or situation (e.g., playground games, circle time, etc.).
A.CI.K.2.3 (A) Identify home and school rules (e.g., quiet voice, sharing, etc.).	A.CI.K.2.3 (B) Match rules to the situation (e.g., home or school).	A.CI.K.2.3 (C) Identify a home or school rule.
Real World Connections: <ul style="list-style-type: none"> • Share toys. • Follow rules (e.g., circle time, playground, lunchroom, games, etc.). • Use a quiet voice during assemblies. • Put toys away. 	Vocabulary: <ul style="list-style-type: none"> • Activities • Appropriate • Behavior • Group • Individual • Personal • Rules • Situation 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Generation Nation <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Wartgames.com <ul style="list-style-type: none"> ▪ Communities and Community Helpers ▪ Feelings, Emotions, Anger ▪ Family 		

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civics

- TeachHUB.com
 - [Video Writing Prompt: Wreck it Ralph](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
 - [Knowledge of Human Characteristics Lesson Plan Templates in Preschool Social Studies](#)
- Education.com
 - [Social Studies Lesson Plans](#)
- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)
- **Videos**
 - YouTube by CrashCourse World History
 - [Social studies videos](#)

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civics

Standard		Performance Objectives	
A.CI.K.3 Identify central authority figures and their roles.		A.CI.K.3.1 Identify central authority figures. A.CI.K.3.2 Identify the roles of a central authority figure.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.K.3.1 (A) Identify central authority figures.	A.CI.K.3.1 (B) Select three pictures of central authority figures (e.g., parents, teachers, police officers, etc.)	A.CI.K.3.1 (C) Select two pictures of central authority figures (e.g., parents, teachers, police officers, etc.).	
A.CI.K.3.2 (A) Identify the roles of a central authority figure.	A.CI.K.3.2 (B) Identify two roles of a central authority figure.	A.CI.K.3.2 (C) Identify the role of a central authority figure.	
Real World Connections: <ul style="list-style-type: none"> • Tell a teacher when being bullied. • Ask a policeman for help when lost. • Ask a parent for permission to go outside. 		Vocabulary: <ul style="list-style-type: none"> • Authority • Central authority figure • Respect • Role • Safety • Trustworthy 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Generation Nation <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Wartgames.com <ul style="list-style-type: none"> ▪ Communities and Community Helpers ▪ Family ▪ School Bus Safety ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Civic Participation Lesson Plan Templates in Elementary (Grades K-2) Social Studies ▪ Knowledge of Human Characteristics Lesson Plan Templates in Preschool Social Studies ○ Education.com <ul style="list-style-type: none"> ▪ Social Studies Lesson Plans 			

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civics

- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)
- BrainPOP
 - [Parenthood](#)

COURSE: Kindergarten
 THEME: Citizenship at Home and School
 STRANDS: Economics

Standard		Performance Objectives	
A.E.K.1 Explain the function of money.		A.E.K.1.1 Explain how money is used in daily life (e.g., purchasing items at school, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.K.1.1 (A) Explain how money is used in daily life (e.g., purchasing items at school, etc.).	A.E.K.1.1 (B) Give two examples of how money is used in daily life (e.g., purchasing items at school, etc.).	A.E.K.1.1 (C) Give an example of how money is used in daily life (e.g., purchasing items at school, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Buy snacks at break and/or a vending machine. • Use behavior tokens to purchase rewards. • Purchase a book at a book fair. 		Vocabulary: <ul style="list-style-type: none"> • Coins • Daily life • Dollars • Function • Money • Purchasing 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ BrainPOP <ul style="list-style-type: none"> ▪ Banking ▪ Money ○ Wartgames.com <ul style="list-style-type: none"> ▪ Money ▪ Economics and Business ○ Mr. Donn's Site for Kids and Teachers <ul style="list-style-type: none"> ▪ Economics – Lessons, Overviews, Units for Teachers ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades K-2) Social Studies ○ Federal Reserve Bank of St. Louis <ul style="list-style-type: none"> ▪ Kiddynamics: An Economics Curriculum for Young Learners, Lessons for Grades Pre-K-K 			

COURSE: Kindergarten
 THEME: Citizenship at Home and School
 STRANDS: Economics

Standard		Performance Objectives	
A.E.K.2 Differentiate between goods and services.		A.E.K.2.1 Discuss goods and services.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.K.2.1 (A) Discuss goods and services	A.E.K.2.1 (B) Define goods and services.	A.E.K.2.1 (C) Define goods.	
Real World Connections: <ul style="list-style-type: none"> • Make items to sell. • Collect plastic bottles for recycling. • Contribute canned items for a food drive. • Go to the doctor to get shots. 		Vocabulary: <ul style="list-style-type: none"> • Goods • Services 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ○ EdHelper.com <ul style="list-style-type: none"> ▪ Economics Theme Unit ○ Econedlink.org <ul style="list-style-type: none"> ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) ▪ Communities: What They Provide for Us ○ Mr. Donn’s Site for Kids and Teachers <ul style="list-style-type: none"> ▪ Economics – Lessons, Overviews, Units for Teachers ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades K-2) Social Studies ○ Federal Reserve Bank of St. Louis <ul style="list-style-type: none"> ▪ Kiddynomics: An Economics Curriculum for Young Learners, Lessons for Grades Pre-K-K ○ BrainPOP Jr. (K-3) <ul style="list-style-type: none"> ▪ Economics 			

COURSE: Kindergarten
 THEME: Citizenship at Home and School
 STRANDS: Economics

Standard		Performance Objectives	
A.E.K.3 Discuss the basic needs of individuals.		A.E.K.3.1 Explain the basic needs of individuals.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.K.3.1 (A) Explain the basic needs of individuals.	A.E.K.3.1 (B) Name the basic needs of individuals.	A.E.K.3.1 (C) Name two basic needs of individuals.	
Real World Connections: <ul style="list-style-type: none"> • Realize that basic needs are met at home. • Wear proper clothing to protect against the elements. • Eat when hungry. 		Vocabulary: <ul style="list-style-type: none"> • Basic needs • Individual • Needs • Shelter • Wants 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ○ BrainPOP Jr. (K-3) <ul style="list-style-type: none"> ▪ Economics ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ EdHelper.com <ul style="list-style-type: none"> ▪ Economics Theme Unit ○ Econedlink.org <ul style="list-style-type: none"> ▪ Communities: What They Provide for Us ○ Mr. Donn's Site for Kids and Teachers <ul style="list-style-type: none"> ▪ Economics – Lessons, Overviews, Units for Teachers ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades K-2) Social Studies ○ Federal Reserve Bank of St. Louis <ul style="list-style-type: none"> ▪ Kiddynomics: An Economics Curriculum for Young Learners, Lessons for Grades Pre-K-K 			

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civil Rights

Standard	Performance Objectives	
A.CR.K.1 Identify similarities and differences between individuals.	A.CR.K.1.1 Identify characteristics that are similar and different in individuals (e.g., people prefer to eat different foods, people communicate in different languages, people communicate with sign language or augmentative or alternate communication, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.CR.K.1.1 (A) Identify characteristics that are similar and different in individuals (e.g., people prefer to eat different foods, people communicate in different languages, people communicate with sign language or augmentative or alternate communication, etc.).	A.CR.K.1.1 (B) Select characteristics that are different in individuals (e.g., people prefer to eat different foods, people communicate in different languages, people communicate with sign language or augmentative or alternate communication, etc.).	A.CR.K.1.1 (C) Select characteristics that are similar in individuals (e.g., people prefer to eat different foods, people communicate in different languages, people communicate with sign language or augmentative or alternate communication, etc.).
Real World Connections: <ul style="list-style-type: none"> • Explore sign language. • Explore AAC devices. • Help friends. 	Vocabulary: <ul style="list-style-type: none"> • Different • Glasses • Hearing aids • Same • Sign language • Wheelchair 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ The Southern Poverty Law Center Tolerance.org <ul style="list-style-type: none"> ▪ Teaching Tolerance Classroom Resources ○ American Sign Language (ASL) University <ul style="list-style-type: none"> ▪ American Sign Language Resources ○ Mr. Donn’s Site for Kids and Teachers <ul style="list-style-type: none"> ▪ Diversity Lesson Plans, Games, Activities ○ <i>Shades of People</i> by Shelley Rotner and Sheila M. Kelly ○ <i>The Colors of Us</i> by Karen Katz ○ <i>The Skin You Live In</i> by Michael Tyler 		

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civil Rights

- **Activities**

- Role-play communicating with classmates.

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civil Rights

Standard	Performance Objectives	
A.CR.K.2 Explore traditions and contributions of various cultures.	A.CR.K.2.1 Explore the ways people celebrate their diverse cultural heritage (e.g., through language, games, songs, dances, holidays, etc.).	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
A.CR.K.2.1 (A) Explore the ways people celebrate their diverse cultural heritage (e.g., through language, games, songs, dances, holidays, etc.).	A.CR.K.2.1 (B) Sort the ways people celebrate culturally.	A.CR.K.2.1 (C) Illustrate a family tradition.
Real World Connections: <ul style="list-style-type: none">• Learn a dance.• Sing a song.• Play a game.• Watch a video.	Vocabulary: <ul style="list-style-type: none">• Celebrate• Dance• Family• Sing	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ StudentSavvy: Engaging teaching ideas and resources<ul style="list-style-type: none">▪ Integrate Multicultural Fun Into the Classroom! – Student Activities• Activities<ul style="list-style-type: none">○ Kid World Citizen by Becky Morales (kidworldcitizen.org)<ul style="list-style-type: none">▪ Diversity Quilts for International Week○ KC Edventures, LLC, Olathe, KS (kcedventures.com)<ul style="list-style-type: none">▪ Musical Games for Kids: Songs from Around the World• Videos<ul style="list-style-type: none">○ YouTube by Alphablocks<ul style="list-style-type: none">▪ Learn to Read Phonics for Kids Writing Made Easy		

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Civil Rights

- YouTube by English Singing
 - [Videos of understanding one's culture](#)

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Geography

Standard	Performance Objectives	
A.G.K.1 Identify symbols on a map and directional words.	A.G.K.1.1 Locate symbols and pictures on a map (e.g., people, places, things, etc.). A.G.K.1.2 Demonstrate the meaning of directional words (e.g., up, down, over, under, behind, next to, far, near, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.G.K.1.1 (A) Locate symbols and pictures on a map (e.g., people, places, things, etc.).	A.G.K.1.1 (B) Locate two symbols and/or pictures on a map (e.g., people, places, things, etc.).	A.G.K.1.1 (C) Locate a symbol and/or picture on a map (e.g., people, places, things, etc.).
A.G.K.1.2 (A) Demonstrate the meaning of directional words (e.g., up, down, over, under, behind, next to, far, near, etc.).	A.G.K.1.2 (B) Demonstrate the meaning of four directional words (e.g., up, down, over, under, behind, next to, far, near, etc.).	A.G.K.1.2 (C) Demonstrate the meaning of two directional words (e.g., up, down, over, under, behind, next to, far, near, etc.).
Real World Connections: <ul style="list-style-type: none"> • Follow directions to get to the bathroom. • Follow footsteps from one center to the next. • Follow patterns in an interactive hallway. • Walk on the right side of the hall. • Pass papers in a specified direction. 	Vocabulary: <ul style="list-style-type: none"> • Direction • Directional words (e.g., up, down, etc.) • Map • Places • Symbols 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ We Are Teachers <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Education.com <ul style="list-style-type: none"> ▪ Reading a Map ▪ Map to School ▪ Kindergarten Readiness: Map the Day! ○ National Geographic <ul style="list-style-type: none"> ▪ Map Skills for Elementary Students 		

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Geography

- Mr. Donn's Site for Kids and Teachers
 - [Map Symbols and Grid References](#)
- Wartgames.com
 - [Maps, Map Skills, Atlases](#)
 - [World Landmarks Games](#)
 - [Landforms: Free Games and Activities for Kids](#)
- EdHelper.com
 - [Geography](#)
- PBS Learning Media
 - [Social Studies](#)
- BrainPOP Jr. (K-3)
 - [Geography](#)
- TeacherVision.com
 - [Geography Teacher Resources](#)
- We Are Teachers
 - [13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum](#)
- TeachersFirst.com
 - [Classroom resources for K-6 geography](#)

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Geography

Standard		Performance Objectives	
A.G.K.2 Identify basic geographic features.		A.G.K.2.1 Differentiate between landforms and bodies of water. A.G.K.2.2 Identify things that people build (e.g., houses, buildings, roads, bridges, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.K.2.1 (A) Differentiate between landforms and bodies of water.	A.G.K.2.1 (B) Match landforms and bodies of water to pictures.	A.G.K.2.1 (C) Match a landform to a picture.	
A.G.K.2.2 (A) Identify things that people build (e.g., houses, buildings, roads, bridges, etc.).	A.G.K.2.2 (B) List three things that people build (e.g., houses, buildings, roads, bridges, etc.).	A.G.K.2.2 (C) List two things that people build (e.g., houses, buildings, roads, bridges, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Play in water (e.g., a lake, stream, pond, puddle, etc.). • Play on land (e.g., dirt, sand, grass, etc.). • Build a house out of blocks. 		Vocabulary: <ul style="list-style-type: none"> • Bodies of water • Build • Geographic • Landform (hill, mountain, beach, deserts, pasture, etc.) • Structure 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ We Are Teachers <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Education.com <ul style="list-style-type: none"> ▪ Reading a Map ▪ Map to School ○ National Geographic <ul style="list-style-type: none"> ▪ Map Skills for Elementary Students ○ Pete's PowerPoint Station <ul style="list-style-type: none"> ▪ Landforms ▪ USA Geography ▪ World Geography ○ Wartgames.com 			

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Geography

- [Landforms: Free Games and Activities for Kids](#)

COURSE: Kindergarten
 THEME: Citizenship at Home and School
 STRANDS: Geography

Standard	Performance Objectives	
A.G.K.3 Locate landmarks from a map of a school and town.	A.G.K.3.1 Identify relatable representations on a map (e.g., locate the playground on a school map, etc.). A.G.K.3.2 Identify the resident, school, and town.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.G.K.3.1 (A) Identify relatable representations on a map (e.g., locate the playground on a school map, etc.).	A.G.K.3.1 (B) Identify two familiar representations on a map (e.g., locate the playground on a school map, etc.).	A.G.K.3.1 (C) Identify a familiar representation on a map (e.g., locate the playground on a school map, etc.).
A.G.K.3.2 (A) Identify the resident, school, and town.	A.G.K.3.2 (B) Identify a school and town on a map.	A.G.K.3.2 (C) Identify a town on a map.
Real World Connections: <ul style="list-style-type: none"> • Use a map to find a playground, school, etc. • Make a list of landmarks (e.g., McDonalds sign, historic markers, etc.). 	Vocabulary: <ul style="list-style-type: none"> • Familiar • Landmark • Location • Map • Residence • Symbol • Town/city 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ We Are Teachers <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Education.com <ul style="list-style-type: none"> ▪ Map to School ▪ Reading a Map ▪ Kindergarten Readiness: Map the Day! ▪ Cartography for Kids ○ National Geographic 		

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: Geography

- [Map Skills for Elementary Students](#)
- Pete's PowerPoint Station
 - [USA Geography](#)
- Wartgames.com
 - [World Landmarks Games](#)

COURSE: Kindergarten
 THEME: Citizenship at Home and School
 STRANDS: History

Standard		Performance Objectives	
A.H.K.1 Identify traditions, symbols, customs, and celebrations representative of Mississippi and the United States.		A.H.K.1.1 Identify the Mississippi and United States flags.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.K.1.1 (A) Identify the Mississippi and United States flags.	A.H.K.1.1 (B) Select the Mississippi state flag.	A.H.K.1.1 (C) Select the United States flag.	
Real World Connections: <ul style="list-style-type: none"> • Create an art piece representing the flag. • Make patriotic crafts. • Practice flag etiquette. • Identify the rules and etiquette of citizenship (e.g., stand for the flag, hand over heart, etc.). 		Vocabulary: <ul style="list-style-type: none"> • Flag • Red • Flag etiquette • Star • Stripe 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ State Symbols USA <ul style="list-style-type: none"> ▪ Various state symbols – Mississippi ○ MS.Gov <ul style="list-style-type: none"> ▪ State Symbols – Mississippi ○ <i>F is for Flag</i> by Wendy Cheyette Lewison ○ TeachersPayTeachers.com (subscription required) <ul style="list-style-type: none"> ▪ Mississippi cutting (PDF) • Activities <ul style="list-style-type: none"> ○ Construct a Mississippi and/or American flag. ○ ChildFun, Inc. (Childfun.com) <ul style="list-style-type: none"> ▪ Flag Day Activities and Crafts for Kids ○ Pinterest – Art with Jenny K. <ul style="list-style-type: none"> ▪ Veterans Day Collaborative Flag ▪ Art Integration • Videos 			

COURSE: Kindergarten

THEME: Citizenship at Home and School

STRANDS: History

- YouTube by Andre Malok, NJ Advance Media for NJ.com
 - [American flag facts, etiquette and history](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Civics

Standard		Performance Objectives	
A.CI.1.1 Identify individuals in a household and the roles of each person.		A.CI.1.1.1 Identify different family members. A.CI.1.1.2 Identify contributing actions of individual family members within the home.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.1.1.1 (A) Identify different family members.	A.CI.1.1.1 (B) Identify two different family members.	A.CI.1.1.1 (C) Identify a family member.	
A.CI.1.1.2 (A) Identify contributing actions of individual family members within the home.	A.CI.1.1.2 (B) Identify three roles or responsibilities of individual family members within the home.	A.CI.1.1.2 (C) Identify a role or responsibility of individual family members within the home.	
Real World Connections: <ul style="list-style-type: none"> • Create a family tree. • Bring family pictures to school. • Ask a parent or guardian for permission to go outside. 		Vocabulary: <ul style="list-style-type: none"> • Actions • Family members • Household • Responsibilities • Role 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Family ▪ Communities and Community Helpers ○ BrainPOP Jr. (K-3) <ul style="list-style-type: none"> ▪ Citizenship ▪ Communities ○ Education.com <ul style="list-style-type: none"> ▪ Social Studies Lesson Plans ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Generation Nation <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action 			

COURSE: First Grade

THEME: Citizenship at School

STRANDS: Civics

- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
 - [Knowledge of Human Characteristics Lesson Plan Templates in Preschool Social Studies](#)
- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)
- Education.com
 - [Social Studies Lesson Plans](#)
- Teachers.net
 - [Social Studies Lesson Plans](#)
- 4²eXplore
 - [Bullying](#)
- University of Delaware
 - [Literature with Social Studies Themes](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Civics

Standard	Performance Objectives	
A.CI.1.2 Identify actions that demonstrate good citizenship at home and school.	A.CI.1.2.1 Identify actions that demonstrate good citizenship at home (e.g., willing to participate in household chores, recycle, etc.). A.CI.1.2.2 Identify actions that demonstrate good citizenship at school (e.g., follow rules, respect others' property, help others, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.CI.1.2.1 (A) Identify actions that demonstrate good citizenship at home (e.g., willing to participate in household chores, recycle, etc.).	A.CI.1.2.1 (B) Identify two actions that demonstrate good citizenship at home (e.g., willing to participate in household chores, recycle, etc.).	A.CI.1.2.1 (C) Identify an action that demonstrates good citizenship at home (e.g., willing to participate in household chores, recycle, etc.).
A.CI.1.2.2 (A) Identify actions that demonstrate good citizenship at school (e.g., follow rules, respect others' property, help others, etc.).	A.CI.1.2.2 (B) Identify two actions that demonstrate good citizenship at school (e.g., follow rules, respect others' property, help others, etc.).	A.CI.1.2.2 (C) Identify an action that demonstrates good citizenship at school (e.g., follow rules, respect others' property, help others, etc.).
Real World Connections: <ul style="list-style-type: none"> • Share materials with classmates and siblings. • Help keep the house clean. • Resist taking things that do not belong to them. 	Vocabulary: <ul style="list-style-type: none"> • Actions • Chores • Citizenship • Demonstrate • Recycle • Respect 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Generation Nation <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Random Acts of Kindness <ul style="list-style-type: none"> ▪ Kindergarten-5th Grade Lesson Plans ○ BrainPOP <ul style="list-style-type: none"> ▪ Citizenship 		

COURSE: First Grade

THEME: Citizenship at School

STRANDS: Civics

- BrainPOP Jr. (K-3)
 - [Citizenship](#)
- Common Sense Education
 - [Digital Compass](#)
- Wartgames.com
 - [Communities and Community Helpers](#)
 - [Family](#)
 - [School Bus Safety](#)
 - [Feelings, Emotions, Anger](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)
- TeachHUB.com
 - [Video Writing Prompt: Wreck it Ralph](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Civics

Standard		Performance Objectives	
A.CI.1.3 Identify authority figures at home and school.		A.CI.1.3.1 Identify authority figures at home. A.CI.1.3.2 Identify authority figures at school. A.CI.1.3.3 Identify a rule at home and a rule from school and the possible consequences for failing to obey each rule.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.1.3.1 (A) Identify authority figures at home.	A.CI.1.3.1 (B) Identify an authority figure at home.	A.CI.1.3.1 (C) Define an authority figure at home.	
A.CI.1.3.2 (A) Identify authority figures at school.	A.CI.1.3.2 (B) Identify an authority figure at school.	A.CI.1.3.2 (C) Define an authority figure at school.	
A.CI.1.3.3 (A) Identify a rule at home and a rule from school and the possible consequences for failing to obey each rule.	A.CI.1.3.3 (B) Identify a rule at home and a rule from school and/or the possible consequences for failing to obey each rule.	A.CI.1.3.3 (C) Define a rule and a consequence.	
Real World Connections: <ul style="list-style-type: none"> • Ask a parent or guardian for permission to go outside. • Ask a teacher for permission to leave the classroom. • Listen to the bus driver. • Follow instructions given by lunchroom personnel. 		Vocabulary: <ul style="list-style-type: none"> • Authority • Authority figures • Consequences • Obey • Respect • Rules 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Generation Nation <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ BrainPOP <ul style="list-style-type: none"> ▪ Parenthood ○ Wartgames.com <ul style="list-style-type: none"> ▪ Communities and Community Helpers ▪ Family 			

COURSE: First Grade

THEME: Citizenship at School

STRANDS: Civics

- [School Bus Safety](#)
- Eastern Upper Peninsula Intermediate School District
 - [K-8 Social Studies Curriculum and Documents](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
 - [Knowledge of Human Characteristics Lesson Plan Templates in Preschool Social Studies](#)
- Education.com
 - [Social Studies Lesson Plans](#)
- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Economics

Standard		Performance Objectives	
A.E.1.1 Discuss needs and wants at school and home.		A.E.1.1.1 Discuss needs at school and home. A.E.1.1.2 Discuss wants at school and home.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.1.1.1 (A) Discuss needs at school and home.	A.E.1.1.1 (B) Identify three needs at school and/or home.	A.E.1.1.1 (C) Identify a need at school and/or home.	
A.E.1.1.2 (A) Discuss wants at school and home.	A.E.1.1.2 (B) Identify three wants at school and/or home.	A.E.1.1.2 (C) Identify a want at school and/or home.	
Real World Connections: <ul style="list-style-type: none"> • Bring classroom supplies to school. • Take notes home to their parents. • Ask for video games (wants). • Ask for extra recess time. 		Vocabulary: <ul style="list-style-type: none"> • Home • Needs • School • Wants 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ○ EdHelper.com <ul style="list-style-type: none"> ▪ Economics Theme Unit ○ Econedlink.org <ul style="list-style-type: none"> ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) ▪ Communities: What They Provide for Us ○ Mr. Donn’s Site for Kids and Teachers <ul style="list-style-type: none"> ▪ Economics – Lessons, Overviews, Units for Teachers ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades K-2) Social Studies 			

COURSE: First Grade

THEME: Citizenship at School

STRANDS: Economics

- Federal Reserve Bank of St. Louis
 - [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- BrainPOP Jr. (K-3)
 - [Economics](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Economics

Standard		Performance Objectives	
A.E.1.2 Discuss goods and services used by families.		A.E.1.2.1 Discuss the types of goods used by families. A.E.1.2.2 Discuss the types of services used by families.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.1.2.1 (A) Discuss the types of goods used by families.	A.E.1.2.1 (B) Discuss three types of goods used by families.	A.E.1.2.1 (C) Discuss a good used by families.	
A.E.1.2.2 (A) Discuss the types of services used by families.	A.E.1.2.2 (B) Identify two types of services used by families.	A.E.1.2.2 (C) Identify a type of service used by families.	
Real World Connections: <ul style="list-style-type: none"> • Participate in a special class (e.g., guitar lessons, tutoring, etc.). • Purchase books at a book fair. • Purchase groceries. 		Vocabulary: <ul style="list-style-type: none"> • Family • Goods • Services 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Family ▪ Economics and Business ○ Eastern Upper Peninsula Intermediate School District <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ EdHelper.com <ul style="list-style-type: none"> ▪ Economics Theme Unit ○ Econedlink.org <ul style="list-style-type: none"> ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) ▪ Communities: What They Provide for Us ○ Mr. Donn’s Site for Kids and Teachers <ul style="list-style-type: none"> ▪ Economics – Lessons, Overviews, Units for Teachers ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades K-2) Social Studies 			

COURSE: First Grade

THEME: Citizenship at School

STRANDS: Economics

- Federal Reserve Bank of St. Louis
 - [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- BrainPOP Jr. (K-3)
 - [Economics](#)
- Econedlink.org
 - [Bad Kitty Gets “Good” Goods and Services](#) (requires a copy of the book)
 - [Communities: What They Provide for Us](#)
- TeachersFirst.com
 - [Classroom resources for K-6 economics](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Economics

Standard		Performance Objectives	
A.E.1.3 Explain how money is necessary to purchase goods and services found within a home.		A.E.1.3.1 Discuss how people obtain money through work. A.E.1.3.2 Discuss how money is used to purchase goods and services.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.1.3.1 (A) Discuss how people obtain money through work.	A.E.1.3.1 (B) Identify two ways people obtain money through work.	A.E.1.3.1 (C) Identify a way people obtain money through work.	
A.E.1.3.2 (A) Discuss how money is used to purchase goods and services.	A.E.1.3.2 (B) Identify two goods and services purchased with money.	A.E.1.3.2 (C) Define goods or services.	
Real World Connections: <ul style="list-style-type: none"> • Do chores for an allowance (e.g., rake leaves). • Buy snacks (e.g., snack cart, vending machine, extras in cafeteria). • Play games that incorporate the use of money (e.g., Monopoly™, Life™). 		Vocabulary: <ul style="list-style-type: none"> • Goods • Money • Necessary • Purchase • Services • Work 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ BrainPOP <ul style="list-style-type: none"> ▪ Money ○ Wartgames.com <ul style="list-style-type: none"> ▪ Money ▪ Economics and Business ○ Econedlink.org <ul style="list-style-type: none"> ▪ Communities: What They Provide for Us ○ BrainPOP <ul style="list-style-type: none"> ▪ Banking ▪ Money ○ Mr. Donn's Site for Kids and Teachers <ul style="list-style-type: none"> ▪ Economics – Lessons, Overviews, Units for Teachers ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades K-2) Social Studies 			

COURSE: First Grade
THEME: Citizenship at School
STRANDS: Economics

- Federal Reserve Bank of St. Louis
 - [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.1.1 Identify the similarities and differences in families.		A.CR.1.1.1 Investigate different family structures (e.g., blended, nuclear, single parent, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CR.1.1.1 (A) Investigate different family structures (e.g., blended, nuclear, single parent, etc.).	A.CR.1.1.1 (B) Compare and contrast the different family structures of peers.	A.CR.1.1.1 (C) Describe one's own family structure.	
Real World Connections: <ul style="list-style-type: none"> • Create a family tree. • Create a family dish. • Make a family photo album. 		Vocabulary: <ul style="list-style-type: none"> • Aunt • Brother • Cousin • Family • Father • Grandfather • Grandmother • Mother • Sibling • Sister • Uncle 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Family ▪ Compare and Contrast ○ Utah Education Network in partnership with the Utah State Board of Education <ul style="list-style-type: none"> ▪ K-Act. 16: Family Centers Lesson Plan ▪ Celebrating Family Traditions ○ <i>Family Tree</i> by Joan Sweeny ○ <i>This is My House</i> by Arthur Dorros ○ <i>The Berenstain Bears</i> children's literature by Stan, Jan and Mike Berenstain • Activities <ul style="list-style-type: none"> ○ Create a family tree poster. 			

COURSE: First Grade
THEME: Citizenship at School
STRANDS: Civil Rights

- Videos
 - YouTube by English Singing
 - [Kids vocabulary - Family](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.1.2 Describe traditions of various cultures.		A.CR.1.2.1 Describe holidays and celebrations of various cultures (e.g., within the class and community).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CR.1.2.1 (A) Describe holidays and celebrations of various cultures (e.g., within the class and community).	A.CR.1.2.1 (B) Match the celebration and holiday to its culture.	A.CR.1.2.1 (C) Select a celebration for a specific culture.	
Real World Connections: <ul style="list-style-type: none"> • Illustrate a family tradition. • Draw connections between the calendar and specific holidays. 		Vocabulary: <ul style="list-style-type: none"> • Calendar • Celebration • Community • Cultures • Differences • Holiday • Tradition 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Pete's PowerPoint Station <ul style="list-style-type: none"> ▪ What is Culture? ○ Utah Education Network in partnership with the Utah State Board of Education <ul style="list-style-type: none"> ▪ Celebrating Family Traditions ▪ K-Act. 16: Family Centers Lesson Plan ○ <i>All are Welcome</i> by Alexandra Penfold • Activities <ul style="list-style-type: none"> ○ Celebrate holidays around the world. ○ Listen to songs in different languages. ○ Learn cultural etiquette. ○ Create a passport. • Videos <ul style="list-style-type: none"> ○ YouTube by English Singing <ul style="list-style-type: none"> ▪ Understanding one's culture 			

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.1.3 Given a situation or scenario, identify ways individuals can get along with and work with others.		A.CR.1.3.1 Describe situations when people must get along and work together (e.g., two friends want to play with the same toy, so the two friends can share the toy).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CR.1.3.1 (A) Describe situations when people must get along and work together (e.g., two friends want to play with the same toy, so the two friends can share the toy).	A.CR.1.3.1 (B) Role-play selected pictures of people getting along and working together (e.g., two friends playing together , two friends sharing a toy, etc.).	A.CR.1.3.1 (C) Select pictures of people getting along and working together (e.g., two friends playing together, two friends sharing a toy, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Create an “all about me” poster. • Discuss members of a family. • Play turn-taking games. 		Vocabulary: <ul style="list-style-type: none"> • Act • Different • Drama • Family • Friends • Share • Similar 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Utah Education Network in partnership with the Utah State Board of Education <ul style="list-style-type: none"> ▪ Lesson plans about how individuals and families are both similar and different ▪ Celebrating Family Traditions ▪ K-Act. 16: Family Centers Lesson Plan ○ <i>Family Tree</i> by Joan Sweeny ○ <i>This is my House</i> by Arthur Dorros • Activities <ul style="list-style-type: none"> ○ Make “face cards” of family members. ○ Create a family tree poster. • Videos <ul style="list-style-type: none"> ○ YouTube by Jolanda van Dorst <ul style="list-style-type: none"> ▪ The Power of Teamwork Good Teamwork 			

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Geography

Standard		Performance Objectives	
A.G.1.1 Identify ways you feel you belong at school, at home, and in your community.		A.G.1.1.1 Identify terms related to location, size, and distance. A.G.1.1.2 Identify how your basic needs are met in your geographic location (e.g., shelter, clothing, food, education, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.1.1.1 (A) Identify terms related to location, size, and distance.	A.G.1.1.1 (B) Define location, size, and distance.	A.G.1.1.1 (C) Define location, size, or distance.	
A.G.1.1.2 (A) Identify how your basic needs are met in your geographic location (e.g., shelter, clothing, food, education, etc.).	A.G.1.1.2 (B) Identify three of your basic needs that are met in your geographic location (e.g., shelter, clothing, food, education, etc.).	A.G.1.1.2 (C) Identify a basic need that is met in your geographic location (e.g., shelter, clothing, food, education, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Use a graphic organizer to illustrate location, size, and distance. • Count steps from classroom to lunchroom. • Give instructions to locate some point in the school (e.g, office, lunchroom, gym, library, etc.). • Go to store to buy groceries. 		Vocabulary: <ul style="list-style-type: none"> • Basic needs (e.g., shelter, clothing) • Community • Distance • Geographic • Location • Size 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ We Are Teachers <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Wartgames.com <ul style="list-style-type: none"> ▪ Communities and Community Helpers ▪ Compass and Direction ▪ Maps, Map Skills, Atlases ○ Education.com <ul style="list-style-type: none"> ▪ Reading a Map 			

COURSE: First Grade

THEME: Citizenship at School

STRANDS: Geography

- [Map to School](#)
- [Kindergarten Readiness: Map the Day](#)
- National Geographic (nationalgeographic.org)
 - [Map Skills for Elementary Students](#)
 - [Cardinal Directions and Maps](#)
- Mr. Donn's Site for Kids and Teachers
 - [Map Symbols and Grid References](#)
- EdHelper.com
 - [Geography](#)
- PBS Learning Media
 - [Social Studies](#)
- BrainPOP Jr. (K-3)
 - [Geography](#)
- TeachersFirst.com
 - [Classroom resources for K-6 geography](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Geography

Standard	Performance Objectives	
A.G.1.2 Identify basic geographic features of the environment.	A.G.1.2.1 Identify basic geographic features of your community. A.G.1.2.2 Describe landforms of the environment through the use of online mediums or picture books (e.g., mountains, hills, lakes, oceans, rivers, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.G.1.2.1 (A) Identify basic geographic features of your community.	A.G.1.2.1 (B) Identify three basic geographic features of your community.	A.G.1.2.1 (C) Identify a basic geographic feature of your community.
A.G.1.2.2 (A) Describe landforms of the environment through the use of online mediums or picture books (e.g., mountains, hills, lakes, oceans, rivers, etc.).	A.G.1.2.2 (B) Describe three landforms of the environment using online resources or picture books (e.g., mountains, hills, lakes, oceans, rivers, etc.).	A.G.1.2.2 (C) Describe a landform of the environment using online resources or picture books (e.g., mountains, hills, lakes, oceans, rivers, etc.).
Real World Connections: <ul style="list-style-type: none"> • Visit a nearby lake. • Walk up a hill to get to their house. • Float down a local river or stream. • Make a bird feeder out of a pinecone. 	Vocabulary: <ul style="list-style-type: none"> • Community • Environment • Geographic features • Landform • Resources 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ We Are Teachers <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Pete’s PowerPoint Station <ul style="list-style-type: none"> ▪ Landforms ○ Wartgames.com <ul style="list-style-type: none"> ▪ Landforms: Free Games and Activities for Kids 		

COURSE: First Grade

THEME: Citizenship at School

STRANDS: Geography

- [USA Geography](#)
- [Maps, Map Skills, Atlases](#)
- Education.com
 - [Reading a Map](#)
 - [Map to School](#)
 - [Kindergarten Readiness: Map the Day](#)
- National Geographic
 - [Map Skills for Elementary Students](#)
- Mr. Donn's Site for Kids and Teachers
 - [Map Symbols and Grid References](#)
- EdHelper.com
 - [Geography](#)
- PBS Learning Media
 - [Social Studies](#)
- BrainPOP Jr. (K-3)
 - [Geography](#)
- TeachersFirst.com
 - [Classroom resources for K-6 geography](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: Geography

Standard		Performance Objectives	
A.G.1.3 Recognize that a map is a smaller scale representation of an actual place.		A.G.1.3.1 Identify man-made and natural features on a map. A.G.1.3.2 Identify the local town or community on a map or globe.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.1.3.1 (A) Identify man-made and natural features on a map.	A.G.1.3.1 (B) Identify three man-made and natural features on a map.	A.G.1.3.1 (C) Recognize the difference between man-made and natural features on a map.	
A.G.1.3.2 (A) Identify the local town or community on a map or globe.	A.G.1.3.2 (B) Identify three towns on a map.	A.G.1.3.2 (C) Identify a town on a map.	
Real World Connections: <ul style="list-style-type: none"> • Use the map of the mall to find a store. • Use a phone to geocache with family. 		Vocabulary: <ul style="list-style-type: none"> • Globe • Man-made • Map • Natural features • Scale • Town 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ We Are Teachers <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ National Geographic <ul style="list-style-type: none"> ▪ Mississippi Tabletop Map ○ Pete's PowerPoint Station <ul style="list-style-type: none"> ▪ Landforms ○ Wartgames.com <ul style="list-style-type: none"> ▪ Maps, Map Skills, Atlases ▪ Map Symbols and Grid References ▪ World Landmarks Games ▪ Landforms: Free Games and Activities for Kids 			

COURSE: First Grade

THEME: Citizenship at School

STRANDS: Geography

- Education.com
 - [Reading a Map](#)
 - [Map to School](#)
 - [Kindergarten Readiness: Map the Day](#)
- Mr. Donn's Site for Kids and Teachers
 - [Map Symbols and Grid References](#)
- EdHelper.com
 - [Geography](#)
- PBS Learning Media
 - [Social Studies](#)
- BrainPOP Jr. (K-3)
 - [Geography](#)
- TeachersFirst.com
 - [Classroom resources for K-6 geography](#)

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: History

Standard		Performance Objectives	
A.H.1.1.1 Describe people and events that have shaped the local community.		A.H.1.1.1 Identify people and events that have influenced the community (e.g., community helpers, official/unofficial leaders, local festivals, parades, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.1.1.1 (A) Identify people and events that have influenced the community (e.g., community helpers, official/unofficial leaders, local festivals, parades, etc.).	A.H.1.1.1 (B) Describe how a person and an event has influenced the community (e.g., community helper, official/unofficial leader, local festival, parade, etc.).	A.H.1.1.1 (C) Select a person and event that has influenced the community (e.g., community helper, official/unofficial leader, local festival, parade etc.).	
Real World Connections: <ul style="list-style-type: none"> • Participate in career day. • Create and send an invitation asking an influential person to attend career day. • Write a thank you letter to local community helpers. 		Vocabulary: <ul style="list-style-type: none"> • Community • Event • Helpers • Job • Leader • Local • Parade 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Quizlet.com <ul style="list-style-type: none"> ▪ Community Helpers Flashcards ○ Mrs. Karle's Sight and Sound Reading (sightandsoundreading.com) <ul style="list-style-type: none"> ▪ Community Helper Game • Videos <ul style="list-style-type: none"> ○ YouTube by Kaizen Teaching <ul style="list-style-type: none"> ▪ BrainPOP Jr. Community Helpers - Question Circling Practice 			

COURSE: First Grade
 THEME: Citizenship at School
 STRANDS: History

Standard		Performance Objectives	
A.H.1.2 Identify differences between how people within the local community and state lived in the past and how we live today.		A.H.1.2.1 Compare and contrast communication methods over time. A.H.1.2.2 Compare and contrast the differences in work over time.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.1.2.1 (A) Compare and contrast communication methods over time.	A.H.1.2.1 (B) List at least two to three communication methods used over time.	A.H.1.2.1 (C) Select one communication method used over time.	
A.H.1.2.2 (A) Compare and contrast the differences in work over time.	A.H.1.2.2 (B) List at least two to three careers that have changed over time.	A.H.1.2.2 (C) Select one career that has changed over time.	
Real World Connections: <ul style="list-style-type: none"> Listen to guest speakers from the community. Dress up for career day. 		Vocabulary: <ul style="list-style-type: none"> Career Communication Community Job Letter Listening Past Present Speech 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Goodreads, Inc. (goodreads.com) <ul style="list-style-type: none"> <i>Career Day</i> by Anne Rockwell, Lizzy Rockwell (Illustrations) Storyjumper.com <ul style="list-style-type: none"> <i>Career Day at School</i> by Dayna Medrano Activities <ul style="list-style-type: none"> Participate in a Career Day Parade Establish a communication museum (e.g., rotary phone, flip phone, etc.) Videos <ul style="list-style-type: none"> YouTube by WGCUCuriousKids (wgcucuriousKids.org) <ul style="list-style-type: none"> Curious Kids – Careers YouTube by Learning Junction <ul style="list-style-type: none"> Means of Communication video for kids Communication video for kids 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Civics

Standard		Performance Objectives	
A.CI.2.1 Compare roles that demonstrate good citizenship within the local community.		A.CI.2.1.1 Identify different community members and the roles they play (e.g., policeman, fireman, mail carrier, nurse, doctor, grocer, pharmacist, teacher, principal, etc.). A.CI.2.1.2 Distinguish behaviors of different individuals who exhibit good citizenship in the community.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.2.1.1 (A) Identify different community members and the roles they play (e.g., policeman, fireman, mail carrier, nurse, doctor, grocer, pharmacist, teacher, principal, etc.).	A.CI.2.1.1 (B) Identify three community members and the roles they play (e.g., policeman, fireman, mail carrier, nurse, doctor, grocer, pharmacist, teacher, principal, etc.).	A.CI.2.1.1 (C) Identify a community member and the role he/she plays (e.g., policeman, fireman, mail carrier, nurse, doctor, grocer, pharmacist, teacher, principal, etc.).	
A.CI.2.1.2 (A) Distinguish behaviors of different individuals who exhibit good citizenship in the community.	A.CI.2.1.2 (B) Identify three behaviors of different individuals who exhibit good citizenship in the community.	A.CI.2.1.2 (C) Identify the behavior of an individual who exhibits good citizenship in the community.	
Real World Connections: <ul style="list-style-type: none"> • Take a field trip to a local business. • Invite local community leaders to the classroom. • Dress up as their favorite community leader. • Interview the school nurse. 		Vocabulary: <ul style="list-style-type: none"> • Behaviors • Citizenship • Community • Community members • Exhibit • Individual • Role 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Generation Nation (generationnation.org) <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship ○ BrainPOP Jr, (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship ○ Random Acts of Kindness (randomactsofkindness.org) <ul style="list-style-type: none"> ▪ Kindergarten-5th Grade Lesson Plans 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Civics

- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- Common Sense Education (digitalcompass.org)
 - [Digital Compass](#)
- Wartgames.com
 - [Communities and Community Helpers](#)
 - [Family](#)
 - [School Bus Safety](#)
 - [Feelings, Emotions, Anger](#)
 - [What is Culture?](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)
- TeachHUB.com
 - [Video Writing Prompt: Wreck it Ralph](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Civics

Standard		Performance Objectives	
A.CI.2.2 Describe how to be a good citizen.		A.CI.2.2.1 Identify characteristics of being a good citizen in the classroom, school, and community. A.CI.2.2.2 Identify a problem in the community and ways to solve it.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.2.2.1 (A) Identify characteristics of being a good citizen in the classroom, school, and community.	A.CI.2.2.1 (B) Identify three characteristics of being a good citizen in the classroom, school, and community.	A.CI.2.2.1 (C) Identify a characteristic of being a good citizen in the classroom, school, and community.	
A.CI.2.2.2 (A) Identify a problem in the community and ways to solve it.	A.CI.2.2.2 (B) Identify three ways to solve a problem in the community.	A.CI.2.2.2 (C) Identify a solution to a problem in the community.	
Real World Connections: <ul style="list-style-type: none"> • Complete a community service project (e.g., community food drive). • Earn a citizenship award. • Hold the door for someone. • Clean up a playground. • Throw away trash on the floor or table. 		Vocabulary: <ul style="list-style-type: none"> • Characteristic • Citizen • Community • Problem • Solution 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Generation Nation (generationnation.org) <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ Eastern Upper Peninsula Intermediate School District (eupschools.org) <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Random Acts of Kindness (randomactsofkindness.org) <ul style="list-style-type: none"> ▪ Kindergarten-5th Grade Lesson Plans ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Civics

- Common Sense Education (digitalcompass.org)
 - [Digital Compass](#)
- Wartgames.com
 - [Communities and Community Helpers](#)
 - [Family](#)
 - [School Bus Safety](#)
 - [Feelings, Emotions, Anger](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Civics

Standard		Performance Objectives	
A.CI.2.3 Describe authority figures and their responsibilities in the local community.		A.CI.2.3.1 Identify authority figures in the community (e.g., fire chief, chief of police, mayor, principal, etc.). A.CI.2.3.2 Identify the responsibilities of authority figures. A.CI.2.3.3 Compare the responsibilities of individuals and authority figures in the community.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.2.3.1 (A) Identify authority figures in the community (e.g., fire chief, chief of police, mayor, principal, etc.).	A.CI.2.3.1 (B) Identify three authority figures in the community (e.g., fire chief, chief of police, mayor, principal, etc.).	A.CI.2.3.1 (C) Identify an authority figure in the community (e.g., fire chief, chief of police, mayor, principal, etc.).	
A.CI.2.3.2 (A) Identify the responsibilities of authority figures.	A.CI.2.3.2 (B) Identify three responsibilities of authority figures.	A.CI.2.3.2 (C) Identify a responsibility of an authority figure.	
A.CI.2.3.3 (A) Compare the responsibilities of individuals and authority figures in the community.	A.CI.2.3.3 (B) Compare the responsibilities of two individuals and authority figures in the community.	A.CI.2.3.3 (C) Identify a responsibility of an individual and an authority figure in the community.	
Real World Connections: <ul style="list-style-type: none"> Participate in fire safety week activities (e.g., see firemen in their gear, hear sirens, etc.). Stop at a roadblock. 		Vocabulary: <ul style="list-style-type: none"> Authority figures Community Individual Local Responsibilities 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Generation Nation (generationnation.org) <ul style="list-style-type: none"> K-12 Civics Literacy: Civics in Action BrainPOP (brainpop.com) <ul style="list-style-type: none"> Parenthood Wartgames.com <ul style="list-style-type: none"> Communities and Community Helpers 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Civics

- [Family](#)
- [School Bus Safety](#)
- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
 - [Knowledge of Human Characteristics Lesson Plan Templates in Preschool Social Studies](#)
- Education.com
 - [Social Studies Lesson Plans](#)
- Center for Civic Education (civiced.org)
 - [Lesson Plans](#)
- BrainPOP Jr. (K-3) (jr.brainpop.com)
 - [Citizenship](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Economics

Standard		Performance Objectives	
A.E.2.2 Connect the possible reason for a change in production to its impact.		A.E.2.2.1 List a possible reason for a decrease or increase in the production of a good or service (e.g., in winter, the production of swimsuits decreases, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.2.2.1 (A) List a possible reason for a decrease or increase in the production of a good or service (e.g., in winter, the production of swimsuits decreases, etc.).	A.E.2.2.1 (B) Match three goods or services to the season they are most likely to be used.	A.E.2.2.1 (C) Match a good or service to the season it is most likely to be used.	
Real World Connections: <ul style="list-style-type: none"> • Buy a swimsuit in the summer. • Pick vegetables out of the garden in the summer. • Buy a coat in the winter. 		Vocabulary: <ul style="list-style-type: none"> • Decrease • Goods • Production • Season • Services 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Supply and Demand ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ○ Eastern Upper Peninsula Intermediate School District (eupschools.org) <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ EdHelper.com <ul style="list-style-type: none"> ▪ Economics Theme Unit ○ Econedlink.org <ul style="list-style-type: none"> ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) ▪ Communities: What They Provide for Us ▪ Economic Resources for Grades 1-2 ○ Mr. Donn’s Site for Kids and Teachers (economics.mrdonn.org) 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Economics

- [Economics – Lessons, Overviews, Units for Teachers](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Economics Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
- Federal Reserve Bank of St. Louis (stlouisfed.org)
 - [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- BrainPOP Jr. (K-3) (jr.brainpop.com)
 - [Economics](#)
- Econedlink.org
 - [Bad Kitty Gets “Good” Goods and Services](#) (requires a copy of the book)
 - [Communities: What They Provide for Us](#)
 - [Economic Resources for Grades 1-2](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Economics

Standard		Performance Objectives	
A.E.2.3 Explain the difference between needs and wants of individuals.		A.E.2.3.1 Discuss needs and wants. A.E.2.3.2 Classify items as needs or wants.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.2.3.1 (A) Discuss needs and wants.	A.E.2.3.1 (B) Identify two to three needs or wants.	A.E.2.3.1 (C) Identify one need or want.	
A.E.2.3.2 (A) Classify items as needs or wants.	A.E.2.3.2 (B) Recognize two to three needs or wants.	A.E.2.3.2 (C) Recognize one need or want.	
Real World Connections: <ul style="list-style-type: none"> • Make a wish list and classify items as needs or wants. • Participate in a shopping trip and recognize needs and wants. 		Vocabulary: <ul style="list-style-type: none"> • Difference • Items • Needs • Want 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Economics ○ Econedlink.org <ul style="list-style-type: none"> ▪ Economic Resources for Grades K-2 ▪ Communities: What They Provide for Us ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades K-2) Social Studies ○ Federal Reserve Bank of St. Louis (stlouisfed.org) <ul style="list-style-type: none"> ▪ Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Economics

- Mr. Donn's Site for Kids and Teachers (economics.mrdonn.org)
 - [Economics – Lessons, Overviews, Units for Teachers](#)
- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- EdHelper.com
 - [Economics Theme Unit](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Economics

Standard		Performance Objectives	
A.E.2.4 Discuss the role of banks within the community.		A.E.2.4.1 Discuss the role of banks. A.E.2.4.2 List banks within the local community.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.2.4.1 (A) Discuss the role of banks.	A.E.2.4.1 (B) Identify three purposes/services of a bank.	A.E.2.4.1 (C) Identify one purpose or service of a bank.	
A.E.2.4.2 (A) List banks within the local community.	A.E.2.4.2 (B) List two to three banks within the local community.	A.E.2.4.2 (C) Identify a bank within the local community.	
Real World Connections: <ul style="list-style-type: none"> Ride through a bank drive-through with an adult. Take a field trip to a bank. 		Vocabulary: <ul style="list-style-type: none"> Bank Cash Check Community Local Money Save Services (types of accounts) 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> BrainPOP (brainpop.com) <ul style="list-style-type: none"> Money Wartgames.com <ul style="list-style-type: none"> Banking Money Economics and Business Eastern Upper Peninsula Intermediate School District (eupschools.org) <ul style="list-style-type: none"> K-8 Social Studies Curriculum and Documents EdHelper.com <ul style="list-style-type: none"> Economics Theme Unit Mr. Donn's Site for Kids and Teachers (economics.mrdonn.org) <ul style="list-style-type: none"> Economics – Lessons, Overviews, Units for Teachers Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Economics

- [Economics Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
- Federal Reserve Bank of St. Louis (stlouisfed.org)
 - [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- BrainPOP Jr. (K-3) (jr.brainpop.com)
 - [Economics](#)
- Econedlink.org
 - [Bad Kitty Gets “Good” Goods and Services](#) (requires a copy of the book)
 - [Communities: What They Provide for Us](#)
 - [Economic Resources for Grades K-2](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.2.1 Describe the role of unity and diversity within the community.		A.CR.2.1.1 Define unity and diversity as they apply to a community's traditions and customs.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CR.2.1.1 (A) Define unity and diversity as they apply to a community's traditions and customs.	A.CR.2.1.1 (B) Define diversity as it applies to a community's traditions and customs.	A.CR.2.1.1 (C) Define unity as it applies to a community's traditions and customs.	
Real World Connections: <ul style="list-style-type: none">• Explore personal preferences.• Show respect to classmates who are culturally diverse.		Vocabulary: <ul style="list-style-type: none">• Choice• Community• Customs• Different• Same• Traditions	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ <i>The Crayon Box that Talked</i> by Shane DeRolf○ Itsy Bitsy Fun (Copyright © 2020 By Shay Bocks built on the Genesis framework) (itsybitsyfun.com)<ul style="list-style-type: none">▪ Multicultural Memory Game – Free Printables for Kids○ National Constitution Center (constitutioncenter.org)<ul style="list-style-type: none">▪ We the Civics Kids Lesson 1: American Flavor: A Cultural Salad of Diversity• Videos<ul style="list-style-type: none">○ YouTube by Sesame Street<ul style="list-style-type: none">▪ Sesame Street: We're Different, We're the Same Read Along Series			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

Standard		Performance Objectives	
A.G.2.1 Identify symbols on a simple map.		A.G.2.1.1 Utilize a map key or legend to locate specific features on a simple map. A.G.2.1.2 Identify characteristics of specific regions on a simple map (e.g., flat land, forested area, man-made structures like homes, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.2.1.1 (A) Utilize a map key or legend to locate specific features on a simple map.	A.G.2.1.1 (B) Match map symbols/legend to a specific place or item on a map.	A.G.2.1.1 (C) Locate basic features on a map (e.g., ocean, land).	
A.G.2.1.2 (A) Identify characteristics of specific regions on a simple map (e.g., flat land, forested area, man-made structures like homes, etc.).	A.G.2.1.2 (B) Identify three characteristics of specific regions on a simple map (e.g., flat land, forested area, man-made structures like homes, etc.).	A.G.2.1.2 (C) Identify a characteristic of a specific region on a simple map (e.g., flat land, forested area, man-made structures like homes, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Use a map of the school to locate areas within the school. • Use a map in the mall to find a restroom. 		Vocabulary: <ul style="list-style-type: none"> • Key • Legend • Map • Regions (forests, homes) • Symbols 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ We Are Teachers (weareteachers.com) <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Mr. Donn's Site for Kids and Teachers (geography.mrdonn.org) <ul style="list-style-type: none"> ▪ Map Symbols and Grid References ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Map Skills for Elementary Students ▪ Cardinal Directions and Maps ▪ Reading a Resource Map 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

○ Education.com

- [Social Studies Lesson Plans](#)
- [Reading a Map](#)
- [Map to School](#)
- [Kindergarten Readiness: Map the Day](#)
- [Cartography for Kids](#)
- [Geography Lesson Plans](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

Standard		Performance Objectives	
A.G.2.2 Name, list, or label physical features of the local region.		A.G.2.2.1 Name, list, or show how physical features in the local community have affected human settlement. A.G.2.2.2 Identify physical features of the local region.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.2.2.1 (A) Name, list, or show how physical features in the local community have affected human settlement.	A.G.2.2.1 (B) Make connections between local physical features and the activities of people who live in the area.	A.G.2.2.1 (C) Match activities to the appropriate physical feature of the local environment.	
A.G.2.2.2 (A) Identify physical features of the local region.	A.G.2.2.2 (B) Identify three physical features of the local region.	A.G.2.2.2 (C) Identify a physical feature of the local region.	
Real World Connections: <ul style="list-style-type: none"> Hunt in a wooded area. Build a sandcastle on the beach. Visit national parks to explore excavations. 		Vocabulary: <ul style="list-style-type: none"> Connections Environment Features Local Physical features Region Settlement 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> TeacherVision.com <ul style="list-style-type: none"> Geography Teacher Resources We Are Teachers (weareteachers.com) <ul style="list-style-type: none"> 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum Wartgames.com <ul style="list-style-type: none"> USA Geography Map Symbols and Grid References Maps, Map Skills, Atlases World Landmarks Games Landforms: Free Games and Activities for Kids 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

- Education.com
 - [Reading a Map](#)
 - [Map to School](#)
 - [Kindergarten Readiness: Map the Day](#)
- National Geographic (nationalgeographic.org)
 - [Map Skills for Elementary Students](#)
- Mr. Donn's Site for Kids and Teachers (geography.mrdonn.org)
 - [Map Symbols and Grid References](#)
- EdHelper.com
 - [Geography](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [Social Studies](#)
- BrainPOP Jr. (K-3) (jr.brainpop.com)
 - [Geography](#)
- TeacherVision.com
 - [Geography Teacher Resources](#)
- TeachersFirst.com
 - [Classroom resources for K-6 geography](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

Standard		Performance Objectives	
A.G.2.3 Compare and contrast maps of the same location.		A.G.2.3.1 Identify representations of a specific location using different maps that depict the same location. A.G.2.3.2 Identify north, south, east, and west on the compass rose on a map. A.G.2.3.3 Locate Mississippi and the United States using maps and globes.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.2.3.1 (A) Identify representations of a specific location using different maps that depict the same location.	A.G.2.3.1 (B) Select a representation of a specific location using two different maps that depict the same location	A.G.2.3.1 (C) Select a representation of a specific location using a map.	
A.G.2.3.2 (A) Identify north, south, east, and west on the compass rose on a map.	A.G.2.3.2 (B) Identify north on the compass rose on a map	A.G.2.3.2 (C) Select a compass rose on a map.	
A.G.2.3.3 (A) Locate Mississippi and the United States using maps and globes.	A.G.2.3.3 (B) Point to the United States and Mississippi on a globe.	A.G.2.3.3 (C) Point to the United States and Mississippi on a map.	
Real World Connections: <ul style="list-style-type: none"> Learn about the world by observing the sizes and shapes of countries, the types of terrain, and other features. Know more about their community by observing its terrain on a local map. Make a travel plan for a vacation using a map to plot their journey. Use a map to discover physical features of their state and local community. Use a weather map to predict the weather. 		Vocabulary: <ul style="list-style-type: none"> Compass rose East Globe Legend Locate Location Map North Point Representations South Title West 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> Map Resource Library Encyclopedic Entry 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

- Wartgames.com
 - [Map Symbols and Grid References](#)
 - [Maps, Map Skills, Atlases](#)
 - [World Landmarks Games](#)
 - [Landforms: Free Games and Activities for Kids](#)
- Education.com
 - [Reading a Map](#)
 - [Map to School](#)
 - [Kindergarten Readiness: Map the Day](#)
- Mr. Donn's Site for Kids and Teachers (geography.mrdonn.org)
 - [Map Symbols and Grid References](#)
- TeacherVision.com
 - [U.S. Map with State Capitals](#)
 - [Find the Continents and Oceans](#)
- Physical Geography Fundamentals eBook (physicalgeography.net)
 - [Introduction to Maps](#)
- **Videos**
 - Khan Academy (khanacademy.org)
 - [What Maps Tell Us](#)
 -

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

Standard		Performance Objectives	
A.H.2.1 Describe how people and events have shaped the local community, state, and nation.		A.H.2.1.1 Identify vocabulary to express the measurement of time (e.g., before, after, years, etc.). A.H.2.1.2 Match an event or document to the appropriate person or event (e.g., principal and school handbook, George Washington and the presidency, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.2.1.1 (A) Identify vocabulary to express the measurement of time (e.g., before, after, years, etc.).	A.H.2.1.1 (B) Identify two to three vocabulary terms to express the measurement of time (e.g., before, after, years, etc.).	A.H.2.1.1 (C) Identify a vocabulary term to express the measurement of time (e.g., before, after, years, etc.).	
A.H.2.1.2 (A) Match an event or document to the appropriate person or event (e.g., principal and school handbook, George Washington and the presidency, etc.).	A.H.2.1.2 (B) Sort an event or document to the appropriate person or event (e.g., principal and school handbook, George Washington and the presidency, etc.).	A.H.2.1.2 (C) Select an event or document to the appropriate person or event (e.g., principal and school handbook, George Washington and the presidency, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Participate in calendar activities. • Visit local landmarks. • Describe how significant people, events, and developments have shaped their community. • Compare their community to other communities. • Consider things that their parents, their teachers, and their principal have in common. • Gain knowledge and process information about their local community. • Compare how their local community and other communities are alike/different. 		Vocabulary: <ul style="list-style-type: none"> • After • Before • Calendar • Community • Nation • Report • State • Time • Year 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Kids.kiddle.co 			

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

- [Hurricane Katrina facts for kids](#)
- TeachersPayTeachers.com (subscription required)
 - [Timelines - Learning About The Past, Present and Future - Interactive Notebook](#)
- Pocket of Preschool (PocketofPreschool.com)
 - [How to Make and Implement a Linear Calendar](#)
- IXL Learning, Inc. (www.ixl.com)
 - [Mississippi Skills available for Mississippi second-grade social studies standards](#)
- Internet 4 Classrooms (internet4classrooms.com)
 - [2nd Grade Social Studies Standards - History](#)
- TeacherVision.com
 - [Geography Teacher Resources](#)
- Utah Education Network (www.uen.org)
 - [Social Studies - 2nd Grade Online Standards Resources](#)
- **Videos**
 - Public Broadcasting Service (PBS.org)
 - [The Polio Crusade: Trailer](#)
 - Study.com
 - [Nation State: Definition, Examples & Characteristics](#)

COURSE: Second Grade

THEME: Citizenship at School and in the Community

STRANDS: Geography

Standard		Performance Objectives	
A.H.2.2 Acknowledge traditions that contributed to the cultural diversity of the nation.		A.H.2.2.1 Identify national traditions (e.g., Pledge of Allegiance, national anthem, etc.). A.H.2.2.2 Match traditions to cultural or historical characteristics.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.2.2.1 (A) Identify national traditions (e.g., Pledge of Allegiance, national anthem, etc.).	A.H.2.2.1 (B) Identify a national tradition (e.g., Pledge of Allegiance, national anthem, etc.).	A.H.2.2.1 (C) Repeat a national tradition (e.g., Pledge of Allegiance, national anthem, etc.).	
A.H.2.2.2 (A) Match traditions to cultural or historical characteristics.	A.H.2.2.2 (B) Sort traditions to cultural or historical characteristics.	A.H.2.2.2 (C) Recall a tradition and its cultural or historical characteristic.	
Real World Connections: <ul style="list-style-type: none"> Recite the Pledge of Allegiance. Perform the national anthem. Dress in historical costume. 		Vocabulary: <ul style="list-style-type: none"> Anthem Pledge Oath Tradition 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> SocialStudiesforKids.com <ul style="list-style-type: none"> The History of the Pledge of Allegiance Activities <ul style="list-style-type: none"> Quizlet.com <ul style="list-style-type: none"> The Pledge of Allegiance Flashcards Videos <ul style="list-style-type: none"> TeachersPayTeachers.com (subscription required) <ul style="list-style-type: none"> ASL Pledge of Allegiance 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civics

Standard	Performance Objectives	
A.CI.3.1 Explain how an individual exercises rights and responsibilities within the community.	A.CI.3.1.1 Define basic rights and responsibilities. A.CI.3.1.2 Match members of the local community with their responsibilities.	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
A.CI.3.1.1 (A) Define basic rights and responsibilities.	A.CI.3.1.1 (B) Identify three basic rights and responsibilities of U.S. citizens (e.g., voting, paying taxes, obeying laws, etc.).	A.CI.3.1.1 (C) Identify a basic right and responsibility of a U.S. citizen (e.g., voting, paying taxes, obeying laws, etc.).
A.CI.3.1.2 (A) Match members of the local community with their responsibilities.	A.CI.3.1.2 (B) Match three members of the local community with their job responsibilities (e.g., principal runs the school, mayor runs the town, etc.).	A.CI.3.1.2 (C) Match a member of the local community with his/her job responsibilities (e.g., principal runs the school, mayor runs the town, etc.).
Real World Connections: <ul style="list-style-type: none"> • Visit a polling site with a guardian during an election. • Visit city hall. • Go to the principal’s office. 	Vocabulary: <ul style="list-style-type: none"> • Basic • Citizen • Community • Liberties • Local • Obey • Responsibility • Rights 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Generation Nation (generationnation.org) <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ Random Acts of Kindness (randomactsofkindness.org) <ul style="list-style-type: none"> ▪ Kindergarten-5th Grade Lesson Plans ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Student Rights ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship ○ Wartgames.com 		

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civics

- [Communities and Community Helpers](#)
- [Civil Rights Movement](#)
- [Bill of Rights](#)
- [Human Rights](#)
- [Personal Safety](#)
- National Constitution Center (constitutioncenter.org)
 - [Constitution in the Classroom](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades 3-5\) Social Studies](#)
- TeachersFirst.com
 - [Classroom resources for K-6 civics](#)

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civics

Standard		Performance Objectives	
A.CI.3.2 Show knowledge of community and government.		A.CI.3.2.1 Identify the three branches of government. A.CI.3.2.2 Explain how laws are important to a community. A.CI.3.2.3 Categorize services provided by the local community and government.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.3.2.1 (A) Identify the three branches of government.	A.CI.3.2.1 (B) Identify two branches of government.	A.CI.3.2.1 (C) Identify a branch of government.	
A.CI.3.2.2 (A) Explain how laws are important to a community.	A.CI.3.2.2 (B) Identify three laws that are important to a community.	A.CI.3.2.2 (C) Identify two laws that are important to a community.	
A.CI.3.2.3 (A) Categorize services provided by the local community and government.	A.CI.3.2.3 (B) List three services provided by the local community and government.	A.CI.3.2.3 (C) List two services provided by the local community and government.	
Real World Connections: <ul style="list-style-type: none"> • Visit the courthouse. • Visit city hall. • Visit the police/fire station. 		Vocabulary: <ul style="list-style-type: none"> • Branches of government • Community • Government • Laws • Services 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ iCivics.org <ul style="list-style-type: none"> ▪ Free civics resources for the classroom ○ Generation Nation (generationnation.org) <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ Eastern Upper Peninsula Intermediate School District (eupschools.org) <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ National Constitution Center (constitutioncenter.org) <ul style="list-style-type: none"> ▪ Constitution in the Classroom ○ BrainPOP (brainpop.com) 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civics

- [Citizenship](#)
- [Branches of Government](#)
- Pete's PowerPoint Station (government.pppst.com)
 - [The 3 Branches of Government](#)
 - [Separation of Power: State and Local Governments](#)
- Wartgames.com
 - [Communities and Community Helpers](#)
 - [State and Local Government](#)

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civics

Standard		Performance Objectives	
A.CI.3.3 Describe how all people play important roles in local government.		A.CI.3.3.1 Identify the characteristics of a responsible citizen. A.CI.3.3.2 Identify roles in local government in which citizens may participate.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.3.3.1 (A) Identify the characteristics of a responsible citizen.	A.CI.3.3.1 (B) List three characteristics of a responsible citizen.	A.CI.3.3.1 (C) Choose a characteristic of a responsible citizen.	
A.CI.3.3.2 (A) Identify roles in local government in which citizens may participate.	A.CI.3.3.2 (B) Identify three roles in local government in which citizens may participate.	A.CI.3.3.2 (C) Identify two roles in local government in which citizens may participate.	
Real World Connections: <ul style="list-style-type: none"> • Not litter. • Participate in classroom jobs. • Follow classroom rules. 		Vocabulary: <ul style="list-style-type: none"> • Responsible citizen • Local government • Rules • Laws • Characteristics • Responsible • Participate • Roles 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Eastern Upper Peninsula Intermediate School District (eupschools.org) <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Generation Nation (generationnation.org) <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ iCivics.org <ul style="list-style-type: none"> ▪ Free civics resources for the classroom ○ National Constitution Center (constitutioncenter.org) <ul style="list-style-type: none"> ▪ Constitution in the Classroom ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civics

- Pete's PowerPoint Station (government.pppst.com)
 - [Separation of Power: State and Local Governments](#)
- Wartgames.com
 - [Communities and Community Helpers](#)
 - [State and Local Government](#)

COURSE: Third Grade
 THEME: Citizenship in Local Government
 STRANDS: Economics

Standard		Performance Objectives	
A.E.3.1 Explain the role of money within a community.		A.E.3.1.1 Discuss the purpose of money. A.E.3.1.2 Identify situations in which money is needed in the local community.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.3.1.1 (A) Discuss the purpose of money.	A.E.3.1.1 (B) Identify three reasons for which money is used.	A.E.3.1.1 (C) Identify two reasons for which money is used.	
A.E.3.1.2 (A) Identify situations in which money is needed in the local community.	A.E.3.1.2 (B) Identify three situations in which money is needed in the local community.	A.E.3.1.2 (C) Identify two situations in which money is needed in the local community.	
Real World Connections: <ul style="list-style-type: none"> • Make purchases using money. • Realize the importance of saving money. • Do work to earn money. • Give money to charities. 		Vocabulary: <ul style="list-style-type: none"> • Buy • Community • Local • Money • Purchase • Purpose • Role • Situation 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Money ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Economics ○ Wartgames.com <ul style="list-style-type: none"> ▪ Money ▪ Economics and Business ▪ Banking ○ PBS Learning Media (pbslearningmedia.org) <ul style="list-style-type: none"> ▪ What is Money? ▪ Blossom and Snappy Go to the Bank Part I ▪ Blossom and Snappy Go to the Bank Part II 			

COURSE: Third Grade
 THEME: Citizenship in Local Government
 STRANDS: Economics

Standard		Performance Objectives	
A.E.3.2 Discuss the products and resources available within a local community.		A.E.3.2.1 Identify the products and resources within a local community.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.3.2.1 (A) Identify the products and resources within a local community.	A.E.3.2.1 (B) Match the products and resources within a local community.	A.E.3.2.1 (C) Sort products and resources within a local community.	
Real World Connections: <ul style="list-style-type: none"> • Visit a sawmill. • Buy a vegetable at a farmer’s market. • Grow a garden. • Participate in an art workshop. 		Vocabulary: <ul style="list-style-type: none"> • Available • Community • Local • Products • Resources 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Economics ○ Econedlink.org <ul style="list-style-type: none"> ▪ Economic Resources for Grades 3-5 ▪ Communities: What they Provide for Us ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades 3-5) Social Studies ○ Federal Reserve Bank of St. Louis (stlouisfed.org) <ul style="list-style-type: none"> ▪ Kiddynomics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K ○ Mr. Donn’s Site for Kids and Teachers (economics.mrdonn.org) <ul style="list-style-type: none"> ▪ Economics – Lessons, Overviews, Units for Teachers ○ Eastern Upper Peninsula Intermediate School District (eupschools.org) <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Economics

- EdHelper.com
 - [Economics Theme Unit](#)
- Federal Reserve Bank of Philadelphia (philadelphiafed.org)
 - [Lesson Plans for Teachers](#)
- **Videos**
 - PBS Learning Media (pbslearningmedia.org)
 - [Edible Economics: Think Garden](#)

COURSE: Third Grade
 THEME: Citizenship in Local Government
 STRANDS: Economics

Standard	Performance Objectives	
A.E.3.3 Describe how people earn income.	A.E.3.3.1 Explore different types of jobs. A.E.3.3.2 Discuss the requirements for different types of jobs (e.g., education, training, etc.).	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
A.E.3.3.1 (A) Explore different types of jobs.	A.E.3.3.1 (B) List six types of jobs.	A.E.3.3.1 (C) List four types of jobs.
A.E.3.3.2 (A) Discuss the requirements for different types of jobs (e.g., education, training, etc.).	A.E.3.3.2 (B) Discuss the requirements for two types of jobs (e.g., education, training, etc.).	A.E.3.3.2 (C) Discuss the requirements for a job (e.g., education, training, etc.).
Real World Connections: <ul style="list-style-type: none"> • Visit a parent or guardian at work. • Attend career day. • Visit a commercial farm. • Visit a catfish farm. 	Vocabulary: <ul style="list-style-type: none"> • Career • Earn • Explore • Income • Jobs • Requirements • Training 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ▪ Money ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Economics ○ Econedlink.org <ul style="list-style-type: none"> ▪ Economic Resources for Grades K-2 ▪ Communities: What They Provide for Us ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) ○ Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com) <ul style="list-style-type: none"> ▪ Economics Lesson Plan Templates in Elementary (Grades K-2) Social Studies ○ Federal Reserve Bank of St. Louis (stlouisfed.org) 		

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Economics

- [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- Mr. Donn's Site for Kids and Teachers (economics.mrdonn.org)
 - [Economics – Lessons, Overviews, Units for Teachers](#)
- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- EdHelper.com
 - [Economics Theme Unit](#)
- BrainPOP (brainpop.com)
 - [Money](#)

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.3.2 Investigate the effects of cultural diversity on the community.		A.CR.3.2.1 Discover cultural diversity. A.CR.3.2.2 Match cultural artifacts to representations found in the community (e.g., museums, statues, arrowheads, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CR.3.2.1 (A) Discover cultural diversity.	A.CR.3.2.1 (B) Identify cultural diversity.	A.CR.3.2.1 (C) Select cultural diversities.	
A.CR.3.2.2 (A) Match cultural artifacts to representations found in the community (e.g., museums, statues, arrowheads, etc.).	A.CR.3.2.2 (B) Sort cultural artifacts to representations found in the community (e.g., museums, statues, arrowheads, etc.).	A.CR.3.2.2 (C) Select cultural artifacts to representations found in the community (e.g., museums, statues, arrowheads, etc.).	
Real World Connections: <ul style="list-style-type: none"> Recognize different cultures within the classroom. Explore for artifacts within the community. Participate in community field trips. Create an art piece to represent a cultural artifact. 		Vocabulary: <ul style="list-style-type: none"> Arrowheads Art Artifacts Community Museums Statues 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Drexel University School of Education <ul style="list-style-type: none"> The Importance of Diversity & Cultural Awareness in the Classroom FunwithMama LLC. (funwithmama.com) <ul style="list-style-type: none"> 10 Cultural Diversity Activities for Elementary Students TeacherVision.com <ul style="list-style-type: none"> Culture and Diversity Wartgames.com <ul style="list-style-type: none"> Communities and Community Helpers Diversity and Tolerance Pete's PowerPoint Station (socialstudies.pppst.com) <ul style="list-style-type: none"> What is Culture? Videos <ul style="list-style-type: none"> YouTube by Scholastic Inc. (Scholastic.com) 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civil Rights

- [Take a WONDERSTRUCK Virtual Field Trip to the American Museum of Natural History with Brian Selznick](#)
- YouTube by Fresberg Cartoon (fresbergcartoon.tumblr.com)
 - [Leadership Video for Kids: What is diversity? \(Educational Cartoon\)](#)

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.3.3 Examine the Bill of Rights to identify basic civil liberties.		A.CR.3.3.1 Investigate major freedoms provided by the Bill of Rights, including speech, religion, press, right to bear arms, and assembly. A.CR.3.3.2 Research how civil liberties are exercised in the local community.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CR.3.3.1 (A) Investigate major freedoms provided by the Bill of Rights, including speech, religion, press, right to bear arms, and assembly.	A.CR.3.3.1 (B) Distinguish major freedoms provided by the Bill of Rights, including speech, religion, press, right to bear arms, and assembly.	A.CR.3.3.1 (C) Recall a major freedom(s) provided by the Bill of Rights, including speech, religion, press, right to bear arms, and assembly.	
A.CR.3.3.2 (A) Research how civil liberties are exercised in the local community.	A.CR.3.3.2 (B) Identify how civil liberties can be exercised in the local community.	A.CR.3.3.2 (C) Select a civil liberty exercised in the local community.	
Real World Connections: <ul style="list-style-type: none"> Practice civil liberties at school. Listen to a speech. Attend an assembly. 		Vocabulary: <ul style="list-style-type: none"> Arms Bill of Rights Civil liberties Due process Freedom Gather Press Privilege Religion Respect Right 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Pete’s PowerPoint Station (government.pppst.com) <ul style="list-style-type: none"> The Bill of Rights TeachersPayTeachers.com (Subscription Required) <ul style="list-style-type: none"> Civil Rights Movement American History Unit Bundle Civil Rights Coloring Activities – US History Civil Rights Illustrated Timelines Class Service Projects Made Simple! Developing “Empathy” Literacy Pack Quizlet.com <ul style="list-style-type: none"> Unit 6: Civil Rights and Civil Liberties Flashcards 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Civil Rights

- Education.com
 - [Bill of Rights Bingo](#)
- Laws.com (Kids.laws.com)
 - [The Bill of Rights for Kids](#)
- **Videos**
 - YouTube by Homeschool Pop
 - [The Bill of Rights for Kids](#)
 - Study.com LLC (subscription required)
 - [What are Civil Liberties? - Definition, Examples & Cases](#)

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Geography

Standard	Performance Objectives	
A.G.3.1 Identify basic ways humans have changed the physical environment.	A.G.3.1.1 Identify ways humans and industry have changed the environment (e.g., farming, timbering, buildings, parking lots, railroads, roads, bridges, etc.). A.G.3.1.2 Identify tools used to change/impact the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.G.3.1.1 (A) Identify ways humans and industry have changed the environment (e.g., farming, timbering, buildings, parking lots, railroads, roads, bridges, etc.).	A.G.3.1.1 (B) Identify two ways in which humans and industry have changed the environment (e.g., farming, timbering, buildings, parking lots, railroads, roads, bridges, etc.).	A.G.3.1.1 (C) Identify one way in which humans and industry have changed the environment (e.g., farming, timbering, buildings, parking lots, railroads, roads, bridges, etc.).
A.G.3.1.2 (A) Identify tools used to change/impact the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.).	A.G.3.1.2 (B) Identify three tools used to change/impact the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.).	A.G.3.1.2 (C) Identify two tools used to change/impact the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.).
Real World Connections: <ul style="list-style-type: none"> • Make a flowerbed. • Visit a construction site. • Visit a manufacturing plant. 	Vocabulary: <ul style="list-style-type: none"> • Development • Environment • Humans • Impact • Industry • Tools 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Resource Library ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ We Are Teachers (weareteachers.com) <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Pete’s PowerPoint Station (geography.pppst.com) <ul style="list-style-type: none"> ▪ Human Geography 		

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Geography

- Education.com

- [Social Studies Lesson Plans](#)

- [Geography Lesson Plans](#)

COURSE: Third Grade
 THEME: Citizenship in Local Government
 STRANDS: Geography

Standard		Performance Objectives	
A.G.3.2 Identify ways natural disasters can change the physical environment.		A.G.3.2.1 Identify natural disasters. A.G.3.2.2 Identify ways to prepare for natural disasters (e.g., evacuation orders, secure property, etc.). A.G.3.2.3 Identify how natural disasters can change living environments.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.3.2.1 (A) Identify natural disasters.	A.G.3.2.1 (B) Identify three natural disasters.	A.G.3.2.1 (C) Identify two natural disasters.	
A.G.3.2.2 (A) Identify ways to prepare for natural disasters (e.g., evacuation orders, secure property, etc.).	A.G.3.2.2 (B) List three ways to prepare for natural disasters (e.g., evacuation orders, secure property, etc.).	A.G.3.2.2 (C) Name one way to prepare for natural disasters.	
A.G.3.2.3 (A) Identify how natural disasters can change living environments.	A.G.3.2.3 (B) Identify two ways natural disasters can change living environments.	A.G.3.2.3 (C) Identify one way a natural disaster can change living environments.	
Real World Connections: <ul style="list-style-type: none"> • Watch the weather on television. • Participate in an emergency drill. • Track a hurricane on the news. • Look at before and after pictures of natural disasters. 		Vocabulary: <ul style="list-style-type: none"> • Change • Disaster • Environment • Evacuate • Living environment • Natural disaster • Prepare 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ▪ Natural Disasters ○ We Are Teachers (weareteachers.com) <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Wartgames.com <ul style="list-style-type: none"> ▪ Communities and Community Helpers ○ BrainPOP Educators (educators.brainpop.com) <ul style="list-style-type: none"> ▪ Natural Disasters Lesson Plans: Cause and Effect 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Geography

- 4²eXplore (42explore2.com)
 - [Floods and Flooding](#)

COURSE: Third Grade
 THEME: Citizenship in Local Government
 STRANDS: Geography

Standard	Performance Objectives	
A.G.3.3 Identify how technological advancements have impacted natural resources.	A.G.3.3.1 Identify natural resources in Mississippi. A.G.3.3.2 Identify the geographic impact of using oil and various energy sources in the 21st century (e.g., oil, petroleum, nuclear power, and solar power).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.G.3.3.1 (A) Identify natural resources in Mississippi.	A.G.3.3.1 (B) Identify two natural resources in Mississippi.	A.G.3.3.1 (C) Identify a natural resource in Mississippi.
A.G.3.3.2 (A) Identify the geographic impact of using oil and various energy sources in the 21st century (e.g., oil, petroleum, nuclear power, and solar power).	A.G.3.3.2 (B) Identify the geographic impact of using oil and one other energy source in the 21st century (e.g., oil, petroleum, nuclear power, and solar power).	A.G.3.3.2 (C) Identify the geographic impact of using oil in the 21st century.
Real World Connections: <ul style="list-style-type: none"> • Collect samples on a nature walk (e.g., fossils, sediment). • Make a map of Mississippi’s natural resources. 	Vocabulary: <ul style="list-style-type: none"> • 21st century • Energy • Geographic impact • Impact • Natural resources • Sources 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Mississippi ○ Pete’s PowerPoint Station (50states.pppst.com) <ul style="list-style-type: none"> ▪ State Study: Mississippi ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ We Are Teachers (weareteachers.com) <ul style="list-style-type: none"> ▪ 13 Unexpected and Fun Geography Lessons to Enhance Your Curriculum ○ Teachers.net <ul style="list-style-type: none"> ▪ Consequences of Human Use of Natural Resources 		

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Geography

- Mississippi Arts Commission (arts.ms.gov)
 - [View Mississippi by Region](#)

COURSE: Third Grade
 THEME: Citizenship in Local Government
 STRANDS: Geography

Standard		Performance Objectives	
A.G.3.4 Discuss how maps are used.		A.G.3.4.1 Identify the different purposes of maps (e.g., census, road, climate, topography, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.3.4.1 (A) Identify the different purposes of maps (e.g., census, road, climate, topography, etc.).	A.G.3.4.1 (B) Name two purposes of maps.	A.G.3.4.1 (C) Name one purpose of a map.	
Real World Connections: <ul style="list-style-type: none"> • Use a map of the school to get to the office. • Use a map to find their favorite stores at the mall. • Locate amusement parks across the Unites States. • Use online maps. • Follow radar on a weather map. 		Vocabulary: <ul style="list-style-type: none"> • Census • Climate • Map • Purpose • Topography 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Map Skills for Elementary Students ○ Mr. Donn's Site for Kids and Teachers (geography.mrdonn.org) <ul style="list-style-type: none"> ▪ Map Symbols and Grid References ○ Wartgames.com <ul style="list-style-type: none"> ▪ Maps, Map Skills, Atlases 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Geography

Standard	Performance Objectives	
A.G.3.5 Explore the relationship between locations of resources and population of people.	A.G.3.5.1 Locate where people live on maps and other representations of Earth (e.g., near water sources, areas with milder climates, etc.). A.G.3.5.2 Identify and classify renewable and nonrenewable resources. A.G.3.5.3 Identify why populations live near available resources (e.g., jobs, easy access to resources, etc.).	
I Can Statements		
MOST COMPLEX ←	→	LEAST COMPLEX
A.G.3.5.1 (A) Locate where people live on maps and other representations of Earth (e.g., near water sources, areas with milder climates, etc.).	A.G.3.5.1 (B) Locate two places where people live on maps and other representations of Earth (e.g., near water sources, areas with milder climates, etc.).	A.G.3.5.1 (C) Locate a place where people live on maps and other representations of Earth (e.g., near water sources, areas with milder climates, etc.).
A.G.3.5.2 (A) Identify and classify renewable and nonrenewable resources.	A.G.3.5.2 (B) Sort renewable and nonrenewable resources.	A.G.3.5.2 (C) Identify one renewable and one nonrenewable resource.
A.G.3.5.3 (A) Identify why populations live near available resources (e.g., jobs, easy access to resources, etc.).	A.G.3.5.3 (B) List two reasons populations live near available resources (e.g., jobs, easy access to resources, etc.).	A.G.3.5.3 (C) Name one reason populations live near available resources (e.g., jobs, easy access to resources, etc.).
Real World Connections: <ul style="list-style-type: none"> Follow walking directions from school to home using an online map. Identify their home address and closest resource. Investigate populations of towns. 	Vocabulary: <ul style="list-style-type: none"> Access Available Climate Earth Location Nonrenewable Population Relationship Renewable Representations Resources 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Mr. Donn's Site for Kids and Teachers (geography.mrdonn.org) <ul style="list-style-type: none"> Map Symbols and Grid References Pete's PowerPoint Station <ul style="list-style-type: none"> Map Skills 		

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: Geography

- Mr. Donn's Site for Kids and Teachers
 - [Map Symbols and Grid References](#)

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: History

Standard		Performance Objectives	
A.H.3.1 Identify different types of governments throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.		A.H.3.1.1 Define vocabulary associated with different types of government. A.H.3.1.2 Identify who holds power in each type of government. A.H.3.1.3 Compare differences between different types of government.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.3.1.1 (A) Define vocabulary associated with different types of government.	A.H.3.1.1 (B) Using words from a text, connect the words to pictures related to the different types of government.	A.H.3.1.1 (C) Match words from a text to pictures to demonstrate an understanding of meaning.	
A.H.3.1.2 (A) Identify who holds power in each type of government.	A.H.3.1.2 (B) Match who holds power in each type of government.	A.H.3.1.2 (C) Select who holds power in each type of government.	
A.H.3.1.3 (A) Compare differences between different types of government.	A.H.3.1.3 (B) List differences between different types of government.	A.H.3.1.3 (C) State a difference between different types of government.	
Real World Connections: <ul style="list-style-type: none"> Identify the President of the United States. Follow school and classroom rules. Run for class officer. 		Vocabulary: <ul style="list-style-type: none"> Absolute monarchy Aristocracy Autocracy Democracy Dictatorship Direct democracy King Law Monarchy Oligarchy Parliamentary democracy Power Presidential democracy Representative democracy Rules Throne 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> The Borgen Project, a non-profit organization in Seattle, Washington (borgenproject.org) <ul style="list-style-type: none"> Democracy, Monarchy and Dictatorship: Types of Government Systems Study.com LLC (subscription required) <ul style="list-style-type: none"> Forms of Government: Monarchy, Democracy, Oligarchy & More 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: History

- Quizlet.com
 - [Foundations of Government Flashcards](#)
 - [Autocracy, Oligarchy, Democracy Flashcards](#)
- eNotes, a digital educational platform (enotes.com)
 - [What are the main similarities between democracy and monarchy?](#)
- Steemit.com
 - [Monarchy, aristocracy, tyranny, oligarchy, and democracy as forms of government in Ancient Greek city-states](#)
- Encyclopedia Britannica (Britannica.com)
 - [Democratic Institutions](#)
- Khan Academy (khanacademy.org)
 - [Types of Democracy](#)
- **Videos**
 - Khan Academy (khanacademy.org)
 - [Introduction to democracy and its variations](#)
 - YouTube by Tyler Bolstad
 - [Types of Government](#)
 - YouTube by Happy Learning English
 - [Democracy | Educational Videos for Kids](#)

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: History

Standard		Performance Objectives	
A.H.3.2 Determine the role of representative democracy in framing the American government.		A.H.3.2.1 Describe the structure of the American government (e.g., parties, elections, senators, representatives, three branches, etc.). A.H.3.2.2 Match the role of each branch of government to its purpose.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.3.2.1 (A) Describe the structure of the American government (e.g., parties, elections, senators, representatives, three branches, etc.).	A.H.3.2.1 (B) Select senator(s) and representative(s) of Mississippi.	A.H.3.2.1 (C) Select the various political parties in the American government.	
A.H.3.2.2 (A) Match the role of each branch of government to its purpose.	A.H.3.2.2 (B) Sort the role of each branch of government to its purpose.	A.H.3.2.2 (C) Repeat the role of each branch of government to its purpose.	
Real World Connections: <ul style="list-style-type: none"> Contact a state or local representative. Choose which party they would like to be affiliated with. 		Vocabulary: <ul style="list-style-type: none"> American Democracy Election Executive branch Freedom Judicial branch Law Lawmaker Leader Legislative branch Member Political party Presidential cabinet Representative Representative democracy Rules Senator Separation of powers Supreme Court 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Annenberg Learner (learner.org) <ul style="list-style-type: none"> Democracy in America Center for Civic Education (civiced.org) <ul style="list-style-type: none"> Representative Democracy in America Education Planet, Inc. (lessonplanet.com) (subscription required) 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: History

- [Representative Democracy Lesson Plans and Worksheets](#)
- Thoughtco.com
 - [Representative Democracy: Definition, Pros and Cons](#)
- **Videos**
 - Khan Academy (khanacademy.org)
 - [Democratic ideals of US government](#)
 - Study.com LLC (subscription required)
 - [What is Representative Democracy? - Definition, Examples, Pros and Cons](#)
 - YouTube by LastRites Read
 - [School House Rock - Government - No More Kings](#)

COURSE: Third Grade
 THEME: Citizenship in Local Government
 STRANDS: History

Standard		Performance Objectives	
A.H.3.3 Sequence the history of voting rights in America.		A.H.3.3.1 Define voting. A.H.3.3.2 Discuss the expansion of voting rights in America.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.3.3.1 (A) Define voting.	A.H.3.3.1 (B) Using words from a text, connect the words to pictures related to the expansion of voting rights.	A.H.3.3.1 (C) Match words from a text to pictures demonstrating an understanding of the meaning of the word “vote.”	
A.H.3.3.2 (A) Discuss the expansion of voting rights in America.	A.H.3.3.2 (B) Connect words and phrases from a text to pictures or illustrations depicting the meaning of voting rights.	A.H.3.3.2 (C) Connect words and phrases from a text to pictures or illustrations about voting.	
Real World Connections: <ul style="list-style-type: none"> • Participate in a mock election. • Create a timeline of voting rights. • Cast a vote. • Accept the outcome of a vote. 		Vocabulary: <ul style="list-style-type: none"> • Ballot • Ballot • Choice • Citizen • Democracy • Elect • Election • Leader • More • Register • Register • Rights • Term • Vote 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ <i>Duck for President</i> by Marcia Brown ○ Study.com LLC (subscription required) <ul style="list-style-type: none"> ▪ Voting Rights in the United States Lesson for Kids: History and Timeline ○ Teachers PayTeachers.com (subscription required) <ul style="list-style-type: none"> ▪ Duck for President! Story Extension Activity ○ Quizlet.com <ul style="list-style-type: none"> ▪ Voting Flashcards 			

COURSE: Third Grade

THEME: Citizenship in Local Government

STRANDS: History

- **Videos**

- YouTube by Rock the Vote (rockthevote.com)
 - [History of Voting](#)
- YouTube by Kids Academy
 - [Voting for Kids | Why Voting is Important? - Election day](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Civics

Standard	Performance Objectives	
A.CI.4.1 Explain how Mississippi became a state.	A.CI.4.1.1 Identify the process of the Mississippi territory being admitted to the United States. A.CI.4.1.2 Identify one political and one geographic reason for changes in the location of Mississippi's state capitol.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.CI.4.1.1 (A) Identify the process of the Mississippi territory being admitted to the United States.	A.CI.4.1.1 (B) Identify two steps in the process of the Mississippi territory being admitted to the United States.	A.CI.4.1.1 (C) Identify a step in the process of the Mississippi territory being admitted to the United States.
A.CI.4.1.2 (A) Identify one political and one geographic reason for changes in the location of Mississippi's state capitol.	A.CI.4.1.2 (B) Identify one political or one geographic reason for changes in the location of Mississippi's state capitol.	A.CI.4.1.2 (C) Identify one geographic reason for changes in the location of Mississippi's state capitol.
Real World Connections: <ul style="list-style-type: none"> • Visit Jackson, Mississippi. • Visit the Craftsmen Museum in Ridgeland, Mississippi. • Hike on the Natchez Trace. 	Vocabulary: <ul style="list-style-type: none"> • Admitted • Capital • Geographic • Located • Political • Process • State • Territory 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Pete's PowerPoint Station (50states.pppst.com) <ul style="list-style-type: none"> ▪ State Study: Mississippi ○ Wartgames.com <ul style="list-style-type: none"> ▪ Mississippi ▪ Communities and Community Helpers ▪ State and Local Government ○ Education.com <ul style="list-style-type: none"> ▪ Civics and Government Lesson Plans ▪ Community and Culture Lesson Plans 		

COURSE: Fourth Grade
THEME: Mississippi Studies and Regions
STRANDS: Civics

- Sharemylessons.com
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades 3-5\) Social Studies](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Civics

Standard		Performance Objectives	
A.CI.4.2 Identify people in positions of power.		A.CI.4.2.1 Identify elected leaders in the community. A.CI.4.2.2 Identify elected leaders in the state.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.4.2.1 (A) Identify elected leaders in the community.	A.CI.4.2.1 (B) Identify two elected leaders in a community.	A.CI.4.2.1 (C) Identify an elected leader in a community.	
A.CI.4.2.2 (A) Identify elected leaders in the state.	A.CI.4.2.2 (B) Identify two elected leaders in a state.	A.CI.4.2.2 (C) Identify an elected leader in a state.	
Real World Connections: <ul style="list-style-type: none"> • Visit city hall. • Interview an elected leader. • Attend a political speech or town hall meeting. 		Vocabulary: <ul style="list-style-type: none"> • Community • Elected • Election • Leaders • Positions • Power • State 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Communities and Community Helpers ○ Eastern Upper Peninsula Intermediate School District (eupschools.org) <ul style="list-style-type: none"> ▪ K-8 Social Studies Curriculum and Documents ○ Generation Nation (generationnation.org) <ul style="list-style-type: none"> ▪ K-12 Civics Literacy: Civics in Action ○ iCivics.org <ul style="list-style-type: none"> ▪ Free civics resources for the classroom ○ National Constitution Center (constitutioncenter.org) <ul style="list-style-type: none"> ▪ Constitution in the Classroom ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship 			

COURSE: Fourth Grade

THEME: Mississippi Studies and Regions

STRANDS: Civics

- Pete's PowerPoint Station (government.pppst.com)
 - [Separation of Power: State and Local Governments](#)
- Wartgames.com
 - [Communities and Community Helpers](#)
 - [State and Local Government](#)
- Education.com
 - [Civics and Government Lesson Plans](#)
 - [Community and Culture Lesson Plans](#)
 - [National Symbols Lesson Plans](#)
- Sharemylessons.com
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades 3-5\) Social Studies](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Civics

Standard		Performance Objectives
A.CI.4.3 Identify rights and responsibilities of a citizen.		A.CI.4.3.1 State the meaning of a right and the meaning of a responsibility of a citizen. A.CI.4.3.2 Identify some rights of a citizen (e.g., right to vote, freedom of speech, etc.). A.CI.4.3.3 Identify some responsibilities of a citizen (e.g., serve on jury duty, follow laws, etc.).
I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.CI.4.3.1 (A) State the meaning of a right and the meaning of a responsibility of a citizen.	A.CI.4.3.1 (B) Match the meaning of a responsibility of a citizen when given the definition.	A.CI.4.3.1 (C) Define a citizenship right.
A.CI.4.3.2 (A) Identify some rights of a citizen (e.g., right to vote, freedom of speech, etc.).	A.CI.4.3.2 (B) Identify two rights of a citizen (e.g., right to vote, freedom of speech, etc.).	A.CI.4.3.2 (C) Identify a right of a citizen (e.g., right to vote, freedom of speech, etc.).
A.CI.4.3.3 (A) Identify some responsibilities of a citizen (e.g., serve on jury duty, follow laws, etc.).	A.CI.4.3.3 (B) Identify two responsibilities of a citizen (e.g., serve on jury duty, follow laws, etc.).	A.CI.4.3.3 (C) Identify a responsibility of a citizen (e.g., serve on jury duty, follow laws, etc.).
Real World Connections: <ul style="list-style-type: none"> • Listen to a Civil War historian. • Visit a museum. • Visit an antebellum home. • Look at a map for textiles, industries, and crops. 		Vocabulary: <ul style="list-style-type: none"> • Civil War • Economic • Military • Ports • Production • Provision • Supplies • Textiles
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ▪ Mississippi ▪ State Study: Mississippi ○ Pete's PowerPoint Station <ul style="list-style-type: none"> ▪ State Study: Mississippi ○ BrainPOP Jr. (K-3) (jr.brainpop.com) 		

COURSE: Fourth Grade

THEME: Mississippi Studies and Regions

STRANDS: Civics

- [Economics](#)
- Econedlink.org
 - [Economic Resources for Grade 4](#)
 - [Communities: What They Provide for Us](#)
 - [Bad Kitty Gets “Good” Goods and Services](#) (requires a copy of the book)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Economics Lesson Plan Templates in Elementary \(Grade 4\) Social Studies](#)
- Federal Reserve Bank of St. Louis (stlouisfed.org)
 - [Kiddynomics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- Mr. Donn’s Site for Kids and Teachers (economics.mrdonn.org)
 - [Economics – Lessons, Overviews, Units for Teachers](#)
- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- EdHelper.com
 - [Economics Theme Unit](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Economics

Standard		Performance Objectives	
A.E.4.1 Describe the economic and military role of Mississippi during the Civil War. (e.g., economic production of iron products, textiles, and ships; military provision of military supplies through ports).		A.E.4.1.1 Discuss Mississippi’s economic role during the Civil War (e.g., production of iron products, textiles, and ships). A.E.4.1.2 Discuss Mississippi’s military role during the Civil War (e.g., provision of military supplies through ports).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.4.1.1 (A) Discuss Mississippi’s economic role during the Civil War (e.g., production of iron products, textiles, and ships).	A.E.4.1.1 (B) List two of Mississippi’s economic roles during the Civil War (e.g., production of iron products, textiles, and ships).	A.E.4.1.1 (C) List one of Mississippi’s economic roles during the Civil War (e.g., production of iron products, textiles, and ships).	
A.E.4.1.2 (A) Discuss Mississippi’s military role during the Civil War (e.g., provision of military supplies through ports).	A.E.4.1.2 (B) List two of Mississippi’s military roles during the Civil War (e.g., provision of military supplies through ports).	A.E.4.1.2 (C) List one of Mississippi’s military roles during the Civil War (e.g., provision of military supplies through ports).	
Real World Connections: <ul style="list-style-type: none"> • Listen to a Civil War historian. • Visit a museum. • Visit an antebellum home. • Look at a map for textiles, industries, and crops. 		Vocabulary: <ul style="list-style-type: none"> • Daily • Earthquake • Economic • Hurricane • Industry • Influence • Landfill • Natural disasters • Pastureland • Region • Tornadoes • Various 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ▪ Mississippi ○ Pete’s PowerPoint Station (americanhistory.pppst.com) <ul style="list-style-type: none"> ▪ The Civil War ▪ State Study: Mississippi ○ BrainPOP Jr. (K-3) (jr.brainpop.com) 			

COURSE: Fourth Grade
THEME: Mississippi Studies and Regions
STRANDS: Economics

- [Economics](#)
- Econedlink.org
 - [Economic Resources for Grades 3-5](#)
 - [Communities: What They Provide for Us](#)
 - [Bad Kitty Gets “Good” Goods and Services](#) (requires a copy of the book)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Economics Lesson Plan Templates in Elementary \(Grades 3-5\) Social Studies](#)
- Federal Reserve Bank of St. Louis (stlouisfed.org)
 - [Kiddynomics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- Mr. Donn’s Site for Kids and Teachers (economics.mrdonn.org)
 - [Economics – Lessons, Overviews, Units for Teachers](#)
- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- EdHelper.com
 - [Economics Theme Unit](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Economics

Standard	Performance Objectives	
A.E.4.2 Explain how where you live and where you work influences daily life in Mississippi.	A.E.4.2.1 Classify the types of jobs found in the various regions of Mississippi (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks). A.E.4.2.2 Discuss the economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.E.4.2.1 (A) Classify the types of jobs found in the various regions of Mississippi (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks).	A.E.4.2.1 (B) Sort three types of jobs found in the various regions of Mississippi (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks).	A.E.4.2.1 (C) Identify a job found in a region of Mississippi (e.g., cotton farming vs. soybean farming, pastureland vs. industrial development, beaches vs. casinos, landfills vs. parks).
A.E.4.2.2 (A) Discuss the economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes).	A.E.4.2.2 (B) List two economic impacts of natural disasters (e.g., hurricanes, tornadoes, and earthquakes).	A.E.4.2.2 (C) List an economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes).
Real World Connections: <ul style="list-style-type: none"> • Visit a catfish farm. • Pick cotton. • Tour a sawmill. • Visit a landfill. • Go on vacation to a beach. • Watch videos of natural disasters. 	Vocabulary: <ul style="list-style-type: none"> • Daily • Earthquake • Economic • Hurricane • Industry • Influence • Landfill • Natural disasters • Pastureland • Region • Tornadoes • Various 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ▪ Money ▪ Mississippi ○ Pete's PowerPoint Station (50states.pppst.com) 		

COURSE: Fourth Grade

THEME: Mississippi Studies and Regions

STRANDS: Economics

- BrainPOP Jr. (K-3) (jr.brainpop.com)
 - [State Study: Mississippi](#)
 - [Economics](#)
- Econedlink.org
 - [Economic Resources for Grades 3-5](#)
 - [Communities: What They Provide for Us](#)
 - [Bad Kitty Gets “Good” Goods and Services](#) (requires a copy of the book)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Economics Lesson Plan Templates in Elementary \(Grades 3-5\) Social Studies](#)
- Federal Reserve Bank of St. Louis (stlouisfed.org)
 - [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- Mr. Donn’s Site for Kids and Teachers (economics.mrdonn.org)
 - [Economics – Lessons, Overviews, Units for Teachers](#)
- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- EdHelper.com
 - [Economics Theme Unit](#)
- BrainPOP (brainpop.com)
 - [Money](#)
- 4²eXplore (42explore2.com)
 - [Floods and Flooding](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Civil Rights

Standard	Performance Objectives	
A.CR.4.1 State the impact of the Civil Rights Movement on Mississippi (e.g., social, political, and economic impacts).	A.CR.4.1.1 Define vocabulary associated with the Civil Rights Movement (e.g., discrimination, prejudice, segregation, integration, suffrage, and rights). A.CR.4.1.2 Discuss important people of the Civil Rights Movement (e.g., Martin Luther King, Jr.; Rosa Parks; Medgar Evers; James Meredith; Fannie Lou Hamer; and Charles Evers). A.CR.4.1.3 Discuss the events of the Civil Rights Movement (e.g., the <i>Brown v. Board of Education</i> decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the University of Mississippi riots (James Meredith)). A.CR.4.1.4 Discuss the effect and positive outcomes of the Civil Rights Movement (e.g., the Civil Rights Act of 1964, abolishment of separate but equal, the Voting Rights Act of 1965, and the <i>Brown v. Board of Education</i> Supreme Court Case of 1954).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.CR.4.1.1 (A) Define vocabulary associated with the Civil Rights Movement (e.g., discrimination, prejudice, segregation, integration, suffrage, and rights).	A.CR.4.1.1 (B) Match vocabulary words and terms associated with the Civil Rights Movement (e.g., discrimination, prejudice, segregation, integration, suffrage, and rights).	A.CR.4.1.1 (C) Repeat vocabulary associated with the Civil Rights Movement (e.g., discrimination, prejudice, segregation, integration, suffrage, and rights).
A.CR.4.1.2 (A) Discuss important people of the Civil Rights Movement (e.g., Martin Luther King, Jr.; Rosa Parks; Medgar Evers; James Meredith; Fannie Lou Hamer; and Charles Evers).	A.CR.4.1.2 (B) Recall important people of the Civil Rights Movement (e.g., Martin Luther King, Jr.; Rosa Parks; Medgar Evers; James Meredith; Fannie Lou Hamer; and Charles Evers).	A.CR.4.1.2 (C) Select important people of the Civil Rights Movement (e.g., Martin Luther King, Jr.; Rosa Parks; Medgar Evers; James Meredith; Fannie Lou Hamer; and Charles Evers).
A.CR.4.1.3 (A) Discuss the events of the Civil Rights Movement (e.g., the <i>Brown v. Board of Education</i> decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the University of Mississippi riots (James Meredith)).	A.CR.4.1.3 (B) Role-play the events of the Civil Rights Movement (e.g., the <i>Brown v. Board of Education</i> decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the University of Mississippi riots (James Meredith)).	A.CR.4.1.3 (C) Select the event(s) of the Civil Rights Movement (e.g., the <i>Brown v. Board of Education</i> decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the University of Mississippi riots (James Meredith)).
A.CR.4.1.4 (A) Discuss the effect and positive	A.CR.4.1.4 (B) Sort the negative and positive	A.CR.4.1.4 (C) Select the negative and positive

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Civil Rights

<p>outcomes of the Civil Rights Movement (e.g., the Civil Rights Act of 1964, abolishment of separate but equal, the Voting Rights Act of 1965, and the <i>Brown v. Board of Education</i> Supreme Court Case of 1954).</p>	<p>outcomes of the Civil Rights Movement (e.g., the Civil Rights Act of 1964, abolishment of separate but equal, the Voting Rights Act of 1965, and the <i>Brown v. Board of Education</i> Supreme Court Case of 1954).</p>	<p>outcome(s) of the Civil Rights Movement (e.g., the Civil Rights Act of 1964, abolishment of separate but equal, the Voting Rights Act of 1965, and the <i>Brown v. Board of Education</i> Supreme Court Case of 1954).</p>
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Advocate for their individual rights. • Treat others equally. • Recognize civil rights leaders. • Listen to Dr. Martin Luther King, Jr.’s “I Have a Dream” speech. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Black history • Demonstration • Equal • Equal rights • Freedom • Jim Crow • Law • Mississippi • Nonviolence • Rights • Segregation • Separate • Voting rights 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Social Studies (socialstudies.pppst.com) <ul style="list-style-type: none"> ▪ What is Culture? ○ Mississippi Department of Archives and History (mdah.ms.gov) <ul style="list-style-type: none"> ▪ Civil Rights in Mississippi Unit and Lesson Plans ○ <i>The Other Side</i> by Jacqueline Woodson ○ Mississippi History Now (mshistorynow.mdaf.ms.gov) <ul style="list-style-type: none"> ▪ On Violence and Nonviolence: The Civil Rights Movement in Mississippi ○ Mr. Donn’s Online Teaching Resources (americanhistory.mrdonn.org) <ul style="list-style-type: none"> ▪ Civil Rights Movement Segregation ○ Pinterest.com by Brianna Robles <ul style="list-style-type: none"> ▪ MLK Jr. Crafts Kids Love and Will Start the Conversation about Race ○ A to Z Teacher Stuff LLC (atozteacherstuff.com) <ul style="list-style-type: none"> ▪ We’re All the Same on the Inside ○ Teaching Tolerance (tolerance.org) <ul style="list-style-type: none"> ▪ Civil Rights Activity Book 		

COURSE: Fourth Grade

THEME: Mississippi Studies and Regions

STRANDS: Civil Rights

- **Videos**

- YouTube by Mississippi Public Broadcasting (MPB)

- [Mississippi Civil Rights Museum Tour | Mississippi Edition | MPB](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.4.2 Explore how cultural heritage influences people.		A.CR.4.2.1 Recognize ways people celebrate their diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays). A.CR.4.2.2 Explore ways people celebrate their diverse cultural heritage in Mississippi.	
I Can Statements			
← MOST COMPLEX		→ LEAST COMPLEX	
A.CR.4.2.1 (A) Recognize ways people celebrate their diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays).	A.CR.4.2.1 (B) Match ways people celebrate their diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays).	A.CR.4.2.1 (C) Select ways people celebrate their diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays).	
A.CR.4.2.2 (A) Explore ways people celebrate their diverse cultural heritage in Mississippi.	A.CR.4.2.2 (B) Match ways people celebrate their diverse cultural heritage in Mississippi.	A.CR.4.2.2 (C) Select ways people celebrate their diverse cultural heritage in Mississippi.	
Real World Connections: <ul style="list-style-type: none"> • Learn a dance used to celebrate cultural heritage. • Sing culturally related songs. • Dress up in period clothing. 		Vocabulary: <ul style="list-style-type: none"> • Aesthetics • Attitudes • Beliefs • Celebrate • Costume • Culture • Customs • Different • Education • Holidays • Norms • Religion • Song • Tradition • Values 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Pete’s PowerPoint Station (socialstudies.pppst.com) <ul style="list-style-type: none"> ▪ What is Culture? ○ Wartgames.com <ul style="list-style-type: none"> ▪ What is Culture? Free Games and Activities for Kids 			

COURSE: Fourth Grade

THEME: Mississippi Studies and Regions

STRANDS: Civil Rights

- Scholastic online teacher resources (Scholastic.com)
 - [Understanding Characters and Cultures](#)
- Association for Supervision and Curriculum Development (ascd.org)
 - [Knowledge of Students' Interests and Cultural Heritage Workbook](#)
- **Videos**
 - YouTube
 - [Compilation of Folk Dances Around the World](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Geography

Standard	Performance Objectives	
A.G.4.1 Identify the basic geography of Mississippi.	A.G.4.1.1 Identify the four basic geographical regions of Mississippi (i.e., Yazoo Basin-Delta, Pine Belt, Northern Hills, Gulf Coast). A.G.4.1.2 Using a map key or legend, identify major natural resources and deposits on a map of Mississippi (e.g., oil, agricultural, and aquatic).	
I Can Statements		
MOST COMPLEX ←	→	LEAST COMPLEX
A.G.4.1.1 (A) Identify the four basic geographical regions of Mississippi (i.e., Yazoo Basin-Delta, Pine Belt, Northern Hills, Gulf Coast).	A.G.4.1.1 (B) Identify two basic geographical regions of Mississippi (i.e., Yazoo Basin-Delta, Pine Belt, Northern Hills, Gulf Coast).	A.G.4.1.1 (C) Identify one basic geographical region of Mississippi (i.e., Yazoo Basin-Delta, Pine Belt, Northern Hills, Gulf Coast).
A.G.4.1.2 (A) Using a map key or legend, identify major natural resources and deposits on a map of Mississippi (e.g., oil, agricultural, and aquatic).	A.G.4.1.2 (B) Using a map key or legend, identify two major natural resources on a map of Mississippi. (e.g., oil, agricultural, and aquatic).	A.G.4.1.2 (C) Using a map key or legend, identify a major natural resource on a map of Mississippi. (e.g., oil, agricultural, and aquatic).
Real World Connections: <ul style="list-style-type: none"> • Color the basic regions on a Mississippi map. • Locate the capital of Mississippi. • Visit a catfish farm. • Visit the closest geographical region. • Investigate the regions online. 	Vocabulary: <ul style="list-style-type: none"> • Basic • Delta • Deposits • Geography • Gulf Coast • Legend • Map key • Natural resources • Northern Hills • Pine Belt • Regions • Yazoo River 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ Pete’s PowerPoint Station (50states.pppst.com) <ul style="list-style-type: none"> ▪ State Study: Mississippi ○ Wartgames.com <ul style="list-style-type: none"> ▪ Mississippi 		

COURSE: Fourth Grade

THEME: Mississippi Studies and Regions

STRANDS: Geography

- National Geographic (nationalgeographic.org)
 - [Mississippi Tabletop Map](#)
 - [Reading a Resource Map](#)
- TeachersFirst.com
 - [Classroom resources for K-6 geography](#)
- Mississippi Arts Commission (arts.ms.gov)
 - [View Mississippi by Region](#)
- Teachers.net
 - [Consequences of Human Use of Natural Resources](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Geography

Standard		Performance Objectives	
A.G.4.2 Identify how geographic and environmental factors influence life and work.		A.G.4.2.1 Explore the resources or lack of resources in a local region to other regions of Mississippi (e.g., Delta’s rich soil vs. coastal waters). A.G.4.2.2 Identify the three major divisions of labor within Mississippi (e.g., government, industry, and agriculture). A.G.4.2.3 Identify economic opportunities within and outside Mississippi (e.g., construction of homes and apartments, agriculture, shopping, and restaurant development). A.G.4.2.4 Identify commodities Mississippians use that are grown or manufactured outside of Mississippi. A.G.4.2.5 Identify the basic economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.4.2.1 (A) Explore the resources or lack of resources in a local region to other regions of Mississippi (e.g., Delta’s rich soil vs. coastal waters).	A.G.4.2.1 (B) Explore two resources in a local region to other regions of Mississippi (e.g., Delta’s rich soil vs. coastal waters).	A.G.4.2.1 (C) Identify a resource in a local region to other regions of Mississippi (e.g., Delta’s rich soil vs. coastal waters).	
A.G.4.2.2 (A) Identify the three major divisions of labor within Mississippi (e.g., government, industry, and agriculture).	A.G.4.2.2 (B) Identify two major divisions of labor within Mississippi (e.g., government, industry, and agriculture).	A.G.4.2.2 (C) Identify a major division of labor within Mississippi (e.g., government, industry, and agriculture).	
A.G.4.2.3 (A) Identify economic opportunities within and outside Mississippi (e.g., construction of homes and apartments, agriculture, shopping, and restaurant development).	A.G.4.2.3 (B) Identify two economic opportunities within and outside Mississippi (e.g., construction of homes and apartments, agriculture, shopping, and restaurant development).	A.G.4.2.3 (C) Identify an economic opportunity within and outside Mississippi (e.g., construction of homes and apartments, agriculture, shopping, and restaurant development).	
A.G.4.2.4 (A) Identify commodities Mississippians use that are grown or manufactured outside of Mississippi.	A.G.4.2.4 (B) Identify two commodities Mississippians use that are grown or manufactured outside of Mississippi.	A.G.4.2.4 (C) Define commodities.	

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Geography

A.G.4.2.5 (A) Identify the basic economic impact of natural disasters (e.g., hurricanes, tornadoes, and earthquakes).	A.G.4.2.5 (B) List two basic economic impacts of natural disasters (e.g., hurricanes, tornadoes, and earthquakes).	A.G.4.2.5 (C) Name a basic economic impact of natural disasters.
Real World Connections: <ul style="list-style-type: none"> • Attend career day. • Listen to local industry/agriculture leaders. • Visit local restaurants/stores. • Determine the geographic origin of a product based on the label. 		Vocabulary: <ul style="list-style-type: none"> • Agriculture • Commodities • Construction • Development • Division of labor • Economic impact • Explore • Government • Industry • Labor • Manufacture • Natural disaster • Opportunities • Regions • Resources
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ Pete’s PowerPoint Station (pppst.com) <ul style="list-style-type: none"> ▪ State Study: Mississippi ▪ Human Geography ○ Wartgames.com <ul style="list-style-type: none"> ▪ Mississippi ▪ Human Geography ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Mississippi Tabletop Map ▪ Reading a Resource Map ○ TeachersFirst.com <ul style="list-style-type: none"> ▪ Classroom resources for K-6 geography ○ 4²eXplore (42explore2.com) <ul style="list-style-type: none"> ▪ Floods and Flooding 		

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: Geography

Standard		Performance Objectives	
A.G.4.3 Identify representations of Mississippi and its border states.		A.G.4.3.1 Identify north, south, east, and west on a map. A.G.4.3.2 Locate Mississippi in the United States using maps and globes. A.G.4.3.3 Identify the border states of Mississippi.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.4.3.1 (A) Identify north, south, east, and west on a map.	A.G.4.3.1 (B) Identify three of the four cardinal directions on a map.	A.G.4.3.1 (C) Identify north and south on a map.	
A.G.4.3.2 (A) Locate Mississippi in the United States using maps and globes.	A.G.4.3.2 (B) Locate Mississippi on a map of the United States.	A.G.4.3.2 (C) Identify Mississippi when given two state choices.	
A.G.4.3.3 (A) Identify the border states of Mississippi.	A.G.4.3.3 (B) Identify two border states of Mississippi.	A.G.4.3.3 (C) Identify one border state of Mississippi.	
Real World Connections: <ul style="list-style-type: none"> Label a compass rose. Label a map. Visit states that border Mississippi (virtually or physically). 		Vocabulary: <ul style="list-style-type: none"> Border Cardinal directions East Globe Map North South States West 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Pete's PowerPoint Station (pppst.com) <ul style="list-style-type: none"> State Study: Mississippi Mr. Donn's Site for Kids and Teachers (geography.mrdonn.org) <ul style="list-style-type: none"> Map Symbols and Grid References Wartgames.com <ul style="list-style-type: none"> Maps, Map Skills, Atlases Compass and Direction Games National Geographic (nationalgeographic.org) 			

COURSE: Fourth Grade
THEME: Mississippi Studies and Regions
STRANDS: Geography

- [Mississippi Tabletop Map](#)
- [Cardinal Directions and Maps](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: History

Standard		Performance Objectives	
A.H.4.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi, and the United States.		A.H.4.1.1 Differentiate symbols that are significant to your school, community, Mississippi, and the United States (e.g., school mascot, community logo, Mississippi state flag, United States flag, bald eagle, etc.). A.H.4.1.2 Identify expressions of patriotism (e.g., Pledge of Allegiance, national anthem, military salutes, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.4.1.1 (A) Differentiate symbols that are significant to your school, community, Mississippi, and the United States (e.g., school mascot, community logo, Mississippi state flag, United States flag, bald eagle, etc.).	A.H.4.1.1 (B) Classify symbols that are significant to your school, community, Mississippi, and the United States (e.g., school mascot, community logo, Mississippi state flag, United States flag, bald eagle, etc.).	A.H.4.1.1 (C) Select a symbol that is significant to school, community, Mississippi, and the United States (e.g., school mascot, community logo, Mississippi state flag, United States flag, bald eagle, etc.).	
A.H.4.1.2 (A) Identify expressions of patriotism (e.g., Pledge of Allegiance, national anthem, military salutes, etc.).	A.H.4.1.2 (B) Match expressions of patriotism (e.g., Pledge of Allegiance, national anthem, military salutes, etc.).	A.H.4.1.2 (C) Select expressions of patriotism (e.g., Pledge of Allegiance, national anthem, military salutes, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Recite the Pledge of Allegiance. • Register to vote. • Cast a vote. • Try out for school mascot. 		Vocabulary: <ul style="list-style-type: none"> • Bald eagle • Blue • Flag • Logo • Mascot • Military salutes • National anthem • Pledge of Allegiance • Red • Symbol • United States • Vote • White 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Mississippi's government website (ms.gov) <ul style="list-style-type: none"> ▪ Mississippi - state symbols ○ Gateway High School, Kissimmee, Florida (gwhs.osceolaschools.net) 			

COURSE: Fourth Grade

THEME: Mississippi Studies and Regions

STRANDS: History

- [American Symbols and Landmarks and Patriotism](#)
- BrainPOP (educators.brainpop.com)
 - [Educator Resources for U.S. Symbols](#)
- Study.com LLC (subscription required)
 - [Understanding the Meaning and History of American Symbols](#)
- Library of Congress Teaching with Primary Sources (www.loc.gov/teachers/classroommaterials)
 - [Symbols of the United States](#)
- New Path Learning (newpathworksheets.com)
 - [Mississippi College and Career Readiness Standards Fourth Grade Social Studies Activities — Printable Fourth Grade Social Studies Worksheets and Study Guides](#)
- **Videos**
 - YouTube by Red Cat Reading (redcatreading.com)
 - [Symbols of the United States | Facts about the U.S.](#)
 - YouTube by eHow
 - [Kindergarten Lessons on Symbols of America : Kindergarten Lessons](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: History

Standard		Performance Objectives	
A.H.4.3 Describe Mississippi's agricultural economy prior to the Civil War.		A.H.4.3.1 Discuss the impact of agriculture on Mississippi's economy.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.4.3.1 (A) Discuss the impact of agriculture on Mississippi's economy.	A.H.4.3.1 (B) Identify crops grown in Mississippi prior to the Civil War.	A.H.4.3.1 (C) Select a crop grown in Mississippi prior to the Civil War.	
Real World Connections: <ul style="list-style-type: none"> Plant a seed or garden. Sort items into categories such as food vs. non-food, crops vs. non-crops, etc. 		Vocabulary: <ul style="list-style-type: none"> Civil War Cotton Crop Food crop Garden Indigo Non-food crop Rice Sugarcane Tobacco 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Mississippi History Now (mshistorynow.mdah.state.ms.us) <ul style="list-style-type: none"> Cotton and the Civil War Cotton in a Global Economy: Mississippi (1800-1860) National Park Service (NPS.gov) <ul style="list-style-type: none"> Concept IX: Celebrating Delta Agriculture United States History (history.com) <ul style="list-style-type: none"> How Slavery Became the Economic Engine of the South National Agriculture in the Classroom (agclassroom.org) <ul style="list-style-type: none"> National Agricultural Literacy Curriculum Matrix Public Broadcasting Service (PBS.org) <ul style="list-style-type: none"> Why Was Cotton 'King'? National Endowment for Humanities – EDSITEment (edsitement.neh.gov) <ul style="list-style-type: none"> Lesson 1: On the Eve of War: North vs. South 			

COURSE: Fourth Grade
THEME: Mississippi Studies and Regions
STRANDS: History

- **Videos**

- Study.com LLC (subscription required)

- [Life in the South: Ordered Society and Economy of the Southern States Video and Lesson Transcript](#)

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: History

Standard		Performance Objectives	
A.H.4.4 Recognize Mississippians from literature, the arts, architecture, and music.		A.H.4.4.1 Identify Mississippians known for their artwork, music, architecture, and literature.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.4.4.1 (A) Identify Mississippians known for their artwork, music, architecture, and literature.	A.H.4.4.1 (B) Match Mississippians to their cultural contributions.	A.H.4.4.1 (C) Select a Mississippi artist.	
Real World Connections: <ul style="list-style-type: none"> • Participate in an art show. • Go on a virtual tour of Mississippi museums. • Explore Mississippi music. 		Vocabulary: <ul style="list-style-type: none"> • Art • Book • Building • Instrument • Mississippi • Museum • Music 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Mississippi Department of Archives and History (mdah.ms.gov) <ul style="list-style-type: none"> ▪ Mississippi History Timeline ○ <i>M is for Magnolia, A Mississippi Alphabet Book</i> by Michael Shoulders • Videos <ul style="list-style-type: none"> ○ YouTube by Mississippi Public Broadcasting (MPB.org) <ul style="list-style-type: none"> ▪ Museum of Mississippi History Tour Mississippi Edition 			

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: History

Standard		Performance Objectives	
A.H.4.5 Discuss significant historical figures and events in Mississippi.		A.H.4.5.1 Identify historical figures and events that are symbols of Mississippi culture (e.g., monuments, place names, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.4.5.1 (A) Identify historical figures and events that are symbols of Mississippi culture (e.g., monuments, place names, etc.).	A.H.4.5.1 (B) Match historical figures to events that are symbols of Mississippi culture (e.g., monuments, place names, etc.).	A.H.4.5.1 (C) Select historical figures that are symbols of Mississippi culture.	
Real World Connections: <ul style="list-style-type: none"> • Create a historical project on figures and events related to Mississippi culture. • Create a timeline of significant events in Mississippi. • Take a virtual tour of the Mississippi Civil Rights Museum. 		Vocabulary: <ul style="list-style-type: none"> • Building • Flag • History • Magnolia • Mississippi • Mockingbird • State capital • Statue • Symbol 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Mississippi Department of Archives and History (mdah.ms.gov) <ul style="list-style-type: none"> ▪ Mississippi History Timeline ○ M.A. Kelley and Company, Inc. (thhomeschoolmom.com) <ul style="list-style-type: none"> ▪ Homeschooling in Mississippi Homeschool Field Trips ○ eReferenceDesk.com owned and operated by Joseph L Ferguson <ul style="list-style-type: none"> ▪ Mississippi Famous People Famous Americans: History and Biographies ○ Pete's PowerPoint Station (socialstudies.pppst.com) <ul style="list-style-type: none"> ▪ What is Culture? • Videos <ul style="list-style-type: none"> ○ YouTube by Mississippi Public Broadcasting (MPB.org) <ul style="list-style-type: none"> ▪ Museum of Mississippi History Tour Mississippi Edition ○ YouTube by Ovation <ul style="list-style-type: none"> ▪ Arts Across the Heartland: Mississippi Museum of Art 			

COURSE: Fourth Grade
 THEME: Mississippi Studies and Regions
 STRANDS: History

Standard	Performance Objectives	
A.H.4.6 Compare the different Mississippi Native American cultures (e.g., Choctaw, Chickasaw, and Natchez).	A.H.4.6.1 Identify the location of major tribes within Mississippi. A.H.4.6.2 Compare and contrast similarities and differences in how Native American tribes lived (e.g., their homes, roles, beliefs, clothes, games, traditions, or food).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.H.4.6.1 (A) Identify the location of major tribes within Mississippi.	A.H.4.6.1 (B) Identify the location of two major tribes within Mississippi.	A.H.4.6.1 (C) Identify the location of one major tribe within Mississippi.
A.H.4.6.2 (A) Compare and contrast similarities and differences in how Native American tribes lived (e.g., their homes, roles, beliefs, clothes, games, traditions, or food).	A.H.4.6.2 (B) Recognize differences in how Native American tribes lived (e.g., their homes, roles, beliefs, clothes, games, traditions, or food).	A.H.4.6.2 (C) Recognize similarities in how Native American tribes lived (e.g., their homes, roles, beliefs, clothes, games, traditions, or food).
Real World Connections: <ul style="list-style-type: none"> • Identify the state of Mississippi. • Identify their hometown or city on a map of Mississippi in relation to Native American settlements. • Attend the Mississippi Choctaw Indian Fair. • Make a map of Mississippi. 	Vocabulary: <ul style="list-style-type: none"> • Belief • Compare • Choctaw Indian • Chickasaw Indian • Natchez Indian • Contrast • Culture • Different • Location • Native American • Same • Traditions • Tribe 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Scholastic online teacher resources (Scholastic.com) <ul style="list-style-type: none"> ▪ Native American Heritage Lesson Plans and Student Activities ○ Native Languages of the Americas non-profit organization (native-languages.org) <ul style="list-style-type: none"> ▪ Native American Tribes of Mississippi ○ National Park Service (nps.gov) <ul style="list-style-type: none"> ▪ Native American Cultures of Mississippi 		

COURSE: Fourth Grade

THEME: Mississippi Studies and Regions

STRANDS: History

- Pete's PowerPoint Station (socialstudies.pppst.com)

- [What is Culture?](#)

- **Activities**

- Visit the Choctaw Heritage Museum.

- Cook a dish like those eaten by Native Americans.

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Civics

Standard		Performance Objectives	
A.CI.5.1 Explain how the Articles of Confederation led to the Constitution.		A.CI.5.1.1 Identify problems of the Articles of Confederation (e.g., lack of executive branch, no taxation power, and weak central government). A.CI.5.1.2 Identify the plans and compromises that contributed to the creation of the Constitution and the Bill of Rights.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.5.1.1 (A) Identify problems of the Articles of Confederation (e.g., lack of executive branch, no taxation power, and weak central government).	A.CI.5.1.1 (B) Identify two problems of the Articles of Confederation (e.g., lack of executive branch, no taxation power, and weak central government).	A.CI.5.1.1 (C) Identify a problem of the Articles of Confederation (e.g., lack of executive branch, no taxation power, and weak central government).	
A.CI.5.1.2 (A) Identify the plans and compromises that contributed to the creation of the Constitution and the Bill of Rights.	A.CI.5.1.2 (B) Identify compromises that contributed to the creation of the Constitution and the Bill of Rights.	A.CI.5.1.2 (C) Identify a compromise that contributed to the creation of the Constitution.	
Real World Connections: <ul style="list-style-type: none"> • Visit the state capital. • Watch Schoolhouse Rock. • Create a bill of rights for the classroom. 		Vocabulary: <ul style="list-style-type: none"> • Articles of Confederation • Bill of Rights • Compromise • Constitution • Contributed • Executive branch • Taxation 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Constitution Center (constitutioncenter.org) <ul style="list-style-type: none"> ▪ Constitution in the Classroom ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Bill of Rights ▪ U.S. Constitution ○ Pete’s PowerPoint Station (government.pppst.com) <ul style="list-style-type: none"> ▪ The Articles of Confederation ▪ The Constitution of the United States ▪ The Bill of Rights 			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Civics

Standard		Performance Objectives	
A.CI.5.2 Demonstrate respect for the rights of others.		A.CI.5.2.1 Identify ways to resolve differences with respect to others.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.5.2.1 (A) Identify ways to resolve differences with respect to others.	A.CI.5.2.1 (B) Identify two ways to resolve differences with respect to others.	A.CI.5.2.1 (C) Identify a way to resolve differences with respect to others.	
Real World Connections: <ul style="list-style-type: none">• Role-play resolving differences between others.• Play social interaction games.• Create a social story.		Vocabulary: <ul style="list-style-type: none">• Differences• Resolve• Respect• Social interactions• Social story	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ BrainPOP (brainpop.com)<ul style="list-style-type: none">▪ Student Rights▪ Bill of Rights▪ U.S. Constitution○ National Constitution Center (constitutioncenter.org)<ul style="list-style-type: none">▪ Constitution in the Classroom○ Pete's PowerPoint Station (government.pppst.com)<ul style="list-style-type: none">▪ The Articles of Confederation▪ The Constitution of the United States▪ The Bill of Rights			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Economics

Standard		Performance Objectives	
A.E.5.1 Examine the various types of resources in the United States.		<p>A.E.5.1.1 Identify the major resources of the United States (e.g., iron ore, dairy, cotton, corn, and timber).</p> <p>A.E.5.1.2 Discuss why certain products are manufactured in certain areas in the United States (e.g., citrus grown on the coast because the climate is warm year-round, shrimp and oysters harvested on the coast because it is located near an ocean, etc.).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.5.1.1 (A) Identify the major resources of the United States (e.g., iron ore, dairy, cotton, corn, and timber).	A.E.5.1.1 (B) Identify two resources of the United States (e.g., iron ore, dairy, cotton, corn, and timber, etc.).	A.E.5.1.1 (C) Identify a resource of the United States (e.g., iron ore, dairy, cotton, corn and timber, etc.).	
A.E.5.1.2 (A) Discuss why certain products are manufactured in certain areas in the United States (e.g., citrus grown on the coast because the climate is warm year-round, shrimp and oysters harvested on the coast because it is located near an ocean, etc.).	A.E.5.1.2 (B) Match two products produced in the United States with their area or origin (e.g., citrus grown on the coast, shrimp and oysters harvested on the coast, etc.).	A.E.5.1.2 (C) Match a product produced in the United States with its area of origin (e.g., citrus grown on the coast, shrimp and oysters harvested on the coast, etc.).	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Understand supply and demand. • Differentiate between man-made products and natural resources. • Learn to conserve nonrenewable resources. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Agriculture • Citrus fruit • Dairy • Depletion • Economy • Environment • Hydropower • Metals • Minerals • Natural resource • Oil • Renewable • Seafood • Timber • Wind energy 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Department of the Interior (DOI) (doi.gov) 			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Economics

- [U.S. Natural Resource Sectors](#)
- SelectUSA (Selectusa.gov)
 - [Abundant Resources](#)
- Lumen Learning (courses.lumenlearning.com)
 - [Introduction to Natural Resource Economics](#)
- U.S. Embassy & Consulate in the Republic of Korea (kr.usembassy.gov)
 - [Theodore Roosevelt: The Conservation of Natural Resources](#)

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Economics

Standard		Performance Objectives	
A.E.5.2 Discuss a bartering economy and a currency-based economy.		A.E.5.2.1 Identify details of a bartering economy. A.E.5.2.2 Identify details of a currency-based economy.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.5.2.1 (A) Identify details of a bartering economy.	A.E.5.2.1 (B) Select a detail of a bartering economy.	A.E.5.2.1 (C) Select an item to barter.	
A.E.5.2.2 (A) Identify details of a currency-based economy.	A.E.5.2.2 (B) Select a detail of a currency-based economy.	A.E.5.2.2 (C) Select a type of currency.	
Real World Connections: <ul style="list-style-type: none"> • Barter by exchanging goods or services in return for other goods or services. • Generate ideas of things they can do to earn money. • Associate the value of different items. 		Vocabulary: <ul style="list-style-type: none"> • Barter • Credit • Currency • Debt • Economy • Exchange rates • Money • Savings • Trade • Value 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Money Instructor (moneyinstructor.com) <ul style="list-style-type: none"> ▪ Moneyinstructor—Nomics Classroom Economy: Attaching Value to Money ○ Education Planet, Inc. (lessonplanet.com) (subscription required) <ul style="list-style-type: none"> ▪ Barter and Money Lesson Plans and Worksheets 			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Civil Rights

Standard		Performance Objectives	
<p>A.CR.5.1 Identify ways that authority figures can influence people’s rights and freedom.</p>		<p>A.CR.5.1.1 Link authority figures from various groups of people to their influence on the rights and freedom of people (e.g., Native Americans, African Americans, and women).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.CR.5.1.1 (A) Link authority figures from various groups of people to their influence on the rights and freedom of people (e.g., Native Americans, African Americans, and women).</p>	<p>A.CR.5.1.1 (B) List authority figures that had influence on the rights and freedom of people.</p>	<p>A.CR.5.1.1 (C) List two or more rights and freedoms of people.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Investigate rights and freedoms in the United States. • Distinguish and discuss the rights and freedoms in their city and state. • Explore rights and freedoms around the world. • Explore roles of various authority figures. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Cultural • Discrimination • Due process • Elimination • Equality before the law • Facilitate • Freedom • Human right • Inalienable • Protect • Right to life • Universal Declaration of Human Rights 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Reading Rockets initiative funded by the U.S. Department of Education, Office of Special Education Programs (readingrockets.org) <ul style="list-style-type: none"> ▪ Diverse Classroom Libraries for K–6 Students ○ Biography Online by Tejvan Pettinger (biographyonline.net) <ul style="list-style-type: none"> ▪ People who fought for Human Rights/Civil Rights ○ Junior Scholastic.com <ul style="list-style-type: none"> ▪ 50 Years after MLK ▪ How Barbara Johns Helped End Segregation ▪ The Little Rock Nine 			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Civil Rights

- **Activities**

- Human Rights Resource Center (hrlibrary.umn.edu)

- [Activities from the Human Rights Resource Center Publications: Human Rights Here and Now](#)

- **Videos**

- YouTube by WatchMojo.com

- [Top 10 American Civil Rights Activists](#)

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.5.2 Compare traditions and contributions of various cultures.		A.CR.5.2.1 Identify ways people celebrate their traditions and diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CR.5.2.1 (A) Identify ways people celebrate their traditions and diverse cultural heritage (e.g., through literature, language, games, songs, dances, and holidays).	A.CR.5.2.1 (B) Select ways people celebrate their cultural heritage.	A.CR.5.2.1 (C) Select ways people celebrate their traditions.	
Real World Connections: <ul style="list-style-type: none"> • Compare traditions with classmates. • Establish relationships with other students to share traditions around the world. • Contemplate what values and customs are most meaningful to them. • Discuss similarities between different holidays. For example, many traditions incorporate the motif of light, so ask students to research the cultural significance of these themes. 		Vocabulary: <ul style="list-style-type: none"> • Bias • Cultural assimilation • Cultural heritage • Cultural sensitivity • Culture • Diverse • Ethnicity • Extended family • Nuclear family • Prejudice • Race • Stereotyping • Traditions 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Kids Discover (kidsdiscover.com) <ul style="list-style-type: none"> ▪ Cultural Heritage in the Classroom ○ Scholastic online teacher resources (Scholastic.com) <ul style="list-style-type: none"> ▪ Celebrate Your Heritage ○ Association for Supervision and Curriculum Development (ascd.org) <ul style="list-style-type: none"> ▪ Knowledge of Students' Interests and Cultural Heritage Workbook ○ Sanford Harmony (sanfordharmony.org) <ul style="list-style-type: none"> ▪ Celebrating Diversity and Inclusion – Sharing Cultural Celebrations and Traditions ○ Literacy Worldwide, Newark, Delaware (literacyworldwide.org) <ul style="list-style-type: none"> ▪ Ten Ways to Celebrate Diversity During the Holidays 			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Civil Rights

- **Activities**

- Prepare the foods of different cultures.
- Have students bring a family picture or pictures of family members. Make a copy of each picture for students to glue to their “My Family Heritage” poster.
- Have students bring a food or dessert to share that represents their heritage/culture/tradition.

- **Videos**

- YouTube by nosnleft
 - [What is Culture? Elementary Lesson](#)
- Africa Facts (Africa-facts.org)
 - [African Culture – 16 most interesting traditions](#)

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Geography

Standard		Performance Objectives	
A.G.5.1 Locate on a map physical features that are present in America.		A.G.5.1.1 Identify major landforms and bodies of water in America (e.g., oceans, rivers, major forests, and significant mountain ranges).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.5.1.1 (A) Identify major landforms and bodies of water in America (e.g., oceans, rivers, major forests, and significant mountain ranges).	A.G.5.1.1 (B) Identify two major landforms and two bodies of water in America.	A.G.5.1.1 (C) Identify a body of water and a landform in America.	
Real World Connections: <ul style="list-style-type: none">• Use online map satellite images to find major landforms.• Visit a major landform.		Vocabulary: <ul style="list-style-type: none">• Bodies of water• Landforms• Physical features• Significant	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ TeacherVision.com<ul style="list-style-type: none">▪ Geography Teacher Resources○ Pete's PowerPoint Station (geography.pppst.com)<ul style="list-style-type: none">▪ Landforms○ Wartgames.com<ul style="list-style-type: none">▪ Landforms: Free Games and Activities for Kids○ National Geographic (nationalgeographic.org)<ul style="list-style-type: none">▪ Map Skills for Elementary Students▪ Getting Started with Google Maps▪ Cardinal Directions and Maps▪ Reading a Resource Map○ Education.com<ul style="list-style-type: none">▪ Social Studies Lesson Plans▪ Reading a Map			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Geography

Standard	Performance Objectives	
A.G.5.2 Identify physical features of the environment.	A.G.5.2.1 Differentiate between landforms and bodies of water. A.G.5.2.2 Identify how physical features impact communities. A.G.5.2.3 Identify ways physical environments may change over time (e.g., through erosion, hurricanes, etc.).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.G.5.2.1 (A) Differentiate between landforms and bodies of water.	A.G.5.2.1 (B) Label two landforms and a body of water.	A.G.5.2.1 (C) Label a landform or a body of water.
A.G.5.2.2 (A) Identify how physical features impact communities.	A.G.5.2.2 (B) Identify how a physical feature impacts a community.	A.G.5.2.2 (C) Name two physical features.
A.G.5.2.3 (A) Identify ways physical environments may change over time (e.g., through erosion, hurricanes, etc.).	A.G.5.2.3 (B) Identify two ways physical environments may change over time (e.g., through erosion, hurricanes, etc.).	A.G.5.2.3 (C) Identify one way a physical environment may change over time (e.g., through erosion, hurricanes, etc.).
Real World Connections: <ul style="list-style-type: none"> • Look at photographs from the past and compare to today. • Build a sandcastle and pour water over it to demonstrate erosion. • Look at old topography maps and compare to current topography maps. 	Vocabulary: <ul style="list-style-type: none"> • Bodies of water • Communities • Environments • Erosion • Impact • Landforms • Physical features 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Getting Started with Google Maps ○ Pete's PowerPoint Station (geography.pppst.com) <ul style="list-style-type: none"> ▪ Landforms ○ Mr. Donn's Site for Kids and Teachers (geography.mrdonn.org) <ul style="list-style-type: none"> ▪ Map Symbols and Grid References ○ Wartgames.com <ul style="list-style-type: none"> ▪ Landforms: Free Games and Activities for Kids 		

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Geography

- [Maps, Map Skills, Atlases](#)
- TeacherVision.com
 - [Geography Teacher Resources](#)

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Geography

Standard		Performance Objectives	
A.G.5.3 Use a map and other representations of the earth to locate specific points.		A.G.5.3.1 Identify cardinal and intermediate directions (e.g., north, northeast, northwest, south, southeast, southwest, east, and west). A.G.5.3.2 Locate Mississippi and the border states of Mississippi using maps or globes.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.5.3.1 (A) Identify cardinal and intermediate directions (e.g., north, northeast, northwest, south, southeast, southwest, east, and west).	A.G.5.3.1 (B) Identify cardinal and two intermediate directions.	A.G.5.3.1 (C) Identify cardinal directions.	
A.G.5.3.2 (A) Locate Mississippi and the border states of Mississippi using maps or globes.	A.G.5.3.2 (B) Locate Mississippi and two bordering states.	A.G.5.3.2 (C) Locate Mississippi on a map.	
Real World Connections: <ul style="list-style-type: none"> • Label a compass rose. • Color Mississippi on a map of the United States. • Visit border states (virtually or physically). • Label the ordinal directions. 		Vocabulary: <ul style="list-style-type: none"> • Border • Cardinal • Directions • Globe • Intermediate • Maps • Specific 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Mississippi Tabletop Map ▪ Map Skills for Elementary Students ▪ Getting Started with Google Maps ▪ Cardinal Directions and Maps ▪ Reading a Resource Map ○ Pete’s PowerPoint Station (50states.pppst.com) <ul style="list-style-type: none"> ▪ State Study: Mississippi ○ Mr. Donn’s Site for Kids and Teachers (geography.mrdonn.org) <ul style="list-style-type: none"> ▪ Map Symbols and Grid References 			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: Geography

- Wartgames.com
 - [Maps, Map Skills, Atlases](#)
 - [Compass and Directions Games](#)
 - [Mississippi](#)
- Education.com
 - [Social Studies Lesson Plans](#)
 - [Reading a Map](#)
 - [Map to School](#)
 - [Kindergarten Readiness: Map the Day](#)
 - [Cartography for Kids](#)
 - [Geography Lesson Plans](#)

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: History

Standard	Performance Objectives	
A.H.5.1 Recognize symbols, customs, and celebrations representative of the United States.	A.H.5.1.1 Identify national symbols, customs, and celebrations that are significant to the United States (e.g., Fourth of July, United States flag, bald eagle, etc.). A.H.5.1.2 Identify expressions of national patriotism.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.H.5.1.1 (A) Identify national symbols, customs, and celebrations that are significant to the United States (e.g., Fourth of July, United States flag, bald eagle, etc.).	A.H.5.1.1 (B) Identify two national symbols, customs, and celebrations that are significant to the United States (e.g., Fourth of July, United States flag, bald eagle, etc.).	A.H.5.1.1 (C) Identify one national symbol, custom, or celebration that is significant to the United States (Fourth of July, United States flag, bald eagle, etc.).
A.H.5.1.2 (A) Identify expressions of national patriotism.	A.H.5.1.2 (B) Identify two expressions of national patriotism.	A.H.5.1.2 (C) Identify one expression of national patriotism.
Real World Connections: <ul style="list-style-type: none"> • Make a replica of the United States flag. • Listen to the Star-Spangled Banner. • Ring a “liberty bell.” • Participate in a virtual field trip to the Statue of Liberty. 	Vocabulary: <ul style="list-style-type: none"> • Bell • Blue • Eagle • Fireworks • Flag • Red • Stars • Statue of Liberty • Stripes • Uncle Sam • United States of America • White 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Library of Congress (loc.gov) <ul style="list-style-type: none"> ▪ U.S. Symbols ○ BrainPop Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship ▪ Statue of Liberty ▪ Citizenship U.S. Symbols 		

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: History

- United States Department of State (americanenglish.state.gov)
 - [Holidays](#)
- **Activities**
 - National Park Service (nps.gov)
 - [Statue of Liberty](#)
 - A to Z Kids Stuff (atozkidsstuff.com)
 - [Symbols](#)
 - National Geographic Kids (kids.nationalgeographic.com)
 - [Bald Eagle](#)
- **Videos**
 - YouTube by Red Cat Reading (redcatreading.com)
 - [U.S. Symbols](#)
 - YouTube by English-Reading AZ
 - [American Symbols](#)

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: History

Standard	Performance Objectives	
A.H.5.3 Describe reasons for colonization of North America.	A.H.5.3.1 Identify significant European explorers (e.g., Columbus, DeSoto, etc.). A.H.5.3.2 Discuss factors that prompted exploration and colonization (e.g., religious freedom, land, economic growth, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.H.5.3.1 (A) Identify significant European explorers (e.g., Columbus, DeSoto, etc.).	A.H.5.3.1 (B) Identify two to three significant European explorers (e.g., Columbus, DeSoto, etc.).	A.H.5.3.1 (C) Identify one significant European explorer (e.g., Columbus, DeSoto, etc.).
A.H.5.3.2 (A) Discuss factors that prompted exploration and colonization (e.g., religious freedom, land, economic growth, etc.).	A.H.5.3.2 (B) Identify two to three factors that prompted exploration and colonization (e.g., religious freedom, land, economic growth, etc.).	A.H.5.3.2 (C) Identify one factor that prompted exploration and colonization (e.g., religious freedom, land, economic growth, etc.).
Real World Connections: <ul style="list-style-type: none"> • Make a map. • Look through a telescope. • Explore using a compass. • Construct a ship. • Smell spices. 	Vocabulary: <ul style="list-style-type: none"> • America • Belief • Boat • Compass • Explore • Freedom • Land • Religion • Spice • Telescope • Water 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Ducksters.com <ul style="list-style-type: none"> ▪ Exploration and Discovery ▪ Colonial America ○ DKFindout.com <ul style="list-style-type: none"> ▪ Christopher Columbus ○ AmericanHistoryforKids.com <ul style="list-style-type: none"> ▪ European Explorers 		

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: History

- **Activities**

- BrainPop (brainpop.com)
 - [Christopher Columbus](#)
- Mariner's Museum and Park (exploration.marinersmuseum.org)
 - [Age of Discovery](#)
 - [Christopher Columbus](#)
 - [Hernando DeSoto](#)

- **Videos**

- YouTube by Bow Tie Guy and Wife of Teachers Pay Teachers
 - [European Explorers](#)
- YouTube by Homeschool Pop
 - [Christopher Columbus](#)

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: History

Standard	Performance Objectives	
A.H.5.4 Investigate the major events and the impact of the American Revolution.	A.H.5.4.1 Sequence the events that led to the American Revolution (e.g., French and Indian War, British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.). A.H.5.4.2 Identify multiple principles of the Declaration of Independence. A.H.5.4.3 Identify key battles of the American Revolution. A.H.5.4.4 Label significant people and their impact on the American Revolution. A.H.5.4.5 Identify the Treaty of Paris of 1783.	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.H.5.4.1 (A) Sequence the events that led to the American Revolution (e.g., French and Indian War, British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.).	A.H.5.4.1 (B) Identify two to three events that led to the American Revolution (e.g., French and Indian War, British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.).	A.H.5.4.1 (C) Identify one event that led to the American Revolution (e.g., French and Indian War, British Stamp Act, Intolerable Acts, Boston Massacre, Tea Act, etc.).
A.H.5.4.2 (A) Identify multiple principles of the Declaration of Independence.	A.H.5.4.2 (B) Identify two to three principals of the Declaration of Independence.	A.H.5.4.2 (C) Identify one principal of the Declaration of Independence.
A.H.5.4.3 (A) Identify key battles of the American Revolution.	A.H.5.4.3 (B) Identify two to three key battles of the American Revolution.	A.H.5.4.3 (C) Identify one key battle of the American Revolution.
A.H.5.4.4 (A) Label significant people and their impact on the American Revolution.	A.H.5.4.4 (B) Match two to three significant people and their impact on the American Revolution.	A.H.5.4.4 (C) Match one significant person and his/her impact on the American Revolution.
A.H.5.4.5 (A) Identify the Treaty of Paris of 1783.	A.H.5.4.5 (B) Identify the countries that signed the Treaty of Paris.	A.H.5.4.5 (C) Identify one country that signed the Treaty of Paris.
Real World Connections: <ul style="list-style-type: none"> • Sign a classroom behavior contract. • Participate in a virtual field trip to the Museum of the American Revolution. • Drink tea. • Put stamps on classwork. 	Vocabulary: <ul style="list-style-type: none"> • Contract • Name • Paper • Ship • Sign • Stamp • Tax • Tea • War 	

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: History

Resources:

- **Websites, articles, and other collections**

- DKFindout.com
 - [Treaty of Paris](#)
- Kids Britannica.com
 - [Declaration of Independence](#)
 - [Tea Act](#)
- Ducksters
 - [American Revolution](#)
 - [Boston Tea Party](#)
 - [Stamp Act](#)
 - [French and Indian War](#)
- Scholastic online teacher resources (Scholastic.com)
 - [Museum of the American Revolution](#)

- **Videos**

- YouTube By Liberty's Kids- Wild brain
 - [Treaty of Paris](#)
- YouTube By Homeschool Pop
 - [The Declaration of Independence for Kids](#)

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: History

Standard		Performance Objectives	
A.H.5.7 Describe significant historical figures and events.		A.H.5.7.1 Identify historical figures and events that are used as symbols of American culture (e.g., currency, monuments, and place names).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.H.5.7.1 (A) Identify historical figures and events that are used as symbols of American culture (e.g., currency, monuments, and place names).		A.H.5.7.1 (B) Identify two to three historical figures or events that are used as symbols of American culture (e.g., currency, monuments, and place names).	A.H.5.7.1 (C) Identify one historical figure or event that is used as a symbol of American culture (e.g., currency, monuments, and place names).
Real World Connections: <ul style="list-style-type: none">• Count coins and bills.• Explore monuments on the school campus.• Participate in a virtual field trip to the White House.		Vocabulary: <ul style="list-style-type: none">• Bill• Building• Coin• Money• Paper• President• Statue• White House	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Scholastic online teacher resources (Scholastic.com)<ul style="list-style-type: none">▪ American Currency○ American History for Kids (americanhistoryforkids.com)<ul style="list-style-type: none">▪ The White House▪ The Washington Monument▪ The Statue of Liberty▪ Old Glory: The Story of Our Flag○ Education.com<ul style="list-style-type: none">▪ Homemade Coins• Videos<ul style="list-style-type: none">○ YouTube by Learning Time Fun<ul style="list-style-type: none">▪ Currency○ YouTube by Stacy Marr			

COURSE: Fifth Grade

THEME: U.S. History: Pre-Columbian to American Revolution

STRANDS: History

- [American Monuments](#)
- YouTube by WatchMojo.com
 - [Top 10 United States Landmarks](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Civics

Standard		Performance Objectives	
A.CI.6.1 Identify the various roles of citizens and apply that understanding to their role as a citizen of their community, state, and nation.		A.CI.6.1.1 Show how technology and media affect decision-making. A.CI.6.1.2 Explain how citizenship roles vary based on the population, size, and geographic position of a state. A.CI.6.1.3 Identify the many forms of citizenship.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.6.1.1 (A) Show how technology and media affect decision-making.	A.CI.6.1.1 (B) Sort two to three examples that show how technology and media affect decision-making.	A.CI.6.1.1 (C) Identify an example that shows how technology and media affect decision-making.	
A.CI.6.1.2 (A) Explain how citizenship roles vary based on the population, size, and geographic position of a state.	A.CI.6.1.2 (B) Explain how citizenship roles vary based on the population, size, and geographic position of a community.	A.CI.6.1.2 (C) Identify how citizenship roles vary based on the population of a community.	
A.CI.6.1.3 (A) Identify the many forms of citizenship.	A.CI.6.1.3 (B) Describe one's own citizenship status.	A.CI.6.1.3 (C) Define citizenship.	
Real World Connections: <ul style="list-style-type: none"> • Explore various products on the internet (e.g., cars, baseball gloves, makeup, etc.). • Watch commercials. • Look at a birth certificate. • Conduct a mock census in the school. 		Vocabulary: <ul style="list-style-type: none"> • Citizens • Citizenship • Community • Decision • Digital citizenship • Geographic • Media • Nation • Population • Roles • Technology • Various 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Communities and Community Helpers ○ BrainPOP (brainpop.com) <ul style="list-style-type: none"> ▪ Citizenship ○ TeacherVision.com 			

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Civics

- [Social Studies and History Resources](#)
- Common Sense Education (digitalcompass.org)
 - [Digital Compass](#)
- iCivics.org
 - [Free civics resources for the classroom](#)
- Generation Nation (generationnation.org)
 - [K-12 Civics Literacy: Civics in Action](#)
- Stanford History Education Group (cor.stanford.edu)
 - [Civic Online Reasoning](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Civic Participation Lesson Plan Templates in Elementary \(Grades 3-5\) Social Studies](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Civics

Standard		Performance Objectives	
A.CI.6.2 Explore how technology and media affect our civil rights and responsibilities.		A.CI.6.2.1 Describe the impacts of technology and media in making reliable decisions. A.CI.6.2.2 Illustrate how globalization has changed the rights and responsibilities of citizens. A.CI.6.2.3 Identify ways security has impacted civil liberty protections.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CI.6.2.1 (A) Describe the impacts of technology and media in making reliable decisions.	A.CI.6.2.1 (B) Sort two to three examples that illustrate the impacts of technology and media in making reliable decisions.	A.CI.6.2.1 (C) Identify an example of technology and media in making reliable decisions.	
A.CI.6.2.2 (A) Illustrate how globalization has changed the rights and responsibilities of citizens.	A.CI.6.2.2 (B) Identify two or more examples of rights or responsibilities that have been impacted by globalization.	A.CI.6.2.2 (C) Define globalization.	
A.CI.6.2.3 (A) Identify ways security has impacted civil liberty protections.	A.CI.6.2.3 (B) Identify 2 or 3 ways security has impacted civil liberty protections.	A.CI.6.2.3 (C) Identify a way security has impacted civil liberty protections.	
Real World Connections: <ul style="list-style-type: none"> • Read online reviews. • Research products imported into the United States. • Use a graphic organizer to show how security has changed. • Track a package internationally. 		Vocabulary: <ul style="list-style-type: none"> • Affect • Civil liberty protection • Civil rights • Decisions • Globalization • Media • Reliable • Responsibilities • Technology 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Mr. Donn's Site for Kids and Teachers (socialstudies.mrdonn.org) <ul style="list-style-type: none"> ▪ Globalization ○ Wartgames.com <ul style="list-style-type: none"> ▪ Human Rights ▪ Civil Rights Movement 			

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Civics

- Common Sense Education (digitalcompass.org)
 - [Digital Compass](#)
- BrainPOP Jr. (K-3) (jr.brainpop.com)
 - [Citizenship](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Economics

Standard		Performance Objectives	
A.E.6.1 Identify natural resources and how people use them.		A.E.6.1.1 Identify natural resources. A.E.6.1.2 Discuss how people use natural resources.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.E.6.1.1 (A) Identify natural resources.	A.E.6.1.1 (B) Identify 2 to 3 natural resources.	A.E.6.1.1 (C) Identify a natural resource.	
A.E.6.1.2 (A) Discuss how people use natural resources.	A.E.6.1.2 (B) Identify two to three ways people utilize natural resources.	A.E.6.1.2 (C) Identify a way people use natural resources.	
Real World Connections: <ul style="list-style-type: none"> • Create a collage of Mississippi resources. • Research jobs that are dependent on natural resources. • Track a natural resource from the raw material to the finished product. 		Vocabulary: <ul style="list-style-type: none"> • Agriculture • Air pollution • Alternative energy • Biodegradable • Conservation • Energy • Environment • Natural resources • Raw material • Resource • Sustainable 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ▪ Money ▪ Mississippi ○ Pete’s PowerPoint Station (50states.pppst.com) <ul style="list-style-type: none"> ▪ State Study: Mississippi ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Economics ○ Econedlink.org <ul style="list-style-type: none"> ▪ Economic Resources for Grades 3-5 ▪ Communities: What They Provide for Us ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) 			

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Economics

- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Economics Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
- Federal Reserve Bank of St. Louis (stlouisfed.org)
 - [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- Mr. Donn's Site for Kids and Teachers (economics.mrdonn.org)
 - [Economics – Lessons, Overviews, Units for Teachers](#)
- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- EdHelper.com
 - [Economics Theme Unit](#)
- BrainPOP (brainpop.com)
 - [Money](#)
- Teachers.net
 - [Consequences of Human Use of Natural Resources](#)
- Mississippi Arts Commission (arts.ms.gov)
 - [View Mississippi by Region](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Economics

Standard	Performance Objectives	
A.E.6.2 Describe economic interactions.	A.E.6.2.1 Describe economic activities (e.g., primary—harvesting and extraction of natural resources; secondary—manufacturing, construction, and utilities; tertiary—services).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.E.6.2.1 (A) Describe economic activities (e.g., primary—harvesting and extraction of natural resources; secondary—manufacturing, construction, and utilities; tertiary—services).	A.E.6.2.1 (B) Match a total of four economic activities (e.g., match primary to harvesting and extraction of natural resources; secondary to manufacturing, construction, and utilities; tertiary to services).	A.E.6.2.1 (C) Match a total of two economic activities (e.g., match primary to harvesting and extraction of natural resources; secondary to manufacturing, construction, and utilities; tertiary to services).
Real World Connections: <ul style="list-style-type: none"> • Research and create lists of economic activities. • Create a flow map of a product illustrating economic activities from primary to tertiary. 	Vocabulary: <ul style="list-style-type: none"> • Economic • Extraction • Harvesting • Interactions <ul style="list-style-type: none"> • Primary • Secondary • Tertiary 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Wartgames.com <ul style="list-style-type: none"> ▪ Economics and Business ▪ Money ○ Pete’s PowerPoint Station (50states.pppst.com) <ul style="list-style-type: none"> ▪ State Study: Mississippi ○ BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> ▪ Economics ○ Econedlink.org <ul style="list-style-type: none"> ▪ Economic Resources for Grades 3-5 ▪ Communities: What They Provide for Us ▪ Bad Kitty Gets “Good” Goods and Services (requires a copy of the book) 		

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Economics

- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [Economics Lesson Plan Templates in Elementary \(Grades K-2\) Social Studies](#)
- Federal Reserve Bank of St. Louis (stlouisfed.org)
 - [Kiddynamics: An Economic Curriculum for Young Learners, Lessons for Grades Pre-K-K](#)
- Mr. Donn's Site for Kids and Teachers (economics.mrdonn.org)
 - [Economics – Lessons, Overviews, Units for Teachers](#)
- Eastern Upper Peninsula Intermediate School District (eupschools.org)
 - [K-8 Social Studies Curriculum and Documents](#)
- EdHelper.com
 - [Economics Theme Unit](#)
- BrainPOP (brainpop.com)
 - [Money](#)
- Teachers.net
 - [Consequences of Human Use of Natural Resources](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Civil Rights

Standard		Performance Objectives	
A.CR.6.1 Identify global and local factors that lead to agreement and disagreement among people.		A.CR.6.1.1 Recognize different types of ideas and beliefs that lead to argument among people (e.g., religion, race, ethnicity, culture, national and international differences, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.CR.6.1.1 (A) Recognize different types of ideas and beliefs that lead to argument among people (e.g., religion, race, ethnicity, culture, national and international differences, etc.).	A.CR.6.1.1 (B) Recall an idea and a belief that leads to argument among people (e.g., religion, race, ethnicity, culture, national and international differences, etc.).	A.CR.6.1.1 (C) Identify a belief that leads to argument among people (e.g., religion, race, ethnicity, culture, national and international differences, etc.).	
Real World Connections: <ul style="list-style-type: none"> Describe ways to solve problems when there is a difference of opinion within the classroom. Practice listening skills when others voice their opinions. 		Vocabulary: <ul style="list-style-type: none"> Argument Belief Culture Empathy Ethnicity Ideology Idea International National Opinion Race Religion 	

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Civil Rights

Resources:

- **Websites, articles, and other collections**

- Public Broadcasting Service (pbslearningmedia.org)
 - [Social Studies Resources | U.S. History](#)
- Student News Daily nonprofit educational website (studentnewsdaily.com)
 - [Conservative vs. Liberal Beliefs](#)
- One Community Global (oncommunityglobal.org)
 - [Beliefs Lesson Plan: All Subjects | Any Age | Any Learning](#)
- Pete's PowerPoint Station (socialstudies.pppst.com)
 - [What is Culture?](#)

- **Activities**

- Explore holidays around the world.
- Develop a personal profile.

- **Videos**

- Study.com LLC (subscription required)
 - [Thomas Hobbes and John Locke: Political Theories and Competing Views](#)
- YouTube by The School of Life
 - [Philosophy - Plato](#)
- YouTube by SoulPancake
 - [How To Change The World \(a work in progress\) | Kid President.](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Geography

Standard		Performance Objectives	
A.G.6.1 Use appropriate maps, globes, and other geographic tools (e.g., internet) to locate various sites or places.		A.G.6.1.1 Identify road map essentials (e.g., interstate, highway, county road, and exit). A.G.6.1.2 Identify a specific map for a specific purpose. A.G.6.1.3 Use appropriate geographic tools to locate a specific place or piece of information.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.6.1.1 (A) Identify road map essentials (e.g., interstate, highway, county road, and exit).	A.G.6.1.1 (B) Recognize three to four road map essentials (e.g., interstate, highway, county road, and exit).	A.G.6.1.1 (C) Recognize two road map essentials (e.g., interstate, highway, county road, and exit).	
A.G.6.1.2 (A) Identify a specific map for a specific purpose.	A.G.6.1.2 (B) Match a specific map for a specific purpose.	A.G.6.1.2 (C) Identify a specific map.	
A.G.6.1.3 (A) Use appropriate geographic tools to locate a specific place or piece of information.	A.G.6.1.3 (B) Use a search engine and a map to locate a specific place or piece of information.	A.G.6.1.3 (C) Use a search engine to locate a specific place or piece of information.	
Real World Connections: <ul style="list-style-type: none"> • Make a map of their town. • Plan and map a vacation route. • Use an online map. 		Vocabulary: <ul style="list-style-type: none"> • Geographic • Interstate • Road map • Search engine • Specific • Tools 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ TeacherVision.com <ul style="list-style-type: none"> ▪ Geography Teacher Resources ○ Pete's PowerPoint Station (geography.pppst.com) <ul style="list-style-type: none"> ▪ Landforms ○ Wartgames.com <ul style="list-style-type: none"> ▪ Landforms: Free Games and Activities for Kids ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Map Skills for Elementary Students 			

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Geography

- [Getting Started with Google Maps](#)
- [Cardinal Directions and Maps](#)
- [Reading a Resource Map](#)
- Education.com
 - [Social Studies Lesson Plans](#)
 - [Reading a Map](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Geography

Standard		Performance Objectives	
A.G.6.2 Identify the major features of a given place.		A.G.6.2.1 Identify the distinguishing physical and human characteristics of different places within the United States. A.G.6.2.2 Explore how people create the places they live in. A.G.6.2.3 Identify personal, community, or national identities that are based on places (e.g., Florida is known as the Sunshine State, Georgia is known as the Peach State, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.6.2.1 (A) Identify the distinguishing physical and human characteristics of different places within the United States.	A.G.6.2.1 (B) Match four distinguishing physical and human characteristics with two different places within the United States.	A.G.6.2.1 (C) Identify a physical and/or human characteristic of different places within the United States.	
A.G.6.2.2 (A) Explore how people create the places they live in.	A.G.6.2.2 (B) Identify how physical characteristics of places within the United States impact how communities are formed (e.g., ski resorts, beaches, area industry, etc.).	A.G.6.2.2 (C) Identify a physical characteristic of a place within the United States.	
A.G.6.2.3 (A) Identify personal, community, or national identities that are based on places (e.g., Florida is known as the Sunshine State, Georgia is known as the Peach State, etc.).	A.G.6.2.3 (B) Match personal, community, or national identities to places (e.g., Florida is known as the Sunshine State, Georgia is known as the Peach State, etc.).	A.G.6.2.3 (C) Match two personal, community, or national identities to places (e.g., Florida is known as the Sunshine State, Georgia is known as the Peach State, etc.).	
Real World Connections: <ul style="list-style-type: none"> Match physical characteristics to regions in the United States Identify state symbols (e.g., flower, bird, flag, etc.). Plan a vacation based on the physical/human characteristics of a region. 		Vocabulary: <ul style="list-style-type: none"> Characteristics Distinguishing Features Human Identities (personal, community, and national) Physical 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Wartgames.com <ul style="list-style-type: none"> Communities and Community Helpers Landforms: Free Games and Activities for Kids 			

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Geography

- TeacherVision.com
 - [Geography Teacher Resources](#)
- Pete's PowerPoint Station (pppst.com)
 - [Landforms](#)
 - [Human Geography](#)
 - [What is Culture?](#)
- National Geographic (nationalgeographic.org)
 - [Map Skills for Elementary Students](#)
 - [Getting Started with Google Maps](#)
 - [Cardinal Directions and Maps](#)
 - [Reading a Resource Map](#)
- National Geographic Kids (kids.nationalgeographic.com)
 - [Mississippi](#)
- Education.com
 - [Social Studies Lesson Plans](#)
 - [Reading a Map](#)
- BrainPOP Jr. (K-3) (jr.brainpop.com)
 - [Geography](#)
 - [Homes](#)
- Mississippi Arts Commission (arts.ms.gov)
 - [View Mississippi by Region](#)
- Mississippi History Now (mshistorynow.mdah.ms.gov)
 - [The Geography of Mississippi](#)
- Film Mississippi (filmmississippi.org)
 - [Mississippi Regions](#)
- Zunal.com
 - [10 Regions of Mississippi](#)
- Encyclopedia Britannica (Britannica.com)
 - [Mississippi](#)
- WorldAtlas.com
 - [Mississippi](#)

COURSE: Sixth Grade
THEME: Civics and the World
STRANDS: Geography

- Ducksters.com
 - [Mississippi](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Geography

Standard	Performance Objectives	
A.G.6.3 Identify geographic results of Earth’s physical changes.	A.G.6.3.1 Identify the atmosphere, biosphere, lithosphere, and hydrosphere. A.G.6.3.2 Discuss how Earth-sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth. A.G.6.3.3 Investigate how natural processes shaped the physical environment.	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.G.6.3.1 (A) Identify the atmosphere, biosphere, lithosphere, and hydrosphere.	A.G.6.3.1 (B) Identify two or more of the Earth’s spheres (e.g., atmosphere, biosphere, lithosphere, hydrosphere).	A.G.6.3.1 (C) Identify one the Earth’s spheres (e.g., atmosphere, biosphere, lithosphere, hydrosphere).
A.G.6.3.2 (A) Discuss how Earth-sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth.	A.G.6.3.2 (B) Identify two to three ways the Earth-sun relationship impacts seasonal changes in temperature, precipitation, vegetation, and/or weather patterns at various locations on Earth.	A.G.6.3.2 (C) Select a way the Earth-sun relationship impacts a seasonal change in temperature, precipitation, vegetation, or weather patterns at various locations on Earth.
A.G.6.3.3 (A) Investigate how natural processes shaped the physical environment.	A.G.6.3.3 (B) Recall two natural processes that shape the physical environment.	A.G.6.3.3 (C) State a natural process that can shape the physical environment.
Real World Connections: <ul style="list-style-type: none"> • Build a model of the Earth’s spheres. • Role-play the solar system rotation. • Build a sandcastle and pour water on it to demonstrate erosion. 	Vocabulary: <ul style="list-style-type: none"> • Atmosphere • Biosphere • Environment • Geographic • Hydrosphere • Lithosphere • Physical change • Precipitation • Regulate • Relationships • Vegetation • Weather patterns 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Getting Started with Google Maps ○ Pete’s PowerPoint Station (geography.pppst.com) 		

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Geography

- [Landforms](#)
- Mr. Donn's Site for Kids and Teachers (geography.mrdonn.org)
 - [Map Symbols and Grid References](#)
- Wartgames.com
 - [Landforms: Free Games and Activities for Kids](#)
 - [Maps, Map Skills, Atlases](#)
- TeacherVision.com
 - [Geography Teacher Resources](#)
- OwlTeacher.com
 - [The Physical Geography of the Earth](#)
- Four Mile Lab (fourmilab.ch)
 - [Earth and Moon Viewer](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Geography

Standard	Performance Objectives	
A.G.6.4 Explore the major regions of Earth’s surface and distinguishing factors.	A.G.6.4.1 Identify the major regions of Earth’s surface and the characteristics of each (e.g., North Frigid Zone, North Temperate Zone, Torrid Zone, South Temperate Zone, and South Frigid Zone). A.G.6.4.2 Investigate the main characteristics of the major world regions.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.G.6.4.1 (A) Identify the major regions of Earth’s surface and the characteristics of each (e.g., North Frigid Zone, North Temperate Zone, Torrid Zone, South Temperate Zone, and South Frigid Zone).	A.G.6.4.1 (B) Match two or more of the major regions of Earth’s surface with the characteristics of each (e.g., North Frigid Zone, North Temperate Zone, Torrid Zone, South Temperate Zone, and South Frigid Zone).	A.G.6.4.1 (C) Select a characteristic of a major region of Earth’s surface (e.g., North Frigid Zone, North Temperate Zone, Torrid Zone, South Temperate Zone, and South Frigid Zone).
A.G.6.4.2 (A) Investigate the main characteristics of the major world regions.	A.G.6.4.2 (B) Identify two main characteristics of a major world region (e.g., glaciers, deserts, mountains, etc.).	A.G.6.4.2 (C) Identify a main characteristic of a major world region (e.g., glaciers, deserts, mountains, etc.).
Real World Connections: <ul style="list-style-type: none"> • Create a model of the Earth’s surface. • Research the main characteristics of the major regions. • Build a model of a glacier, desert, or mountain. 	Vocabulary: <ul style="list-style-type: none"> • Distinguishing • North Frigid Zone • North Temperate Zone • Regions • South Frigid Zone • South Temperate Zone • Torrid Zone 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Getting Started with Google Maps ○ Pete’s PowerPoint Station (geography.pppst.com) <ul style="list-style-type: none"> ▪ Landforms ○ Mr. Donn’s Site for Kids and Teachers (geography.mrdonn.org) <ul style="list-style-type: none"> ▪ Map Symbols and Grid References ○ Wartgames.com 		

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Geography

- [Landforms: Free Games and Activities for Kids](#)
- [Maps, Map Skills, Atlases](#)
- TeacherVision.com
 - [Geography Teacher Resources](#)
- OwlTeacher.com
 - [The Physical Geography of the Earth](#)
- Four Mile Lab (fourmilab.ch)
 - [Earth and Moon Viewer](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Geography

Standard		Performance Objectives	
A.G.6.5 Describe reasons why people migrate to other areas.		A.G.6.5.1 Identify factors that prompt people to move away to new areas (e.g., natural disasters, job relocation, family changes).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.6.5.1 (A) Identify factors that prompt people to move away to new areas (e.g., natural disasters, job relocation, family changes).	A.G.6.5.1 (B) Recall two factors that prompt people to move away to new areas (e.g., natural disasters, job relocation, family changes).	A.G.6.5.1 (C) Select a factor that prompts people to move away to new areas (e.g., natural disasters, job relocation, family changes).	
Real World Connections: <ul style="list-style-type: none"> • Research reasons for migration. • Interview a new student. 		Vocabulary: <ul style="list-style-type: none"> • Factors • Migrate • Natural disaster • Prompt • Relocation 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> ▪ Human Migrations ○ Pete's PowerPoint Station (geography.pppst.com) <ul style="list-style-type: none"> ▪ Human Geography ○ 4²eXplore (42explore2.com) <ul style="list-style-type: none"> ▪ Floods and Flooding ○ Newark Public Library (npl.org) <ul style="list-style-type: none"> ▪ Moving Out! 			

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Geography

Standard		Performance Objectives	
A.G.6.6 Investigate patterns of human settlement and why they change.		A.G.6.6.1 Identify basic structures of settlements, communities, or towns. A.G.6.6.2 Identify characteristics of locations that prove better for settlement. A.G.6.6.3 Identify settlement patterns in association with the location of resources.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.G.6.6.1 (A) Identify basic structures of settlements, communities, or towns.	A.G.6.6.1 (B) Match basic structures of settlements, communities, or towns.	A.G.6.6.1 (C) Match a basic structure of a settlement, community, or town.	
A.G.6.6.2 (A) Identify characteristics of locations that prove better for settlement.	A.G.6.6.2 (B) Identify two or three characteristics of locations that prove better for settlement.	A.G.6.6.2 (C) Identify a characteristic of a location that proves better for settlement.	
A.G.6.6.3 (A) Identify settlement patterns in association with the location of resources.	A.G.6.6.3 (B) Match two or three settlement patterns in association with the location of resources.	A.G.6.6.3 (C) Describe a settlement pattern in association with a location of resources.	
Real World Connections: <ul style="list-style-type: none"> Classify places as a settlement, community, or town. Research resources versus jobs. 		Vocabulary: <ul style="list-style-type: none"> Association Characteristics Communities Patterns Resources Settlement Structures Towns 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> National Geographic (nationalgeographic.org) <ul style="list-style-type: none"> Human Migrations BrainPOP Jr. (K-3) (jr.brainpop.com) <ul style="list-style-type: none"> Geography Homes Pete's PowerPoint Station (geography.pppst.com) <ul style="list-style-type: none"> Human Geography 4²eXplore (42explore2.com) 			

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Geography

- [Floods and Flooding](#)
- Newark Public Library (npl.org)
 - [Moving Out!](#)

COURSE: Sixth Grade
 THEME: Civics and the World
 STRANDS: Geography

Standard	Performance Objectives	
A.G.6.7 Describe the positive and negative consequences of changing the physical environment.	A.G.6.7.1 Discuss ways in which humans modify the physical environment negatively (e.g., deforestation, air pollution, water pollution, etc.). A.G.6.7.2 Discuss ways in which humans modify the physical environment positively (e.g., recycling, conserving resources, composting, etc.). A.G.6.7.3 Identify tools people use to modify the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.). A.G.6.7.4 Identify types of environmental hazards and how people respond to natural hazards.	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.G.6.7.1 (A) Discuss ways in which humans modify the physical environment negatively (e.g., deforestation, air pollution, water pollution, etc.).	A.G.6.7.1 (B) Identify ways in which humans modify the physical environment negatively (e.g., deforestation, air pollution, water pollution, etc.).	A.G.6.7.1 (C) Name or label a way in which humans modify the physical environment negatively (e.g., deforestation, air pollution, water pollution, etc.).
A.G.6.7.2 (A) Discuss ways in which humans modify the physical environment positively (e.g., recycling, conserving resources, composting, etc.).	A.G.6.7.2 (B) Recall ways in which humans modify the physical environment positively (e.g., recycling, conserving resources, composting, etc.).	A.G.6.7.2 (C) Describe a way in which humans modify the physical environment positively (e.g., recycling, conserving resources, composting, etc.).
A.G.6.7.3 (A) Identify tools people use to modify the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.).	A.G.6.7.3 (B) Identify two to three tools people use to modify the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.).	A.G.6.7.3 (C) Identify a tool people use to modify the environment (e.g., shovels, cranes, dump trucks, bulldozers, etc.).
A.G.6.7.4 (A) Identify types of environmental hazards and how people respond to natural hazards.	A.G.6.7.4 (B) Classify hazards as either environmental or natural (e.g., tornado, chemical spill, ice storm, air pollution, oil spills, etc.).	A.G.6.7.4 (C) Recall a natural hazard and an environmental hazard.

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: Geography

Real World Connections:

- List harmful things that people do to the environment.
- Visit a recycling center.
- Make a composting pile.
- Pick up litter in a neighborhood.
- Make a graphic aid depicting natural or environmental hazards.

Vocabulary:

- Composting
- Consequences
- Conservation
- Conserving
- Deforestation
- Environment
- Habit
- Hazards (environmental, natural)
- Modify
- Negative
- Pollution (air, water, etc.)
- Positive
- Recycle

Resources:

- **Websites, articles, and other collections**
 - National Geographic (nationalgeographic.org)
 - [Geography Standard 14: How human actions modify the physical environment](#)
 - Education.com
 - [Explaining Environmental Effects | Lesson plan](#)
 - Midland Independent School District, Midland, Texas (midlandisd.net)
 - [Changing the Environment Lesson Plan](#)
 - George Lucas Educational Foundation (edutopia.org)
 - [A Place for Learning: The Physical Environment of Classrooms](#)

COURSE: Sixth Grade

THEME: Civics and the World

STRANDS: History

- **Activities**

- Request that parents complete a survey early in the year that includes information about their country of origin and culture. How do they honor birthdays? What holidays do they celebrate? What are their beliefs regarding discipline and teaching? In this survey, ask for volunteers who will come to class and share something of their culture (i.e., food, dress, music, crafts, storytelling, books) throughout the year.
- Visit import shops and ethnic markets; attend events, book talks, and festivals of the relevant culture(s) in your class, then invite presenters from those places to speak with your students.
- Develop “pen pal” relationships with school children in other countries, beginning with those from countries or regions represented by your students. For example, Pen Pal Schools – which is created by and for teachers.
- Encourage dialogue about cultural similarities and differences.
- Incorporate what is being learned into daily experiences.

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
<p>A.7.1 Identify the physical and geographical features of Egypt that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics).</p>		<p>A.7.1.1 Identify how religion affected the lives of the ancient Egyptians (e.g., architecture, the afterlife, and mummification). A.7.1.2 Describe features of ancient Egyptian culture and social class structure. A.7.1.3 Identify the importance of the Rosetta Stone. A.7.1.4 Explain how trade influenced the development of Egypt. A.7.1.5 Locate Egypt and the Nile River on a map.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.7.1.1 (A) Identify how religion affected the lives of the ancient Egyptians (e.g., architecture, the afterlife, and mummification).</p>	<p>A.7.1.1 (B) Select two or more pictures that show how religion affected ancient Egyptian architecture (e.g., pyramids, statues of gods, etc.).</p>	<p>A.7.1.1 (C) Select a picture to show how religion affected burial in ancient Egypt. (i.e., mummification).</p>	
<p>A.7.1.2 (A) Describe features of ancient Egyptian culture and social class structure.</p>	<p>A.7.1.2 (B) Select pictures to illustrate ancient Egyptian culture (e.g., pyramids, statues of gods, hieroglyphics, etc.).</p>	<p>A.7.1.2 (C) Select pictures to show social class structure in ancient Egypt (e.g., pharaoh, noble, high priests, craftsmen, slaves, etc.).</p>	
<p>A.7.1.3 (A) Identify the importance of the Rosetta Stone.</p>	<p>A.7.1.3 (B) Describe the Rosetta Stone as a big stone with writing in different languages on it.</p>	<p>A.7.1.3 (C) Select a picture of the Rosetta Stone.</p>	
<p>A.7.1.4 (A) Explain how trade influenced the development of Egypt.</p>	<p>A.7.1.4 (B) Identify goods that were traded in ancient Egypt (e.g., gold, papyrus, linen, ivory, copper, etc.).</p>	<p>A.7.1.4 (C) Select a good that was traded in ancient Egypt (e.g., gold, papyrus, linen, ivory, copper, etc.).</p>	
<p>A.7.1.5 (A) Locate Egypt and the Nile River on a map.</p>	<p>A.7.1.5 (B) Locate the Nile River on a map.</p>	<p>A.7.1.5 (C) Locate Africa on a map.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Relate trade to a surrounding community's physical and geographical features. • Compare the Mississippi River to the Nile River. • Compare and contrast social classes. • Explore different languages used in their community. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Afterlife • Cataract • Delta • Divine kingship • Dynasty • Egypt • Obelisk • Papyrus • Pharaoh • Pyramid • Ramses II • Red land, Black land 	

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Embalm
- Hatshepsut
- Hieroglyphics
- Irrigation
- Khufu
- Linen
- Mummy
- Nile River
- Rosetta Stone
- Scribe
- Silt
- Slave
- State
- Step pyramid
- Succession
- Translations

Resources:

- **Websites, articles, and other collections**

- Albany Institute of History & Art (albanyinstitute.org)
 - [Building a Map of Egypt](#)
- Metropolitan Museum of Art (metmuseum.org)
 - [Architecture and the Natural World](#)
- Mr. Donn's Online Teaching Resources (egypt.mrdonn.org)
 - [Ancient Egypt Lesson Plans for Teachers](#)
- National Geographic (nationalgeographic.org)
 - [Ancient Egypt](#)

- Public Broadcasting Service (PBS.org)
 - [Egypt's Golden Empire](#)
 - [Lesson Plan 7: Touring Ancient Egypt | Empires: Egypt's Golden Empire](#)
- Rosicrucian Egyptian Museum (egyptianmuseum.org)
 - [A Journey Through Ancient Egypt – Teacher's Study Guide](#)
 - [Passport to Ancient Egypt](#)

- Guardian U.S. (theguardian.com)
 - [How to teach ancient Egypt](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.7.2 Identify the physical and geographical features in the river valleys of China that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics).		A.7.2.1 Identify how culture affected the lives of the Chinese (e.g., language, art, architecture, and social class). A.7.2.2 Identify the importance of the Great Wall. A.7.2.3 Explain how trade influenced the development of China. A.7.2.4 Locate China and the river valleys of China on a map.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.7.2.1 (A) Identify how culture affected the lives of the Chinese (e.g., language, art, architecture, and social class).	A.7.2.1 (B) Select two or more cultural ideas that shaped the lives of the Chinese.	A.7.2.1 (C) Identify a cultural idea that shaped the lives of the Chinese.	
A.7.2.2 (A) Identify the importance of the Great Wall.	A.7.2.2 (B) Choose words that describe the importance of the Great Wall.	A.7.2.2 (C) Select words that describe the Great Wall.	
A.7.2.3 (A) Explain how trade influenced the development of China.	A.7.2.3 (B) Identify goods that were traded in China (e.g., silk, seafood, technology, etc.).	A.7.2.3 (C) Select words that describe trade in China.	
A.7.2.4 (A) Locate China and the river valleys of China on a map.	A.7.2.4 (B) Select the river valleys of China on a map.	A.7.2.4 (C) Locate China on a map.	
Real World Connections: <ul style="list-style-type: none"> • Explore maps of their city, state, or region. • Discuss things in our culture. • Explain the purpose of a wall or fence. • Relate characteristics of natural structures (e.g., lakes, forests, river valleys, islands, etc.) and human structures (e.g., houses, skyscrapers, etc.). 		Vocabulary: <ul style="list-style-type: none"> • Ancestor worship • Animism • Architecture • Bronze • China • Confucianism • Construction • Culture • Daoism • Development • Dynasty • Indus River Valley Civilization • Landscape • Language • Legalism • Mandate of Heaven • Oracle bones • River valley • Shamanism • Shang dynasty • Social class • Technology 	

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Great Wall
- Han dynasty

- Trade
- Yellow River Valley

Resources:

- **Websites, articles, and other collections**

- Chambersburg Area School District, Chambersburg, Pennsylvania (casdonline.org)
 - [Worksheet: The Great Wall of China](#)
- Encyclopedia Britannica (Britannica.com)
 - [China](#)
 - [China - Trade](#)
- Fact Retriever online resource (factretriever.com)
 - [39 Outstanding Great Wall of China Facts](#)
- Khan Academy (khanacademy.org)
 - [Lesson Summary: Ancient and Imperial China](#)
 - [Lesson Summary: Shang China](#)
 - [Lesson Summary: Indus River Valley](#)
 - [Shang Dynasty Civilization](#)
 - [The Silk Road](#)
- Metropolitan Museum of Art
 - [Power in Ancient Mesopotamia](#)
- Mr. Donn's Online Teaching Resources
 - [Ancient China Lesson Plans and Activities](#)
- National Endowment for Humanities – EDSITEment (edsitement.neh.gov)
 - [Lesson Plan - Following the Great Wall of China](#)
- National Geographic (nationalgeographic.org)
 - [China](#)
- PowerPoint slides with linked references (source unknown)
 - [Great Wall of China](#)
- Public Broadcasting Service (PBS.org)
 - [Where in China is? The Story of China Mapping Game](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [Farming in the Platte River Valley | A Fertile Ecosystem](#)
- [Ancient China: Commercial and Urban Growth – Crossword Puzzle Activity](#)
- Study.com LLC (subscription required)
 - [The Great Wall of China Lesson for Kids: History and Facts](#)
- Travel China Guide (travelchinaguide.com)
 - [Labor Force of Great Wall](#)
- Wikipedia.org
 - [Great Wall of China](#)
- **Videos**
 - Khan Academy (khanacademy.org)
 - [Ancient Mesopotamia](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
<p>A.7.3 Identify the physical and geographical features of the Indus Valley that influenced the development of civilization (Strands: Civics, Civil Rights, Geography, History, Economics).</p>		<p>A.7.3.1 Identify how culture affected the Indus Valley (e.g., language, art, and architecture). A.7.3.2 Identify the different levels of the Indian caste system. A.7.3.3 Explain how trade influenced the development of the Indus River Valley. A.7.3.4 Locate the Indus Valley and India on a map.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.7.3.1 (A) Identify how culture affected the Indus Valley (e.g., language, art, and architecture).</p>	<p>A.7.3.1 (B) Select two or more examples that illustrate Indus Valley culture (e.g., canals, pottery, etc.).</p>	<p>A.7.3.1 (C) Select pictures that show how the Indus Valley controlled water (e.g., canals, irrigation, etc.).</p>	
<p>A.7.3.2 (A) Identify the different levels of the Indian caste system (i.e., outcast/out of caste, commoners/peasants/servants, merchants/landowners, warriors/kings, priests/academicians).</p>	<p>A.7.3.2 (B) Match pictures with levels in the Indian caste system (i.e., outcast/out of caste, commoners/peasants/servants, merchants/landowners, warriors/kings, priests/academicians).</p>	<p>A.7.3.2 (C) Select a picture to illustrate a level in the Indian caste system (i.e., outcast/out of caste, commoners/peasants/servants, merchants/landowners, warriors/kings, priests/academicians).</p>	
<p>A.7.3.3 (A) Explain how trade influenced the development of the Indus River Valley.</p>	<p>A.7.3.3 (B) Identify goods that were traded in the Indus River Valley (e.g., pottery, glass, etc.)</p>	<p>A.7.3.3 (C) Select a good that was traded in the Indus River Valley (e.g., pottery, glass, etc.).</p>	
<p>A.7.3.4 (A) Locate the Indus Valley and India on a map.</p>	<p>A.7.3.4 (B) Locate India on a map.</p>	<p>A.7.3.4 (C) Locate Asia on a map.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> Describe what the caste system would look like in our culture today. Explore what migration looks like today. Investigate the causes of migration. Explore how the collapse of the economy impacts a community. Explore the effects of a dam on water within a community. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> Caste system Dam Farming Gupta Empire Harappa Indo-Aryan migration Indus River Valley Civilization Indus Script Monumental architecture Resources Slope Standardized weights and measures Travel Urban planning Vedas 	

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Irrigation
- Maurya Empire
- Migration
- Mohenjo-daro
- Vedic period
- Water system

Resources:

- **Websites, articles, and other collections**

- BBC (bbc.com)
 - [Indus Valley Offline Lesson Plan – The Forgotten Cities](#)
- Encyclopedia Britannica (Britannica.com)
 - [India](#)
- Elephango (elephango.com)
 - [Ancient Civilizations: The Indus Valley](#)
- History Education Consultancy (harappa.com)
 - [Ancient Indus Teaching Resources](#)
- Khan Academy (khanacademy.org)
 - [Lesson Summary: Indus River Valley](#)
- National Geographic (nationalgeographic.org)
 - [Life in Ancient Cities](#)
- Public Broadcasting Service (pbslearningmedia.org)
 - [Worksheet – Environment: Middle East and Indus Valley \(4000-1000 BCE\)](#)
 - [Worksheet – Economics in Ancient India](#)
 - [Crossword Puzzle – Economics in Ancient India](#)
- TeachersPayTeachers.com (subscription required)
 - [Teaching resources for Indus Valley](#)
- Teachers Network (teachersnetwork.org)
 - [Cooperative Lesson Plan on Indus Valley Geography and Civilization](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard	Performance Objectives	
A.7.4 Identify the physical and geographical features of ancient Greece that influenced the development of civilizations (Strands: Civics, Civil Rights, Geography, History, Economics).	A.7.4.1 Identify how culture affected ancient Greece (e.g., language, art, architecture, social class, and philosophy). A.7.4.2 Explore the various forms of government in ancient Greece (e.g., monarchy, oligarchy, and democracy). A.7.4.3 Compare the similarities and differences between Athens and Sparta. A.7.4.4 Explain how trade influenced the development of Greece. A.7.4.5 Locate Greece on a map.	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.7.4.1 (A) Identify how culture affected ancient Greece (e.g., language, art, architecture, social class, and philosophy).	A.7.4.1 (B) . Select two or more examples of ancient Greek architecture (e.g., Parthenon, Temple of Hera, Temple of Artemis, Temple of Apollo, etc.).	A.7.4.1 (C) Select pictures that portray columns used in Greek architecture.
A.7.4.2 (A) Explore the various forms of government in ancient Greece (e.g., monarchy, oligarchy, and democracy).	A.7.4.2 (B) Select pictures to show how Greece was a democracy.	A.7.4.2 (C) Select a picture to show how Greece was originally governed by a king.
A.7.4.3 (A) Compare the similarities and differences between Athens and Sparta.	A.7.4.3 (B) Select two or more characteristics of Sparta (e.g., life was simple, military was important, education was simple, etc.).	A.7.4.3 (C) Identify a characteristic of Athens (e.g., education was important, arts and sciences flourished, land was valued, etc.).
A.7.4.4 (A) Explain how trade influenced the development of Greece.	A.7.4.4 (B) Identify a way trade influenced the development of ancient Greece (e.g., pottery like the Amphora was developed to trade olive oil with other countries, etc.).	A.7.4.4 (C) Select a picture of pottery from ancient Greece.
A.7.4.5 (A) Locate Greece on a map.	A.7.4.5 (B) Locate southern Europe on a map.	A.7.4.5 (C) Locate Europe on a map.

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Real World Connections:

- Discover different ways the environment affects their life.
- Identify different geographical features of their state.
- Explore the physical and geographical features of their community.
- Explore how the classroom is governed.
- Explore how the climate of a region impacts jobs for that region.

Vocabulary:

- Achaemenid Persian Empire
- Alexander the Great
- Amphora
- Architecture
- Athens
- Delian League
- Democracy
- Environment
- Geography
- Golden Age of Athens
- Hellenism
- Helots
- Monarchy
- Oligarchy
- Parthenon
- Peloponnesian War
- Physical feature
- Polis
- Pottery
- Sparta
- Temple of Apollo
- Temple of Artemis
- Temple of Hera
- Tyrant

Resources:

- **Websites, articles, and other collections**
 - Ancient History Encyclopedia (ancient.eu)
 - [The Trojan War](#)
 - BBC (bbc.co.uk)
 - [Ancient Greece](#)
 - BetterLesson.com
 - [Middle School Ancient Greece 800 BCE to 30 BCE](#)
 - Core Knowledge UK (coreknowledge.org.uk)
 - [Ancient Greece \(5 lessons\)](#)
 - Dublin City University Library (dcu.libguides.com)
 - [Teaching Topic: Ancient Greece – Classroom resources](#)
 - Hong Kong Heritage Museum Teaching Kits
 - [The Ancient Olympic Games Teaching Kit](#)
 - Khan Academy (khanacademy.org)
 - [Lesson Summary: Classical Greece](#)
 - Mr. Donn's Online Teaching Resources (greece.mrdonn.org)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [Ancient Greece for Kids](#)
- [Ancient Greece Lesson Plans for Teachers](#)
- National Geographic (nationalgeographic.org)
 - [Teaching Idea: Ancient Greece](#)
- Public Broadcasting Service (PBS.org)
 - [Lesson Plans Based on “The Greeks Crucible of Civilization”](#)
- The Government of the Hong Kong Special Administrative Region of the People’s Republic of China (edb.gov.hk)
 - [Life in Ancient Greece Lesson Plan](#)
- The World of Teaching
 - [Ancient Greece](#)
- **Videos**
 - Public Broadcasting Services (pbslearningmedia.org)
 - [Chasing Greatness: Chapter 5 | The Greeks](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
<p>A.7.5 Identify the physical and geographical features of Roman civilization that influenced the development of ancient Rome (Strands: Civics, Civil Rights, Geography, History, Economics).</p>		<p>A.7.5.1 Identify how culture affected ancient Rome (e.g., art, language, social class, and recreation). A.7.5.2 Explore the government structure of Rome (e.g., monarchy, republic, and the empire). A.7.5.3 Compare how trade influenced the development of Rome. A.7.5.4 Locate Rome on a map.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.7.5.1 (A) Identify how culture affected ancient Rome (e.g., art, language, social class, and recreation).</p>	<p>A.7.5.1 (B) Identify art and recreation in ancient Rome.</p>	<p>A.7.5.1 (C) Select art from ancient Rome.</p>	
<p>A.7.5.2 (A) Explore the government structure of Rome (e.g., monarchy, republic, and the empire).</p>	<p>A.7.5.2 (B) Select pictures to show how Rome was originally governed (i.e., a monarchy being ruled by one individual).</p>	<p>A.7.5.2 (C) Select a picture to show how Rome later became a republic (i.e., governed by the people).</p>	
<p>A.7.5.3 (A) Compare how trade influenced the development of Rome.</p>	<p>A.7.5.3 (B) Identify a development in Rome that was influenced by trade (e.g., roads, waterways, money, etc.).</p>	<p>A.7.5.3 (C) Select a luxury that was traded in Rome (e.g., gold, silk, spices, etc.).</p>	
<p>A.7.5.4 (A) Locate Rome on a map.</p>	<p>A.7.5.4 (B) Locate Italy on a map.</p>	<p>A.7.5.4 (C) Locate Europe on a map.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Discover different ways the environment effects their lives. • Identify different geographical features of their state. • Explore the physical and geographical features of their community. • Explore how the classroom is governed. • Explore how the climate of a region impacts jobs for that region. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Aqueduct • Augustus • Bureaucracy • Consul • Denarius • Empire • Julius Caesar • Latifundia • Mediterranean Sea • Monarchy • Patrician • Plebian • Republic • Roman Empire • Rome • Senate • Waterway 	

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Resources:

- **Websites, articles, and other collections**

- Crystalinks.com by Ellie Crystal
 - [Culture in Ancient Roman](#)
- Khan Academy (khanacademy.org)
 - [The Roman Empire \(article\)](#)
 - [Lesson Summary: Ancient Rome](#)
 - [Lesson Summary: The Rise and Fall of Empires \(article\)](#)
 - [The Roman Republic \(article\)](#)
- Mr. Dowling Online Teaching Resources (mrdowling.com)
 - [Ancient Rome Teaching Resources](#)
- National Geographic (nationalgeographic.org)
 - [Teaching Idea: Ancient Rome](#)
- Public Broadcasting Services (pbslearningmedia.org)
 - [Worksheet: Rome Falls, France Rises](#)

- **Videos**

- Khan Academy (khanacademy.org)
 - [The Fall of the Roman Empire](#)
- Public Broadcasting Services (pbslearningmedia.org)
 - [Rome's Colosseum](#)
 - [Storm Over Rome](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.7.6 Identify the physical and geographical features of sub-Saharan civilizations in Africa that influenced development (Strands: Civics, Civil Rights, Geography, History, Economics).		A.7.6.1 Identify how culture affected sub-Saharan Africa (e.g., art, architecture, and class structure). A.7.6.2 Explore how the civilizations of sub-Saharan Africa were governed. A.7.6.3 Explain how trade influenced the development of sub-Saharan Africa. A.7.6.4 Locate sub-Saharan Africa on a map.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.7.6.1 (A) Identify how culture affected sub-Saharan Africa (e.g., art, architecture, and class structure).	A.7.6.1 (B) Describe two or more of sub-Saharan Africa's physical or geographical features.	A.7.6.1 (C) Select one physical or geographical feature of sub-Saharan Africa.	
A.7.6.2 (A) Explore how the civilizations of sub-Saharan Africa were governed.	A.7.6.2 (B) List two or more types of government in sub-Saharan Africa. (e.g., absolute monarchy, constitutional monarchy, presidential system, semi-presidential system, etc.).	A.7.6.2 (C) Identify one type of government in sub-Saharan Africa. (e.g., absolute monarchy, constitutional monarchy, presidential system, semi-presidential system, etc.).	
A.7.6.3 (A) Explain how trade influenced the development of sub-Saharan Africa.	A.7.6.3 (B) List three or more types of goods that are traded in sub-Saharan Africa.	A.7.6.3 (C) Identify one good that is traded in sub-Saharan Africa.	
A.7.6.4 (A) Locate sub-Saharan Africa on a map.	A.7.6.4 (B) Locate southern Africa on a map.	A.7.6.4 (C) Locate Africa on a map.	
Real World Connections: <ul style="list-style-type: none"> Identify and locate Africa on a map. Describe the geographical features of Africa. Explore cultural aspects of Africa. 		Vocabulary: <ul style="list-style-type: none"> Absolute monarchy Architecture Axum Class structure Congo River Constitutional monarchy Diviner Ethiopia Geography Kushite pyramids Kushites Nubia Presidential system Sahara Savanna Semi-presidential system Stateless societies Sub-Saharan Africa 	

COURSE: Seventh Grade
THEME: Early World History
STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Ghana
- Kalahari Desert
- Kingdom of Kush
- Subsistence farming

Resources:

- **Websites, articles, and other collections**

- Khan Academy (khanacademy.org)
 - [African Societies and the Beginning of the Atlantic Slave Trade \(article\)](#)
 - [Historical Overview: To the 1500s \(article\)](#)
- Mr. Donn's Online Teaching Resources (africa.mrdonn.org)
 - [Ancient Africa for Kids](#)
 - [Africa Lesson Plans for Teachers](#)
- National Geographic (nationalgeographic.org)
 - [Africa: Physical Geography](#)
 - [Africa: Human Geography](#)
 - [Africa: Resources](#)
 - [Africa: MapMaker Kit](#)
 - [In Their Footsteps: Human Migration Out of Africa](#)
- Study.com LLC (subscription required)
 - [Ancient Sub-Saharan African Civilization and Culture](#)
- TeachersPayTeachers.com (subscription required)
 - [Sub-Saharan Africa teaching resources](#)
- Quizlet.com
 - [Sub-Saharan African Civilizations Flashcards](#)

COURSE: Seventh Grade
 THEME: Early World History
 STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.7.7 Describe the characteristics of early world religions and philosophies (Strands: Civics, Civil Rights, History).		A.7.7.1 Identify characteristics of animism, monotheism, and polytheism. A.7.7.2 Discuss the origins and foundational beliefs of Christianity, Islam, Buddhism, Hinduism, and Judaism.	
I Can Statements			
MOST COMPLEX		←-----→ LEAST COMPLEX	
A.7.7.1 (A) Identify characteristics of animism, monotheism, and polytheism.	A.7.7.1 (B) Describe animism, monotheism, and polytheism.	A.7.7.1 (C) Match a characteristic with each early world religion: animism, monotheism, and polytheism.	
A.7.7.2 (A) Discuss the origins and foundational beliefs of Christianity, Islam, Buddhism, Hinduism, and Judaism.	A.7.7.2 (B) Identify the origins of Christianity, Islam, Buddhism, Hinduism, and Judaism.	A.7.7.2 (C) Match a foundational belief with one of the following: Christianity, Islam, Buddhism, Hinduism, and Judaism.	
Real World Connections: <ul style="list-style-type: none"> Investigate religions of the United States. Distinguish and discuss the religious denominations in their city and state. Explore religious beliefs around the world. Explore the reason for the First Amendment (i.e., freedom of religion). 		Vocabulary: <ul style="list-style-type: none"> Allah Animism Buddhism Christianity Community Freedom Hinduism Judaism Monotheism Polytheism Prayer Religion The Bible The Koran World 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Education World (educationworld.com) <ul style="list-style-type: none"> Lesson Planning Ideas: The World's Religions Khan Academy (khanacademy.org) <ul style="list-style-type: none"> Lesson Summary: Ancient Egypt Christianity in the Roman Empire Metropolitan Museum of Art (metmuseum.org) 			

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [Trade and the Spread of Islam in Africa](#)
- [Eastern Religions in the Roman World](#)
- [Mystic Cults in the Greek and Roman World](#)
- Mr. Donn's Online Teaching Resources (mrdonn.org)
 - [Greek Gods and Goddesses](#)
 - [Ancient Roman Gods](#)
 - [Ancient Egypt for Kids Gods and Goddesses](#)
 - [Ancient Egypt Lesson Plans – Mummies](#)
 - [Ancient China for Kids Gods and Goddesses](#)
- National Geographic (nationalgeographic.org)
 - [Chinese Religions and Philosophies](#)
 - [Languages and Religions of Europe](#)
 - [Freedom of Religion](#)
 - [Cultural Diversity in the United States](#)
 - [Religions of Europe](#)
- Public Broadcasting Services (PBS.org)
 - [The Religious Sources for Modern Human Rights](#)
 - [China, Tibet, and Buddhist Ethics: An Overview](#)
 - [Hinduism and Modern India](#)
 - [Judaism: A Way of Being](#)
- ReligiousTolerance.org
 - [A very brief history of human spiritual evolution leading to the major monotheistic Abrahamic religions of today](#)
- Study.com LLC (subscription required)
 - [Ancient Egypt's Mummies: Lesson for Kids](#)
- **Videos**
 - National Geographic (nationalgeographic.org)
 - [Religion According to the Ancient Greeks](#)
 - [Early Civilization and Belief](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.7.8 Identify key developments of the Middle Ages in Europe (Strands: Civics, Geography, History, Economics).		A.7.8.1 Identify the importance of the Magna Carta. A.7.8.2 Identify the events of the Crusades. A.7.8.3 Discuss the effects of the Crusades on Europe. A.7.8.4 Identify the importance of the Roman Catholic Church in medieval Europe. A.7.8.5 Identify the economic, political, and social effects of the plague.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.7.8.1 (A) Identify the importance of the Magna Carta.	A.7.8.1 (B) Describe the purpose of the Magna Carta (i.e., laid the foundation for American democracy, human rights, representative government, etc.).	A.7.8.1 (C) List a component of the Magna Carta (e.g., separation of church and state, rights of citizens).	
A.7.8.2 (A) Identify the events of the Crusades.	A.7.8.2 (B) List two or more events of the Crusades.	A.7.8.2 (C) Select an event of the Crusades.	
A.7.8.3 (A) Discuss the effects of the Crusades on Europe.	A.7.8.3 (B) Identify two or more impacts on Europe resulting from the Crusades.	A.7.8.3 (C) Identify a change in Europe that resulted from the Crusades.	
A.7.8.4 (A) Identify the importance of the Roman Catholic Church in medieval Europe.	A.7.8.4 (B) List two or more ways the Roman Catholic Church impacted medieval Europe.	A.7.8.4 (C) List a way the Roman Catholic Church affected medieval Europe.	
A.7.8.5 (A) Identify the economic, political, and social effects of the plague.	A.7.8.5 (B) Select two or more economic, political, and social effects of the plague in medieval Europe.	A.7.8.5 (C) List an effect of the plague in medieval Europe.	
Real World Connections: <ul style="list-style-type: none"> Explore the concept of war and its real-life effects on society. Discuss a recent outbreak and its environmental or social effects (e.g., Asian flu, SARS, stomach virus, etc.). Explore the different religions and backgrounds in the class and discuss the characteristics of each (e.g., Christianity, Muslim, Buddhism, etc.). Review aspects of the Magna Carta and compare them to the U.S. 		Vocabulary: <ul style="list-style-type: none"> Black Death Chivalry Common law Crusades Czar Democracy Feudal system Magna Carta Medieval Europe Plague Religion Roman Catholic Secular Separation of church and state 	

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Constitution.

- Fief
- Franks
- Guild
- Human rights
- Hundred Years' War
- Serfs
- U.S. Constitution
- Vassal
- Vikings

Resources:

• **Websites, articles, and other collections**

- Encyclopedia Britannica (Britannica.com)
 - [History of Europe - The Middle Ages](#)
- Khan Academy (khanacademy.org)
 - [Introduction to the Middle Ages](#)
 - [Pre-colonization European Society \(article\)](#)
- Metropolitan Museum of Art (metmuseum.org)
 - [Drawing in the Middle Ages](#)
- National Geographic (nationalgeographic.org)
 - [Europe: Resources](#)
 - [Europe: Human Geography](#)
 - [The Languages of Europe](#)
 - [Languages and Religions of Europe](#)
 - [Describing Europe the Continent](#)
 - [Europe MapMaker Kit](#)
 - [Europe: Physical Geography](#)
- Thinkinghistory.co.uk
 - [Activities from the Middle Ages](#)
- TeacherPlanet.com
 - [Medieval Times](#)
- Quizlet.com
 - [Europe's Middle Ages Vocabulary Flashcards](#)

• **Videos**

- Khan Academy (khanacademy.org)
 - [Overview of the Middle Ages \(video\)](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- YouTube by Florida PASS Program
 - [Landmark Events Leading to the Constitution](#)

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.7.9 Identify the importance the Renaissance and the Reformation had on Europe (Strands: Civics, Civil Rights, Geography, History, Economics).		A.7.9.1 Identify key figures and contributions of the Renaissance throughout Europe (e.g., arts, music, literature, and architecture). A.7.9.2 Identify the causes and events of both the Reformation and the Counter Reformation. A.7.9.3 Describe how the Renaissance encouraged the development of trade.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.7.9.1 (A) Identify key figures and contributions of the Renaissance throughout Europe (e.g., arts, music, literature, and architecture).	A.7.9.1 (B) Identify two key figures and their contributions during the Renaissance Era.	A.7.9.1 (C) Match a key figure with his/her contributions during the Renaissance Era.	
A.7.9.2 (A) Identify the causes and events of both the Reformation and the Counter Reformation.	A.7.9.2 (B) Identify causes and events of the Counter Reformation.	A.7.9.2 (C) Describe the Reformation.	
A.7.9.3 (A) Describe how the Renaissance encouraged the development of trade.	A.7.9.3 (B) List three or more items of trade in Europe during the Renaissance.	A.7.9.3 (C) Identify an item of trade in Europe during the Renaissance.	
Real World Connections: <ul style="list-style-type: none"> • Compare how religious practices differ. • Explore various types of religious groups in their community. • Compare Renaissance music to today’s pop, rock, rap, and other kinds of music. • Explore how Renaissance art differs from other art forms. • Explore various forms of literature. 		Vocabulary: <ul style="list-style-type: none"> • Calvinism • Catholicism • Council of Trent • Counter Reformation • Europe • Henry VIII • Martin Luther • Michelangelo • Printing press • Protestant Reformation • Reformation • Renaissance • Shakespeare 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ A two-week unit of study posted by Stephanie Piotrowski to Weebly.com <ul style="list-style-type: none"> ▪ The Renaissance and Reformation: Lesson Plan and Procedures 			

COURSE: Seventh Grade

THEME: Early World History

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Khan Academy (khanacademy.org)
 - [An Introduction to the Protestant Reformation](#)
 - [The Great Awakening](#)
- Kids Discover Online (kidsdiscover.com)
 - [Games and Activities About the Renaissance and Reformation](#)
- LessonPlanet.com (subscription required)
 - [Renaissance and Reformation Lesson Plans and Worksheets](#)
- Mr. Donn's Online Teaching Resources (worldhistory.mrdonn.org)
 - [The Renaissance for Kids and Teachers – Lesson Plans](#)
- Study.com LLC (subscription required)
 - [Renaissance History Lesson Plans – Videos and Lessons](#)
- Public Broadcasting Service: Western Reserve (westernreservepublicmedia.org)
 - [The Middle Ages | The Renaissance and the Reformation](#)
- Quizlet.com
 - [Lesson 3: Renaissance and Reformation Flashcards](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.8.1 Examine major events in the development of the United States from Exploration to 1754 (Strands: Civics, Civil Rights, Geography, History, Economics).		A.8.1.1 Discuss explorers important to the development of the New World (e.g., Christopher Columbus, Magellan). A.8.1.2 Compare the relationships between the various Native American and colonial groups.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.8.1.1 (A) Discuss explorers important to the development of the New World (e.g., Christopher Columbus, Magellan).	A.8.1.1 (B) List two explorers that were instrumental in the development of the New World . (e.g., Christopher Columbus, Magellan).	A.8.1.1 (C) Select an explorer who found the New World (e.g., Christopher Columbus, Magellan).	
A.8.1.2 (A) Compare the relationships between the various Native American and colonial groups.	A.8.1.2 (B) Describe two relationships between Native American and colonial groups.	A.8.1.2 (C) Tell about a relationship between Native American and colonial groups.	
Real World Connections: <ul style="list-style-type: none"> Explore items or resources required for a voyage versus on a short boating trip. Compare various location resources for real-world navigation (e.g., compass, GPS, sundial, Google maps, etc.). Explore various forms of conflict resolution. Explore freedoms that have been taken away through various laws. Discuss the difference in governance in the New World and America today. 		Vocabulary: <ul style="list-style-type: none"> Central America Christopher Columbus Colonial Development Dutch East India Company Explorer Fundraising Fur trading Henry Hudson Magellan Native American Navigation New Netherlands New World Quebec Relationship Resources Samuel de Champlain Satellite Solicit South America West Indies 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Bruce Baumann – Sisseton School District, South Dakota (bb187.k12.sd.us) <ul style="list-style-type: none"> Unit Plans – US History Khan Academy (khanacademy.org) 			

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [Motivation for European Conquest of the New World](#)
- [Lesson Summary: New England and Middle Colonies](#)
- [Colonial America \(1607-1754\)](#)
- [Lesson Summary: French and Dutch Colonization](#)
- LessonPlanet.com (subscription required)
 - [United States colonial history lesson plans](#)
 -
- Timetoast.com
 - [Important Events Leading up to the Formation of the United States](#)
- U-S-history.com
 - [Historical Eras](#)
- **Videos**
 - Khan Academy (khanacademy.org)
 - [Native American Societies Before Contact](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.8.2 Recognize the key events that led to the American Revolution and the founding of the United States (Strands: Civics, Civil Rights, Geography, History, Economics).		A.8.2.1 Discuss key events that led to the American Revolution.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.8.2.1 (A) Discuss key events that led to the American Revolution.		A.8.2.1 (B) List two events that led to the American Revolution.	A.8.2.1 (C) Select an event that led to the American Revolution.
Real World Connections: <ul style="list-style-type: none"> • Explore the importance of laws of the land and the consequences of disobeying them. • Compare the taxes on stamps versus the Stamp Act taxes. • Discuss taxes on imported goods versus the Tea Tax of 1767. • Examine taxes and taxation on a person's income today. • Explore religious practices and how they differ. • Discuss why it is important to vote. • Explore democracy compared to other forms of government. 		Vocabulary: <ul style="list-style-type: none"> • Battle of Bunker Hill • Capitalism • Collection • Constitutional Convention • Declaration of Independence • Democracy • Freedom • Government • Income • Midnight run • Paul Revere • Redcoats • Revolution • Supply and demand • Taxation • Taxes • Trade • U.S. Constitution • Withholding 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Education.com <ul style="list-style-type: none"> ▪ Worksheet: Learn About the Declaration of Independence ▪ Worksheet: American Revolution – the Philadelphia Campaign ○ National Archives Educator Resources (archives.gov) <ul style="list-style-type: none"> ▪ Lessons: 1754-1820s Revolution and the New Nation (1754-1820s) ○ Journal of the Association for History and Computing (quod.lib.umich.edu) <ul style="list-style-type: none"> ▪ Teaching the American Revolution and Founding of the American Republic on the Web ○ National Geographic (nationalgeographic.org) 			

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [17 teacher resources for teaching about the American Revolution](#)
- Salor.com
 - [How Revolutionary was the American Revolution?](#)
- Students of History (studentsofhistory.com)
 - [American Revolution Timeline Activities](#)
- Study.com LLC (subscription required)
 - [Important Events Leading to the American Revolution Chapter Exam](#)
- **Videos**
 - YouTube
 - [American Revolution: Important People](#)
 - [A Brief History of America's Independence: Part 1 \(Revolutionary War\)](#)
 - [The Articles of Confederation – Becoming the United States – Extra History – #1](#)
 - [PBS the American Revolution – Episode 1 XviD AC3 – BBC Documentary](#)
 - [How Revolutionary was the American Revolution? by Professor Jack N. Rakove](#)
 - [What you Might not Know About the Declaration of Independence – Kenneth C. Davis](#)
 - [The Revolution \(documentary series\)](#)
 - American Revolutionary War Facts (american-revolutionary-war-facts.com)
 - [9 Events That Led to the American Revolution](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.8.3 Identify and explore the events that led to the founding of the United States (Strands: Civics, Civil Rights, History).		A.8.3.1 Discuss the impact of the American Revolution on the founding of the United States. A.8.3.2 Discuss significant documents that contributed to the founding of the United States.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.8.3.1 (A) Discuss the impact of the American Revolution on the founding of the United States.	A.8.3.1 (B) List two or more impacts of the American Revolution that contributed to the founding of the United States.	A.8.3.1 (C) Select an impact of the American Revolution that contributed to the founding of the United States.	
A.8.3.2 (A) Discuss significant documents that contributed to the founding of the United States.	A.8.3.2 (B) List two or more significant documents that contributed to the founding of the United States.	A.8.3.2 (C) Identify a significant document that contributed to the founding of the United States.	
Real World Connections: <ul style="list-style-type: none"> Review and discuss the school’s vision/mission statement. Explore a birth certificate and discuss its purpose. Explore the freedoms ensured in the Declaration of Independence and the U.S. Constitution. 		Vocabulary: <ul style="list-style-type: none"> American Revolution Anne Hutchinson Bill of Rights Capitalism Colonist Constitution Continental Army Declaration of Independence Exploration Founding Fundamental Orders of Connecticut (1639) Halfway Covenant John Winthrop Metacom’s War (1675-1676) Navigation Acts Preamble Puritans Quakers Religious freedom Roger Williams Separatists/Pilgrims Significant document William Penn 	

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Resources:

- **Websites, articles, and other collections**

- Education.com
 - [Name Game: The 13 Original Colonies](#)
- Khan Academy (khanacademy.org)
 - [Puritan New England: Plymouth](#)
 - [The Middle Colonies](#)
 - [Lesson Summary: New England and Middle Colonies](#)
- The Founding Project (thefoundingproject.com)
 - [America – Historic Founding Timeline](#)

- **Videos**

- YouTube
 - [American History: The New World | Colonial History of the United States of America](#)
 - [The Articles of Confederation – Becoming the United States – Extra History – #1](#)
 - [The Declaration of Independence \(Documentary\)](#)
 - [The Declaration of Independence \(Documentary\)](#)
- Khan Academy (khanacademy.org)
 - [England in the Age of Exploration](#)
 - [Motivations for English Colonization](#)
 - [Society and Religion in the New England Colonies](#)
 - [Politics and Native Relations in the New England Colonies](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.8.4 Describe the role of George Washington in the nation's development (Strands: Civics, Civil Rights, Geography, History, Economics).		A.8.4.1 Discuss the role of George Washington in the nation's development.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.8.4.1 (A) Discuss the role of George Washington in the nation's development.	A.8.4.1 (B) List ways George Washington helped develop the United States.	A.8.4.1 (C) Identify the first president of the United States.	
Real World Connections: <ul style="list-style-type: none">• Discuss the role of the president.• Compare different present-day presidents of the United States to George Washington.• Compare the various political platforms today.• Explore the role of the president in governance.• Explore characteristics of a leader.• Explore the impact of taxes on personal finances.		Vocabulary: <ul style="list-style-type: none">• Congress• Constitution• Constitutional Convention• Democrat• Election• Electoral College• Federalist• Government• Isolationism• Laws• Leadership• President• Republican• Whiskey Rebellion	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Mount Vernon Ladies Association of the Union (mountvernon.org)<ul style="list-style-type: none">▪ George Washington's Mount Vernon for Students○ ConstitutionDay.com<ul style="list-style-type: none">▪ George Washington U.S. Founding Father○ Edhelper.com, Inc.<ul style="list-style-type: none">▪ George Washington Worksheets○ Independence Hall Association, Philadelphia, PA (ushistory.org)<ul style="list-style-type: none">▪ George Washington• Videos<ul style="list-style-type: none">○ Biography.com			

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [Biography of George Washington](#)
- YouTube
 - [George Washington – Cartoon Stories for Kids](#)
 - [Biography of George Washington for Kids: Meet the American President](#)
 - [The Best George Washington Full Documentary](#)
 - [George Washington Documentary – Biography of the life of George Washington](#)
 - [George Washington for Kids](#)
 - [George Washington – First U.S. President](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard	Performance Objectives	
A.8.5 Describe the reasons for and effects of westward expansion. (Strands: Civics, Civil Rights, Geography, History, Economics).	A.8.5.1 Identify the reasons that the United States purchased Louisiana from France. A.8.5.2 Discuss the significance of the Lewis and Clark Expedition. A.8.5.3 Discuss the “Trail of Tears.”	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.8.5.1 (A) Identify the reasons that the United States purchased Louisiana from France.	A.8.5.1 (B) Identify two or more reasons why the United State purchased Louisiana from France.	A.8.5.1 (C) Select a reason that the United States purchased Louisiana from France.
A.8.5.2 (A) Discuss the significance of the Lewis and Clark Expedition.	A.8.5.2 (B) Describe two or more impacts of the Lewis and Clark Expedition.	A.8.5.2 (C) Recall an impact of the Lewis and Clark Expedition.
A.8.5.3 (A) Discuss the “Trail of Tears.”	A.8.5.3 (B) List two or more ways American Indians were impacted by the “Trail of Tears.”	A.8.5.3 (C) Identify a group affected by the “Trail of Tears.”
Real World Connections: <ul style="list-style-type: none"> Investigate the current processes for purchasing land. Explore different cuisines west of the Mississippi River. Explore different customs and cultures of the city of New Orleans. Compare the agriculture of Louisiana and Mississippi. Explore government in the colonies to government today. Distinguish the importance of waterways and our economy. Compare life today to life in the colonial period. Discuss the importance of teamwork to prevent conflict. 	Vocabulary: <ul style="list-style-type: none"> Agriculture American Indian Creole Cuisine Culture Custom Expedition French Government Land Lewis and Clark Louisiana Louisiana Purchase Relocation Settlement Territory Trail of Tears 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Collin Barnes author (Ccbteaching.dandelilystudios.com) <ul style="list-style-type: none"> Westward Expansion: A Unit Plan Education.com <ul style="list-style-type: none"> Worksheet: U.S. History: Westward Expansion 		

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Leaf Group Ltd. (classroom.synonym.com)
 - [The Effects of Western Expansion on American Politics](#)
- Core Knowledge (coreknowledge.org)
 - [The Westward Expansion](#)
- New Visions for Public Schools (curriculum.newvisions.org)
 - [Causes and Effects of Westward Expansion](#)
 - [Legislation for Westward Expansion: Evaluating Sources: What was the Homestead Act and the Pacific Railway Act? How did these laws impact or encourage westward expansion?](#)
- National Archives Foundation (Docsteach.org)
 - [Causes and Effects of Western Expansion](#)
 - [Reasons for Westward Expansion: Finding a Sequence](#)
- Education.com
 - [The Impact of Westward Expansion: Lesson plan](#)
- Kidskonnnect.com
 - [Westward Expansion Facts and Worksheets](#)
- **Videos**
 - Khan Academy (khanacademy.org)
 - [Manifest Destiny: Causes and Effects of Westward Expansion](#)
 - YouTube
 - [Social Studies 4th Grade Westward Expansion Content Video](#)
 - [Westward Expansion and Manifest Destiny](#)
 - [Westward Expansion: The Homestead Act of 1862 and The Frontier Thesis](#)
 - [How did Westward Expansion Affect the Native Americans?](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.8.6 Discuss the causes and effects of the Industrial Revolution (Strands: Civics, Civil Rights, Geography, History, Economics).		A.8.6.1 Identify the causes of the Industrial Revolution in the United States. A.8.6.2 Discuss how the Industrial Revolution impacted American life (e.g., communication; transportation; the cultural, religious, and social impacts).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.8.6.1 (A) Identify the causes of the Industrial Revolution in the United States.	A.8.6.1 (B) Illustrate a cause of the Industrial Revolution in the United States.	A.8.6.1 (C) Select a cause of the Industrial Revolution in the United States.	
A.8.6.2 (A) Discuss how the Industrial Revolution impacted American life (e.g., communication; transportation; the cultural, religious, and social impacts).	A.8.6.2 (B) List two or more impacts of the Industrial Revolution.	A.8.6.2 (C) Select an impact of the Industrial Revolution.	
Real World Connections: <ul style="list-style-type: none"> • Compare how electricity influences life. • Explore how the transporting of goods today compares with the transporting of goods prior to the Industrial Revolution. • Identify and explain the relationship of natural resources and conservation. • Describe how the development of industry changes career opportunities. • Explore how different kinds of employment impacts a person's standard of living. • Compare goods and services available today with those available prior to the Industrial Revolution. 		Vocabulary: <ul style="list-style-type: none"> • Conservation • Cotton gin • Cultural • Electric • Industrial • Natural resources • Religion • Revolution • Social • Taxation • Transcontinental Railroad • Transportation • Urbanization 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Student Handouts: Free Education Materials for K-12 Teachers and Students (Studenthandouts.com) <ul style="list-style-type: none"> ▪ Causes and Effects of the Industrial Revolution: Free Printable Worksheet 			

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Curriculum.newvisions.org
 - [Causes and Effects of the Industrial Revolution: Did the benefits of the Industrial Revolution outweigh the costs?](#)
- Education.com
 - [Cause and Effect: The Industrial Revolution](#)
- Khan Academy (khanacademy.org)
 - [The Industrial Revolution \(article\)](#)
- PowerPoint by Paul Thebert, secondary teacher (nearpod.com)
 - [Industrial Revolution: Causes and Effects](#)
- World-history-education-resources.com
 - [Industrial Revolution Cause and Effect](#)
 - [Industrial Revolution in America](#)
 - [Industrial Revolution Timeline](#)
 - [Industrial Revolution Fact Sheet](#)
 - [Industrial Revolution Working Conditions](#)
 - [Industrial Revolution Child Labor](#)
 - [Industrial Revolution Time Period](#)
- **Videos**
 - Khan Academy (khanacademy.org)
 - [Industrialization and Imperialism](#)
 - YouTube by Alyson Thornoff
 - [Causes and Effects of the Industrial Revolution](#)
 - YouTube by Kevin Dailey
 - [Industrial Revolution Cause and Effect](#)
 - YouTube by Stephen Mikell
 - [Industrial Revolution Cause and Effect](#)
 - YouTube by Khan Academy
 - [The Market Revolution Part 1](#)
 - [The Market Revolution Part 2](#)
 - [The Market Revolution Part 3](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
<p>A.8.7 Explore the significance of the American social and political reforms during the first half of the 19th century (Strands: Civics, Civil Rights, History).</p>		<p>A.8.7.1 Discuss the impact of the abolitionist movement during the first half of the 19th century (e.g., Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe).</p> <p>A.8.7.2 Discuss the impact of the women’s suffrage movement during the first half of the 19th century (e.g., Emmeline Pankhurst, Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.8.7.1 (A) Discuss the impact of the abolitionist movement during the first half of the 19th century (e.g., Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe).</p>	<p>A.8.7.1 (B) Identify two or more impacts of the abolitionist movement during the first half of the 19th century.</p>	<p>A.8.7.1 (C) Select an impact of the abolitionist movement during the first half of the 19th century.</p>	
<p>A.8.7.2 (A) Discuss the impact of the women’s suffrage movement during the first half of the 19th century (e.g., Emmeline Pankhurst, Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, and Susan B. Anthony).</p>	<p>A.8.7.2 (B) Identify two or more impacts of the women’s suffrage movement during the first half of the 19th century.</p>	<p>A.8.7.2 (C) Select an impact of the women’s suffrage movement during the first half of the 19th century.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Compare human rights today to rights during the abolitionist movement. • Relate the importance of voting to the protection of human rights. • Explore how conflict brings about change. • Discuss how multiple points of view or biases affect experiences and cultural traditions. • Explore the role of citizenship. • Identify ways to show respect to others. • Get along with others. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Abolition • Dorothea Dix • Elizabeth Cady Stanton • Emmeline Pankhurst • Frederick Douglass • Freedom • Harriet Beecher Stowe • Lucretia Mott • Movement • Slavery • Suffrage • Susan B. Anthony • William Lloyd Garrison • Women’s rights 	

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Resources:

- **Websites, articles, and other collections**

- Education.com
 - [Civil Rights Word Find](#)
 - [Worksheet: The Underground Railroad](#)
- Education Planet, Inc. (lessonplanet.com) (subscription required)
 - [47 reviewed resources for 19th century reform movements – lesson plans and worksheets](#)
- Study.com LLC (subscription required)
 - [Reform Movements of the 19th Century: Video lesson, article, and practice](#)
- Penn State University Libraries (guides.libraries.psu.edu)
 - [19th Century America – American Social History by Eras and Decades](#)
- Reference.com
 - [What are Three Reform Movements of the Early 19th Century?](#)
- John deVille — WNC North Carolina Association of Educators (thesocialstudies.org)
 - [Early 19th Century Religion and Reform Movements](#)

- **Videos**

- Study.com
 - [American Political, Religious and Personal Identity in the Early 19th Century](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard	Performance Objectives	
A.8.8 Compare the social and economic conflicts that led to the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics).	A.8.8.1 Discuss the events that led to the American Civil War (e.g., slavery, states' rights, agriculture vs. industry).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.8.8.1 (A) Discuss the events that led to the American Civil War (e.g., slavery, states' rights, agriculture vs. industry).	A.8.8.1 (B) Identify events that led to the American Civil War (e.g., slavery, states' rights, agriculture vs. industry).	A.8.8.1 (C) Select an event that led to the American Civil War (e.g., slavery, states' rights, agriculture vs. industry).
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Explore cause and effect. • Explore multiple points of view. • Explore biases and relate each to individual experiences, societal values, and cultural traditions. • Explore situations that lead to confrontation. • Discuss the importance of reaching a consensus/compromise. • Compare the locations of places, the conditions at places, and the connections between places. • Explore the possible effects of war on natural resources in their community. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Agriculture • Citizenship • Compromise • Conflict • Consensus • Economic • Industrialization • Natural resources • Points of view • Rights • Slavery • Social • States' rights 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Birdie Media, LLC (Encyclopedia.com) <ul style="list-style-type: none"> ▪ Civil War, Economic Causes of (issue) ○ Emmanuel and Daniel Gilland (Prezi.com) <ul style="list-style-type: none"> ▪ Causes of the Civil War: Political, Social, and Economic, Political, and Moral Issues (presentation and transcript) ○ New Visions for Public Schools (curriculum.newvisions.org) <ul style="list-style-type: none"> ▪ Sectionalism and the Civil War ○ ThoughtCo.com <ul style="list-style-type: none"> ▪ American Civil War: Causes of Conflict 		

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- **Videos**

- YouTube by A Kid Explains History
 - [The Civil War - A Kid Explains History, Episode 19](#)
- YouTube by Learn Liberty
 - [US Economic History 4 — Economic Causes of the Civil War](#)
- Study.com LLC (subscription required)
 - [The American Civil War: Causes and Impacts](#) (video and lesson transcript)
- Learnodo Newtonic, New Delhi, India (learnodo-newtonic.com)
 - [10 Major Causes of the American Civil War](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.8.9 Identify the key events and people involved in the American Civil War (Strands: Civics, Civil Rights, Geography, History, Economics).		A.8.9.1 Identify the key events and people involved in the American Civil War. A.8.9.2 Discuss the contributions of women, African Americans, and other minority or historically disadvantaged groups to the war effort (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.). A.8.9.3 Discuss the outcomes of the Civil War (e.g., Emancipation Proclamation, Gettysburg Address, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.8.9.1 (A) Identify the key events and people involved in the American Civil War.	A.8.9.1 (B) Match events and people involved in the American Civil War.	A.8.9.1 (C) Select an event and person involved in the American Civil War.	
A.8.9.2 (A) Discuss the contributions of women, African Americans, and other minority or historically disadvantaged groups to the war effort (e.g., Clara Barton, 54th Massachusetts Regiment, Native Americans, etc.).	A.8.9.2 (B) Identify two or more groups that impacted the war effort	A.8.9.2 (C) Identify a person or group that impacted the war effort	
A.8.9.3 (A) Discuss the outcomes of the Civil War (e.g., Emancipation Proclamation, Gettysburg Address, etc.).	A.8.9.3 (B) Identify outcomes of the Civil War (e.g., Emancipation Proclamation, equal rights, etc.).	A.8.9.3 (C) Select an outcome of the Civil War.	
Real World Connections: <ul style="list-style-type: none"> • Discuss the role of government. • Exercise voting rights. • Explore how leaders of the past are similar or different from today's leaders. • Relate the importance of voting to the protection of human rights. • Explore how leaders exert influence to bring about change. • Discuss how multiple points of view or biases affect experiences and cultural traditions. 		Vocabulary: <ul style="list-style-type: none"> • Civil War • Compromise of 1877 • Confederacy • Contribution • Democracy • Disadvantaged • Federal government • Impact • Jim Crow • Minority • Outcome • <i>Plessy v. Ferguson</i> • Rutherford B. Hayes • Union • Voting • War effort 	

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Resources:

- **Websites, articles, and other collections**

- Biography Online (Biographyonline.net)
 - [People of the American Civil War](#)
 - [Civil War Figures – Famous and Historical People](#)
- Khan Academy (khanacademy.org)
 - [Life After Slavery for African Americans](#)
- Mr. Donn's Online Teaching Resources (civilwar.mrdonn.org)
 - [People of the American Civil War for Kids and Teachers](#)
- Search Beat (history.searchbeat.com)
 - [Famous People of the American Civil War](#)
- Student Resources Guide (StudentGuide.org)
 - [Great Civil War Resources for K-12 Students](#)

- **Videos**

- YouTube by WatchMojo.com
 - [American Civil War: History, Key Figures and Battles](#)
- Khan Academy (khanacademy.org)
 - [Origins of Jim Crow - introduction](#)
 - [Origins of Jim Crow - the Black Codes and Reconstruction](#)
 - [Origins of Jim Crow - the Fourteenth and Fifteenth Amendments](#)
 - [Origins of Jim Crow - Compromise of 1877 and Plessy v. Ferguson](#)
 - [Plessy v. Ferguson](#)

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

Standard		Performance Objectives	
A.8.10 Detail the key aspects of the Reconstruction Era (Strands: Civics, Civil Rights, Geography, History, Economics).		A.8.10.1 Discuss the Reconstruction Era (e.g., Abraham Lincoln’s assassination). A.8.10.2 Define the 13th, 14th, and 15th amendments.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.8.10.1 (A) Discuss the Reconstruction Era (e.g., Abraham Lincoln’s assassination).	A.8.10.1 (B) Select events of the Reconstruction Era (e.g., Lincoln’s assassination, Emancipation Proclamation, reintegration of southern states from the confederacy, etc.).	A.8.10.1 (C) Identify an event of the Reconstruction Era (e.g., Lincoln’s assassination, Emancipation Proclamation, reintegration of southern states from the confederacy, etc.).	
A.8.10.2 (A) Define the 13th, 14th, and 15th amendments.	A.8.10.2 (B) Match historical events to the following amendments: 13th, 14th and 15th (e.g., Emancipation proclamation, citizenship to all persons, women’s suffrage).	A.8.10.2 (C) Identify a historical event that occurred because of either the 13th, 14th, or 15th amendment.	
Real World Connections: <ul style="list-style-type: none"> • Compare differences in people. • Describe how citizenship today is different than citizenship before Reconstruction. • Describe how life today is different from life before Reconstruction. • List things that people can do now that they could not do before the Reconstruction Era. 		Vocabulary: <ul style="list-style-type: none"> • Abolish • Amendments • Assassination • Citizen • Confederacy • Discrimination • Emancipation Proclamation • Gender equality • Reconstruction Era • Reintegration • Slavery • Suffrage 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Lesson by Mr. E, North Bergen, New Jersey. (curriki.org) <ul style="list-style-type: none"> ▪ Reconstruction Era ○ National Endowment for Humanities (edsitement.neh.gov) <ul style="list-style-type: none"> ▪ Lesson 1: The Battle Over Reconstruction: The Aftermath of War ○ The History Channel (history.com) <ul style="list-style-type: none"> ▪ Black Leaders During Reconstruction 			

COURSE: Eighth Grade

THEME: U.S. History: Exploration to 1877

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [How the 1876 Election Effectively Ended Reconstruction](#)
- [Reconstruction - Civil War End, Changes and Act of 1867](#)
- [Reconstruction Era Definition](#)

- ThoughtCo.com
 - [About the Reconstruction Era \(1865–1877\)](#)
- National Archives Foundation (docsteach.org)
 - [To What Extent was Reconstruction a Revolution? \(Part 1\)](#)
- National Archives Education Updates (education.blogs.archives.gov)
 - [To What Extent was Reconstruction a Revolution?](#)
- Khan Academy (khanacademy.org)
 - [Black Codes](#)
 - [The First KKK](#)
 - [The Freedmen's Bureau](#)
 - [Life After Slavery for African Americans](#)
 - [Reconstruction \(practice test\)](#)

- **Videos**
 - Facing History and Ourselves (facinghistory.org)
 - [The Legacies of Reconstruction](#)
 - Khan Academy (khanacademy.org)
 - [An Overview and the 13th Amendment](#)
 - [The 14th Amendment](#)
 - [The 15th Amendment](#)
 - [Failure of Reconstruction](#)

APPENDIX A: Glossary

21st century: The current century of the Common Era, in accordance with the Gregorian calendar. It began on January 1, 2001 and will end on December 31, 2100. It is the first century of the third millennium.

Abolish: Formally put an end to (a system, practice, or institution)

Abolition: The action or act of abolishing a system, practice, or institution

Absolute monarchy: A form of government with a monarch at the head

Access: A means of approaching or entering a place

Achaemenid Persian Empire: A large empire in southwest Asia that lasted for two centuries until it was conquered by Alexander the Great.

Act: A written ordinance of Congress or another legislative body; a statute

Actions: The fact or process of doing something, typically to achieve an aim

Activities: The condition in which things are happening or being done

Admitted: Allow (someone) to enter a place.

Aesthetics: A set of principles concerned with the nature and appreciation of beauty, especially in art

Affect: Influence; make a difference to

After: The time following an event or another period

Afterlife: Life after death. The Egyptians believed that the afterlife existed, so mummies were created to allow a dead person to live in the afterlife.

Agriculture: The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products

Air pollution: Air pollution occurs when harmful or excessive quantities of substances are introduced into Earth's atmosphere. Sources of air pollution include gases, particulates, and biological molecules. It may cause diseases, allergies, and even death to humans; it may also cause harm to other living organisms such as animals and food crops and may damage the natural or built environment. Both human activity and natural processes can generate air pollution.

Alexander the Great: King of Macedon, a region north of Greece that shared many cultural characteristics with Greece. Alexander the Great conquered Greece and the Persian Empire and spread Hellenistic culture.

Alternative energy: Energy generated in ways that do not deplete natural resources or harm the environment, especially by avoiding the use of fossil fuels and nuclear power.

Amendments: A minor change or addition designed to improve a text, piece of legislation, etc.

American: Relating to or characteristic of the United States or its inhabitants

American colonist: A native or inhabitant of a colony. The Thirteen American Colonies were a group of colonies of Great Britain on the Atlantic coast of America founded in the 17th and 18th centuries which declared independence in 1776 and formed the United States of America.

American Indian: A member of any of the indigenous peoples of North, Central, and South America, especially those of North America

American Revolution: The war of 1775–83 in which the American colonists won independence from British rule. The British termed this the War of American Independence.

Amphora: A tall ancient Greek or Roman jar with two handles and a narrow neck

Ancestor worship: The veneration of the dead, including one's ancestors, is based on love and respect for the deceased. In some cultures, it is related to beliefs that the dead have a continued existence and may possess the ability to influence the fortune of the living. Some groups venerate their direct, familial ancestors. Certain sects and religions, including the Eastern Orthodox Church and the Roman Catholic Church, venerate saints as intercessors with God; the latter also believes in prayer for departed souls in purgatory. Other religious groups, however, consider veneration of the dead to be idolatry and a sin.

Animism: The belief that everything has a soul

Anne Hutchinson: Banished from the Massachusetts Bay Colony for her belief that salvation was based on faith, not good deeds. Hutchinson and her followers founded the colony of Portsmouth in 1638. Portsmouth and Providence joined to become Rhode Island in 1663.

Anthem: A rousing or uplifting song identified with a group, body, or cause

Appearance: The way that someone or something looks

Appropriate: Suitable or proper in the circumstances

Aqueduct: Structures used to carry water across long distances to cities

Architecture: The art or practice of designing and constructing buildings

Argument: An exchange of diverging or opposite views, typically a heated or angry one

Aristocracy: The highest class in certain societies, especially those holding hereditary titles or offices

Arms: Weapons and ammunition; armaments

Arrowhead: The pointed end of an arrow

Art: The expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power

Artifact: An object made by a human being, typically an item of cultural or historical interest

Assassination: The action of assassinating someone

Association: A group of people organized for a joint purpose

Athens: One of the most powerful Greek city-states; classical period Athens used a democratic system of government. Participation in democratic processes was limited to citizens.

Atmosphere: The pervading tone or mood of a place, situation, or work of art

Attitude: A settled way of thinking or feeling about someone or something, typically one reflected in a person's behavior.

Augustus: The first ruler of the Roman Empire, he established an autocratic form of government where he was the sole ruler.

Aunt: The sister of one's father or mother or the wife of one's uncle

Authority: The power or right to give orders, make decisions, and enforce obedience

Authority figure: A person who has or represents authority

Autocracy: A system of government in which one person possesses absolute power

Available: Able to be used or obtained; at someone's disposal

Axum: Axum or Aksum, Ethiopia, is the site of the historic capital of the Aksumite Empire. It is now a tourist town with a population of 66,800 residents.

Bald eagle: A bird of prey found in North America. A sea eagle, it has two known subspecies and forms a species pair with the white-tailed eagle. Its range includes most of Canada and Alaska, all the contiguous United States, and northern Mexico. It is found near large bodies of open water with an abundant food supply and old-growth trees for nesting.

Ballot: A process of voting, in writing and typically in secret

Bank: A financial establishment that invests money deposited by customers, pays it out when required, makes loans at interest, and exchanges currency

Barter: Exchange (goods or services) for other goods or services without using money

Basic: Forming an essential foundation or starting point; fundamental

Basic needs (e.g., shelter, clothing): A traditional list of immediate “basic needs” is food, water, shelter and clothing. Many modern lists emphasize the minimum level of consumption of “basic needs” to include not just food, water, clothing and shelter, but also sanitation, education, health care, and internet. Different agencies use different lists.

Battle of Bunker Hill: Fought on June 17, 1775, during the Siege of Boston in the early stages of the American Revolutionary War. The battle is named after Bunker Hill in Charlestown, Massachusetts, which was peripherally involved in the battle. It was the original objective of both the colonial and British troops, though most of the combat took place on the adjacent hill which later became known as Breed’s Hill.

Before: During the period preceding (an event, date, or time)

Behavior: The way in which one acts or conducts oneself, especially toward others

Beliefs: An acceptance that a statement is true or that something exists

Bell: A hollow object, typically made of metal and having the shape of a deep inverted cup widening at the lip, that sounds a clear musical note when struck, typically by means of a clapper inside.

Bias: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair

Bill: A draft of a proposed law presented to parliament for discussion

Bill of Right: The first 10 amendments to the United States Constitution. The concepts codified in these amendments are built upon those found in several earlier documents, including the Virginia Declaration of Rights, the English Bill of Rights 1689, and the Magna Carta. In practice, the amendments had little impact on judgements by the courts for the first 150 years after ratification.

Biodegradable: A substance or object capable of being decomposed by bacteria or other living organisms

Biosphere: The regions of the surface, atmosphere, and hydrosphere of the earth (or analogous parts of other planets) occupied by living organisms

Black Death: A deadly plague that swept through Europe between 1347 and 1351

Black history: The story of African Americans in the United States and elsewhere. Black History Month is an annual observance originating in the United States, where it is also known as African American History Month. It has received official recognition from governments in the United States and Canada, and more recently, has been observed unofficially in Ireland, the Netherlands, and the United Kingdom. It began as a way of remembering important people and events in the history of the African diaspora. The United States and Canada celebrate it in February, while Ireland, the Netherlands, and the United Kingdom observe it in October.

Blue: The color blue is featured on the United States flag. Traditional political mapmakers, at least throughout the 20th century, have used blue to represent the modern-day Republicans as well as the earlier Federalist Party.

Boat: A watercraft of a large range of types and sizes, but generally smaller than a ship, that is distinguished by its larger size, shape, cargo or passenger capacity, or its ability to carry boats

Bodies of water: Come in different shapes and sizes from small ponds to rivers and expansive oceans. Each body of water contains a different ecosystem with plants, animals, and fish unique to its environment. Part of what makes our Earth so unique, besides the fact that it has life, is that it has water. Since water makes up most of the planet, it's really no surprise that there are many different types of bodies of water. Some examples include basins, bays, brooks, channels, canals, coves, creeks, gulfs, inlets, lagoons, lakes, ponds, oceans, pools, seas, swamps, wetlands, etc.

Border: A line separating two political or geographical areas, especially countries

Branches of government: The three branches of the U.S. government (i.e., the legislative, executive and judicial branches). According to the doctrine of separation of powers, the U.S. Constitution distributed the power of the federal government among these three branches and built a system of checks and balances to ensure that no one branch could become too powerful.

Bronze: An alloy of copper and tin which was a hugely important metal during the Shang period. Shang metal workers developed a highly sophisticated method for casting bronze and used it to make ceremonial objects and weapons.

Brother: A man or boy who shares one or more parents with another

Build: Construct something (typically something large) by putting parts or material together over a period

Building: A structure with a roof and walls, such as a house, school, store, or factory

Bureaucracy: An administrative structure in which the government employs people to oversee and carry out certain functions

Buy: Obtain in exchange for payment

Calendar: A chart or series of pages showing the days, weeks, and months of a particular year or giving seasonal information

Calvinism: The Protestant theological system of John Calvin and his successors, which develops Luther's doctrine of justification by faith alone and emphasizes the grace of God and the doctrine of predestination

Capital: The most important city or town of a country or region, usually its seat of government and administrative center

Capitalism: The Protestant theological system of John Calvin and his successors that develops Martin Luther's doctrine of justification by faith alone and emphasizes the grace of God and the doctrine of predestination.

Cardinal: A leading dignitary of the Roman Catholic Church. Cardinals are nominated by the Pope and form the Sacred College, which elects succeeding popes (now invariably from among their own number).

Cardinal directions: The directions north, east, south, and west, commonly denoted by their initials N, E, S, and W

Career: An occupation undertaken for a significant period of a person's life and with opportunities for progress

Cash: Money in coins or notes, as distinct from checks, money orders, or credit

Caste system: A class structure that is determined by birth. Loosely, it means that in some societies, if your parents are poor, you're going to be poor, too. The same goes for being rich if you're a glass-half-full person. There are caste systems all over the world where people are born into a position, like having a certain kind of job, and it's hard to change. America prides itself on not having a caste system because people can "pull themselves up by their bootstraps," and janitors can go to Harvard.

Cataract: Fast-moving waters. Cataracts made it hard to travel by ship in the Nile.

Catholicism: Catholicism is a term which, in its broadest sense, refers to the beliefs and practices of Christian denominations that describe themselves as Catholic in accordance with the Four Marks of the Church, as expressed in the Nicene Creed of the First Council of Constantinople in 381: in one, holy, catholic, and apostolic Church.

Celebrate: Acknowledge (a significant or happy day or event) with a social gathering or enjoyable activity

Celebration: The action of marking one's pleasure at an important event or occasion by engaging in enjoyable, typically social, activity

Census: An official count or survey of a population that typically records various details of individuals

Central America: A region found in the southern tip of North America and is sometimes defined as a subregion of the Americas. This region is bordered by Mexico to the north, Colombia to the southeast, the Caribbean Sea to the east, and the Pacific Ocean to the west and south. Central America consists of seven countries: El Salvador, Costa Rica, Belize, Guatemala, Honduras, Nicaragua, and Panama.

Central authority figure: A person that is designated to play a key facilitating role in the implementation an operation. A central authority figure intervenes to prevent and punish wrongs.

Change: Make or become different

Characteristic: A feature or quality that typically belongs to a person, place, or thing and serves to identify it

Check: A written order to a bank to pay a stated sum from the drawer's account

China: Officially the People's Republic of China, China is a country in East Asia and is the world's most populous country with a population of around 1.428 billion in 2017. Covering approximately 9.6 million square kilometers, it is the third-largest country by area. Governed by the Communist Party of China, the state exercises jurisdiction over 22 provinces, five autonomous regions, four directly controlled municipalities, and the special administrative regions of Hong Kong and Macau.

Chivalry: Code of conduct for knights during the Middle Ages

Choice: An act of selecting or deciding when faced with two or more possibilities

Christopher Columbus: An Italian explorer and colonizer who completed four voyages across the Atlantic Ocean that opened the New World for conquest and permanent European colonization of the Americas. His expeditions, sponsored by the Catholic Monarchs of Spain, were the first European contact with the Caribbean, Central America, and South America.

Citizen: A legally recognized subject or national of a state or commonwealth, either native or naturalized

Citizenship: The status of a person recognized under the custom or law as being a legal member of a sovereign state or belonging to a nation. The idea of citizenship has been defined as the capacity of individuals to defend their rights in front of the governmental authority.

Citrus fruit: A tree of a genus that includes citron, lemon, lime, orange, and grapefruit. Native to Asia, citrus trees are widely cultivated in warm countries for their fruit, which has juicy flesh and a pulpy rind.

Civil liberties: The state of being subject only to laws established for the good of the community, especially about freedom of action and speech

Civil liberty protection: Protection from liberal governments abridging, either by legislation or judicial interpretation, guarantees and freedoms without due process.

Civil rights: The rights of citizens to political and social freedom and equality

Civil War: A civil war in the United States from 1861 to 1865, fought between the Northern United States and the Southern United States. The Civil War began primarily as a result of the long-standing controversy over the enslavement of black people. War broke out in April 1861 when secessionist forces attacked Fort Sumter in South Carolina shortly after Abraham Lincoln had been inaugurated as the president of the United States. The loyalists of the Union in the North, which also included some geographically western and southern states, proclaimed support for the Constitution. They faced secessionists of the Confederate States in the South, who advocated for states' rights in order to uphold slavery.

Class structure: Models of social stratification in which people are grouped into a set of hierarchical social categories, the most common being the upper, middle, and lower classes.

Climate: The weather conditions prevailing in an area in general or over a long period

Coins: First minted in 1792, new coins have been produced annually and make up a valuable aspect of the United States currency system. Today, circulating coins exist in denominations of 1¢ (i.e., 1 cent or \$0.01), 5¢, 10¢, 25¢, 50¢, and \$1.00. Bullion (including gold, silver and platinum) and commemorative coins are also minted. All of these are produced by the United States Mint and then sold to Federal Reserve banks, which in turn are responsible for putting coins into circulation and withdrawing them as demanded by the country's economy.

Collection: The action or process of collecting someone or something

Colonial: Relating to or characteristic of a colony or colonies

Commodities: Economic goods or services that have full or substantial fungibility (i.e., The market treats instances of the good as equivalent or nearly so with no regard to who produced them.)

Common Law: A legal system based on custom and court rulings in England

Communication: The imparting or exchanging of information or news. The means of sending or receiving information, such as telephone lines or computers.

Communities: Groups of people living together, each having something in common (i.e., the same place or having a characteristic in common)

Community members: People at the heart of healthy communities. They include all who live, learn, work, play, and pray in communities. Community members may have a formal leadership role in a community organization, or friends and neighbors may recognize them as the person who gets things done. Residents or students who may not yet be leaders are often waiting for an invitation to get involved.

Compare: Estimate, measure, or note the similarity or dissimilarity between

Compass: An instrument containing a magnetized pointer which shows the direction of magnetic north and bearings from it

Composting: Make (vegetable matter or manure) into compost

Compromise: An agreement or a settlement of a dispute that is reached by each side making concessions

Compromise of 1877: An unwritten deal, informally arranged among U.S. Congressmen, that settled the intensely disputed 1876 presidential election. It resulted in the United States federal government pulling the last troops out of the South and formally ending the Reconstruction Era. Through the compromise, Republican Rutherford B. Hayes was awarded the White House over Democrat Samuel J. Tilden on the understanding that Hayes would remove the federal troops whose support was essential for the survival of Republican state governments in South Carolina, Florida, and Louisiana. The compromise involved Democrats who controlled the House of Representatives allowing the decision of the Electoral Commission to take effect. The outgoing president, Republican Ulysses S. Grant, removed the soldiers from Florida. As president, Hayes

removed the remaining troops from South Carolina and Louisiana. As soon as the troops left, many white Republican carpetbaggers also left, and the “Redeemer” Democrats took control. They already dominated other state governments in the South. What exactly was agreed is somewhat contested as the documentation is insufficient.

Confederacy: An unrecognized republic in North America that existed from 1861 to 1865. The Confederacy was originally formed by seven secessionist slave-holding states—South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas—in the Lower South region of the United States, whose economy was heavily dependent upon agriculture, particularly cotton, and a plantation system that relied upon the labor of African American slaves. Convinced that the institution of slavery was threatened by the November 1860 election of Republican candidate Abraham Lincoln to the U.S. presidency on a platform which opposed the expansion of slavery into the western territories, the Confederacy declared its secession in rebellion against the United States, with the loyal states becoming known as the Union during the ensuing American Civil War.

Conflict: A serious disagreement or argument, typically a protracted one

Confucianism: A system of philosophical and ethical teachings founded by Confucius and developed by Mencius

Confucianism: Philosophy of moral uprightness, social order, and family responsibility

Congo River: A major African river (one of the world’s longest)

Congress: A national legislative body, especially that of the United States. The U.S. Congress, which meets at the Capitol in Washington, D.C., was established by the Constitution of 1787 and is composed of the Senate and the House of Representatives.

Connection: A relationship in which a person, thing, or idea is linked or associated with something else

Consensus: A general agreement

Consequences: The results or effects of an action or condition

Conservation: Prevention of wasteful use of a resource

Conserving: Protect something, especially an environmentally or culturally important place or thing, from harm or destruction

Constitution: A body of fundamental principles or established precedents by which a state or other organization is acknowledged to be governed

Constitutional Convention: Took place from May 25 to September 17, 1787, in the old Pennsylvania State House (now known as Independence Hall) in Philadelphia. Although the Convention was intended to revise the league of states and the first system of government under the Articles of Confederation, the intention from the outset of many of its proponents, chief among them James Madison of Virginia and Alexander Hamilton of New York, was to create a new government rather than fix the existing one. The delegates elected George Washington of Virginia,

former commanding general of the Continental Army in the late American Revolutionary War (1775–1783) and proponent of a stronger national government, to become president of the Convention. The result of the Convention was the creation of the Constitution of the United States, placing the Convention among the most significant events in American history.

Constitutional monarchy: A form of monarchy in which the sovereign exercises authority in accordance with a written or unwritten constitution. Constitutional monarchy differs from absolute monarchy (in which a monarch holds absolute power) in that constitutional monarchs are bound to exercise their powers and authorities within the limits prescribed within an established legal framework. Constitutional monarchies range from countries such as Monaco, Morocco, Jordan, Kuwait, and Bahrain, where the constitution grants substantial discretionary powers to the sovereign, to countries such as the United Kingdom, Spain, Belgium, Sweden, and Japan, where the monarch retains no formal authority.

Construction: The building of something, typically a large structure

Consul: Roman chief executive office; two consuls were elected each year and served as the military and political leaders of Rome.

Continental Army: The army formed by the Second Continental Congress after the outbreak of the American Revolutionary War by the ex-British colonies that became the United States of America. Established by a resolution of the Congress on June 14, 1775, it was created to coordinate the military efforts of the Thirteen Colonies in their revolt against the rule of Great Britain. The Continental Army was supplemented by local militias and volunteer troops that remained under control of the individual states or were otherwise independent. General George Washington was the commander-in-chief of the army throughout the war.

Contract: A written or spoken agreement, especially one concerning employment, sales, or tenancy, intended to be enforceable by law

Contrast: To differ strikingly

Contribution: A gift or payment to a common fund or collection

Costume: A set of clothes in a style typical of a country or historical period

Cotton: A soft white fibrous substance that surrounds the seeds of a tropical and subtropical plant and is used as textile fiber and thread for sewing

Cotton gin: A cotton gin – meaning “cotton engine” – is a machine that quickly and easily separates cotton fibers from their seeds, enabling much greater productivity than manual cotton separation. The fibers are then processed into various cotton goods such as calico, while any undamaged cotton is used largely for textiles like clothing. The separated seeds may be used to grow more cotton or to produce cottonseed oil.

Council of Trent: Held between 1545 and 1563 in Trent, it was the 19th ecumenical council of the Catholic Church. Prompted by the Protestant Reformation, it has been described as the embodiment of the Counter Reformation.

Counter Reformation: The reform of the Church of Rome in the 16th and 17th centuries which was stimulated by the Protestant Reformation

Cousin: A child of one's uncle or aunt

Credit: The ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future

Creole: A person of mixed European and black descent, especially in the Caribbean

Crop: A cultivated plant that is grown as food, especially a grain, fruit, or vegetable

Crusades: A long series of wars between Christians and Muslims in Southwest Asia over attempts to control the Holy Lands

Cuisine: A style of cooking characterized by distinctive ingredients, techniques and dishes, and usually associated with a specific culture or geographic region. Regional food preparation traditions, customs, and ingredients often combine to create dishes unique to a region.

Cultural: Relating to the ideas, customs, and social behavior of a society

Cultural assimilation: The process in which a minority group or culture comes to resemble a dominant group or assume the values, behaviors, and beliefs of another group

Cultural heritage: The legacy of physical artifacts and intangible attributes of a group or society that is inherited from past generations. Not all legacies of past generations are "heritage," rather heritage is a product of selection by society.

Cultural sensitivity: Being aware that cultural differences and similarities between people exist without assigning them a value—positive or negative, better or worse, right or wrong

Culture: An umbrella term which encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities and habits of the individuals in these groups

Currency: A system of money in general use in a country

Custom: A traditional and widely accepted way of behaving or doing something specific to a society, place, or time

Czar: Russian word for Emperor (from the word Caesar)

Daily: Done, produced, or occurring every day or every weekday

Daily life: The activities and experiences that constitute a person's normal existence

Dairy: A building, room, or establishment for the storage, processing, and distribution of milk and milk products

Dam: A barrier constructed to hold back water and raise its level, forming a reservoir used to generate electricity or as a water supply

Dance: Move rhythmically to music, typically following a set sequence of steps

Daoism: A Chinese philosophy based on the writings of Lao-tzu, advocating humility and religious piety, and universal harmony that urged people not to get too involved in worldly affairs

Debt: Something, typically money, that is owed or due

Decision: A conclusion or resolution reached after consideration

Declaration of Independence: The pronouncement adopted by the Second Continental Congress meeting at the Pennsylvania State House in Philadelphia, Pennsylvania, on July 4, 1776. The Declaration explained why the Thirteen Colonies at war with the Kingdom of Great Britain regarded themselves as 13 independent sovereign states no longer under British rule. With the Declaration, these new states took a collective first step toward forming the United States of America.

Decrease: Make or become smaller or fewer in size, amount, intensity, or degree

Deforestation: The action of clearing a wide area of trees

Delian League: Alliance of Greek cities to defend against Persia. Led by Athens, many historians see this as essentially an Athenian Empire.

Delta: A triangular tract of sediment deposited at the mouth of a river, typically where it diverges into several outlets

Democracy: A form of government controlled by the citizens of a state typically through elected representatives. In Athens, citizens were randomly chosen to serve in some government roles, while other positions were chosen by fellow citizens by election.

Democrat: A member of the Democratic Party, one of the two major contemporary political parties in the United States along with its main rival, the Republican Party.

Demonstration: The action or process of showing the existence or truth of something by giving proof or evidence

Denarius: Standard Roman currency

Depletion: Reduction in the number or quantity of something

Deposits: A sum of money placed or kept in a bank account, usually to gain interest.

Development: The process of developing or being developed

Dictatorship: Government by a dictator

Differences: A point or way in which people or things are not the same

Different: Not the same as another or each other; unlike in nature, form, or quality

Digital citizenship: A person using information technology (IT) to engage in society, politics, and government. Digital citizens are defined as those who use the internet regularly and effectively. Digital citizenship is the appropriate and responsible behavior when using technology. A large part of being a responsible digital citizen encompasses digital literacy, etiquette, online safety, and an acknowledgement of private versus public information.

Direct democracy: Direct democracy, or pure democracy, is a form of democracy in which people decide on policy initiatives directly. This differs from most currently established democracies, which are representative democracies. The theory and practice of direct democracy and participation as its common characteristic was the core of work of many theorists, philosophers, and politicians, among whom the most important are Jean Jacques Rousseau, John Stuart Mill, and G.D.H. Cole.

Direction: A course along which someone or something moves

Directional words: Words used to describe the location of something (i.e., up, down, across, besides, etc.)

Disadvantaged: A person or an area in unfavorable circumstances, especially about financial or social opportunities

Disaster: A sudden event such as an accident or a natural catastrophe that causes great damage or loss of life

Discrimination: The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex

Distance: An amount of space between two things or people

Distinguishing: Characteristic of one thing or person, so serving to identify it; distinctive

Diverse: Showing a great deal of variety; very different

Divine kingship: Kingship, especially the sacred aspects of the office of a king (or any kind of absolutist power) and its close relationship to and use of religion for the purpose of legitimizing power. The idea that a political ruler held his power by favor of a god or gods; ancient Egyptian kings were believed to be living incarnations of gods.

Diviner: Someone who claims to discover hidden knowledge with the aid of supernatural powers. A person who practices divination (i.e., soothsayer). A person who divines the location of water or minerals.

Division of labor: The assignment of different parts of a manufacturing process or task to different people in order to improve efficiency

Dollars: The basic monetary unit of the U.S., Canada, Australia, and certain countries in the Pacific, Caribbean, Southeast Asia, Africa, and South America

Dorothea Dix: An American advocate on behalf of the indigent mentally ill who, through a vigorous and sustained program of lobbying state legislatures and the United States Congress, created the first generation of American mental asylums. During the Civil War, she served as a superintendent of Army nurses.

Drama: An exciting, emotional, or unexpected series of events or set of circumstances

Dress: Clothing of a specified kind for men or women

Due process: The legal requirement that the state must respect all legal rights that are owed to a person. Due process balances the power of law of the land and protects the individual person from it. When a government harms a person without following the exact course of the law, this constitutes a due process violation, which offends the rule of law.

Dutch East India Company: A Dutch merchant company chartered in 1602 to carry on trade with Africa, the West Indies, North and South America, and Australia.

Dynasty: A sequence of powerful leaders in the same family. There were several instances of dynasties in ancient Egypt. A chain of rulers who are members of the same family, often with sons succeeding their fathers as rulers; ancient Egyptian history is often divided by royal dynasties.

Eagle: A large bird of prey with a massive hooked bill and long broad wings, renowned for its keen sight and powerful soaring flight.

Earn: Obtain in return for labor or services

Earth: The planet on which we live; the world

Earthquake: A sudden and violent shaking of the ground, sometimes causing great destruction, as a result of movements within the earth's crust or volcanic action

East: The direction toward the point of the horizon where the sun rises at the equinox on the right-hand side of a person facing north, or the point on the horizon itself

Economic: Relating to or based on the production, distribution, and consumption of goods and services.

Economic impact: A macroeconomic effect on commerce, employment, or incomes produced by a decision, event, or policy

Economy: The wealth and resources of a country or region, especially in terms of the production and consumption of goods and services

Education: The process of receiving or giving systematic instruction, especially at a school or university; an enlightening experience

Egypt: Officially the Arab Republic of Egypt, it is a country spanning the northeast corner of Africa and southwest corner of Asia by a land bridge formed by the Sinai Peninsula. Egypt is a Mediterranean country bordered by the Gaza Strip and Israel to the northeast, the Gulf of Aqaba

and the Red Sea to the east, Sudan to the south, and Libya to the west. Across the Gulf of Aqaba lies Jordan, across the Red Sea lies Saudi Arabia, and across the Mediterranean lie Greece, Turkey and Cyprus, although none share a land border with Egypt.

Elect: Choose (someone) to hold public office or some other position by voting

Election: A formal group decision-making process by which a population chooses an individual to hold public office. It is usually used in democratic nations. Elections have been the usual mechanism by which modern representative democracy has operated since the 17th century. Elections may fill offices in the legislature, sometimes in the executive and judiciary, and for regional and local government. This process is also used in many other private and business organizations, from clubs to voluntary associations and corporations.

Electoral College: A body of people representing the states of the United States, who formally cast votes for the election of the president and vice president

Electric: Relating to or operated by electricity

Elimination: The complete removal or destruction of something

Elizabeth Cady Stanton: An American suffragist, social activist, abolitionist, and leading figure of the early women's rights movement. Her Declaration of Sentiments, presented at the Seneca Falls Convention held in Seneca Falls, New York, in 1848 is often credited with initiating the first organized women's rights and women's suffrage movements in the United States. Stanton was president of the National American Woman Suffrage Association from 1890 until 1892.

Emancipation Proclamation: Also called Proclamation 95, this was a presidential proclamation and executive order issued by United States President Abraham Lincoln on September 22, 1862, and effective as of January 1, 1863. It changed the legal status under federal law of more than 3.5 million enslaved African Americans in the Confederate states from slave to free. As soon as a slave escaped the control of the Confederate government, either by running away across Union lines or through the advance of federal troops, the slave was permanently free. Ultimately, the Union victory brought the proclamation into effect in all the former Confederacy. The remaining slaves, those in the areas not in revolt, were freed by state action, or by the 13th Amendment to the United States Constitution, ratified in December 1865.

Embalm: Preserve (a corpse) from decay, originally with spices and now usually by arterial injection of a preservative. To treat (a dead body) to preserve it, as with chemicals, drugs, or balsam. Mummies were embalmed so that the Egyptians could live in the afterlife.

Emmeline Pankhurst: An English political activist who is best remembered for organizing the United Kingdom suffragette movement and helping women win the right to vote. In 1999, *Time* named her one of the 100 Most Important People of the 20th Century, stating that "she shaped an idea of women for our time" and "shook society into a new pattern from which there could be no going back." She was widely criticized for her militant tactics, and historians disagree about their effectiveness, but her work is recognized as a crucial element in achieving women's suffrage in the UK.

Empathy: The ability to understand and share the feelings of another

Empire: An extensive group of states or countries under a single supreme authority, formerly especially an emperor or empress

Energy: The strength and vitality that is required to sustain physical or mental activity

Environment: The surroundings or conditions in which a person, animal, or plant lives or operates

Equal: Having the ability or resources to meet (a challenge); being the same in quantity, size, degree, or value

Equal rights: Equality before the law, when all people have the same rights. Human rights, when such rights are held in common by all people. Civil rights, when such rights are held in common by all citizens of a nation. Rights guaranteed under gender equality. The law of equal liberty.

Equality before the law: Equality before the law, also known as equality under the law, equality in the eyes of the law, legal equality, or legal egalitarianism, is the principle that each independent being must be treated equally by the law and that all are subject to the same laws of justice. Therefore, the law must guarantee that no individual nor group of individuals be privileged or discriminated against by the government. Equality before the law is one of the basic principles of liberalism. This principle arises from various important and complex questions concerning equality, fairness, and justice. Thus, the principle of equality before the law is incompatible and ceases to exist with legal systems such as slavery and servitude.

Erosion: The process of eroding or being eroded by wind, water, or other natural agents

Ethiopia: East African highland nation lying east of the Nile River. A landlocked country in the Horn of Africa that, with over 109 million inhabitants as of 2019, is the most populous landlocked country in the world and the second-most populous nation on the African continent. The country has a total area of 1.1 million square kilometers, and its capital and largest city is Addis Ababa.

Ethnicity: The fact or state of belonging to a social group that has a common national or cultural tradition

Europe: A continent located entirely in the Northern Hemisphere and mostly in the Eastern Hemisphere. It comprises the westernmost part of Eurasia and is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the west, the Mediterranean Sea to the south, and Asia to the east. The eastern border comprises a long, mixed line of mountain ranges and waterways that would normally define a subcontinent. However, Europe is generally accorded the status of a full continent because of its great physical size and the weight of its history and tradition. It is the sixth-largest continent in the world. Europe is commonly considered to be separated from Asia by the watershed divides of the Ural and Caucasus Mountains, the Ural River, the Caspian and Black Seas, and the waterways of the Turkish Straits.

Evacuate: Remove (someone) from a place of danger to a safer place

Event: A thing that happens, especially one of importance

Exchange rates: The value of one currency for the purpose of conversion to another

Executive branch: In political systems based on the principle of separation of powers, authority is distributed among several branches (executive, legislative, judicial) in an attempt to prevent the concentration of power in the hands of a single group of people. In such a system, the executive does not pass laws (the role of the legislature) or interpret them (the role of the judiciary). Instead, the executive enforces the law as written by the legislature and interpreted by the judiciary. The executive can be the source of certain types of law, such as a decree or executive order. Executive bureaucracies are commonly the source of regulations.

Exhibit: Publicly display (a work of art or item of interest) in an art gallery or museum or at a trade fair

Expedition: A journey or voyage undertaken by a group of people with a particular purpose, especially that of exploration, scientific research, or war

Exploration: The action of traveling in or through an unfamiliar area in order to learn about it

Explore: Travel in or through (an unfamiliar country or area) in order to learn about or familiarize oneself with it

Explorer: A person who explores an unfamiliar area; an adventurer

Extended family: A family that extends beyond the nuclear family, including grandparents, aunts, uncles, and other relatives, who all live nearby or in one household

Extraction: The action of taking out something, especially using effort or force

Facilitate: Make (an action or process) easy or easier

Factors: A circumstance, fact, or influence that contributes to a result or outcome

Familiar: Well-known from long or close association

Family: A group of one or more parents and their children living together as a unit. All the descendants of a common ancestor.

Family members: A group of people related either by consanguinity (by recognized birth) or affinity (by marriage or other relationship). The purpose of families is to maintain the well-being of its members and of society. Ideally, families would offer predictability, structure, and safety as members mature and participate in the community.

Farming: The activity or business of growing crops and raising livestock

Father: The male parent of a child. Besides the paternal bonds of a father to his children, the father may have a parental, legal, and social relationship with the child that carries with its certain rights and obligations. An adoptive father is a male who has become the child's parent through the legal process of adoption.

Features: A distinctive attribute or aspect of something

Federal government: The national government of the United States, a federal republic in North America, composed of 50 states, a federal district, five major self-governing territories, and several island possessions. The federal government is composed of three distinct branches: legislative, executive and judicial, whose powers are vested by the U.S. Constitution in the Congress, the president, and the federal courts, respectively. The powers and duties of these branches are further defined by acts of Congress, including the creation of executive departments and courts inferior to the Supreme Court.

Federalist: A person who advocates or supports a system of government in which several states unite under a central authority

Feudal system: A system of trading loyalties for protection in the Middle Ages

Fief: Land granted by a lord to a vassal in exchange for loyalty and service

Fireworks: A device containing gunpowder and other combustible chemicals that causes a spectacular explosion when ignited, used typically for display or in celebrations

Flag: A piece of cloth or similar material, typically oblong or square, attachable by one edge to a pole or rope and used as the symbol or emblem of a country or institution or as a decoration during public festivities

Food: Any nutritious substance that people or animals eat or drink or that plants absorb to maintain life and growth

Food crop: Refers to the world's major food supply derived from plants; a crop assumes human intervention through agriculture. In the main, food crops consist of grains, legumes (including dried beans), seeds and nuts, vegetables, fruit, herbs and spices, beverage plants such as tea and coffee, and so forth.

Founding: Involved in establishing or originating an institution or organization. .

Franks: A Germanic tribe that conquered present-day France and neighboring lands in the 400s

Frederick Douglass: Frederick Douglass was an American social reformer, abolitionist, orator, writer, and statesman. After escaping from slavery in Maryland, he became a national leader of the abolitionist movement in Massachusetts and New York, gaining note for his oratory and incisive antislavery writings. In his time, he was described by abolitionists as a living counterexample to slaveholders' arguments that slaves lacked the intellectual capacity to function as independent American citizens. Northerners at the time found it hard to believe that such a great orator had once been a slave.

Freedom: Having the ability to act or change without constraint. It is associated with having free will and being without undue or unjust constraints, or enslavement, and is an idea closely related to the concept of liberty. A person has the freedom to do things that will not, in theory or in practice, be prevented by other forces.

Freedom of speech: The right to express any opinions without censorship or restraint

French: The people of a Western European nation that share a common French culture and speak the French language and are identified with the country of France

Friends: A person whom one knows and with whom one has a bond of mutual affection, typically exclusive of sexual or family relations

Function: An activity or purpose natural to or intended for a person or thing

Fund raising: The process of seeking and gathering voluntary financial contributions by engaging individuals, businesses, charitable foundations, or governmental agencies. Traditionally, fundraising consisted mostly of asking for donations on the street or at people's doors.

Fundamental Orders of Connecticut (1639): A document that established a representative government in Connecticut, featuring a legislature elected by a popular vote and a governor elected by the legislature

Fur trading: The sale and exchange of animal furs (like beaver pelts). French and Dutch colonizers focused on trading furs with Native American tribes in North America.

Garden: A small piece of ground used to grow vegetables, fruit, herbs, or flowers.

Gather: Come together; assemble or accumulate; bring together and take in from scattered places or sources

Gender equality: Also known as sexual equality or equality of the sexes, this is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision-making; the state of valuing different behaviors, aspirations and needs equally, regardless of gender.

Geographic: Based on or derived from the physical features of an area

Geographic features: Naturally created features of the earth. Natural geographical features consist of landforms and ecosystems. For example, terrain types are natural geographical features. Conversely, human settlements or other engineered forms are considered types of artificial geographical features.

Geographic impact: Where the land impacts agriculture, which is helped by the area the land is in

Geography: The study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use, and industries

Ghana: The first known kingdom in sub-Saharan West Africa between the sixth and 13th centuries C.E. Also, the modern West African country once known as the Gold Coast.

Glasses: A pair of lenses set in a frame that rest on the nose and ears and are used to correct or assist defective eyesight or protect the eyes

Globalization: The process by which businesses or other organizations develop international influence or start operating on an international scale

Globe: A spherical or rounded object; the earth

Golden Age of Athens: A period when philosophical thinking, writing, art, and science flourished in Athens. Thinkers like Socrates, playwrights like Aristophanes, and historians like Herodotus and Thucydides lived during this period.

Goods: Merchandise or possessions

Government: The system or group of people governing an organized community, often a state. In the case of its broad associative definition, government normally consists of legislature, executive, and judiciary. Government is a means by which organizational policies are enforced, as well as a mechanism for determining policy. Each government has a kind of constitution, a statement of its governing principles and philosophy.

Grandfather: The father of one's father or mother

Grandmother: The mother of one's father or mother

Great Wall: The Great Wall of China is the collective name of a series of fortification systems generally built across the historical northern borders of China to protect and consolidate territories of Chinese states and empires against various nomadic groups of the steppe and their polities. Several walls were being built from as early as the 7th century BC by ancient Chinese states; selective stretches were later joined by Qin Shi Huang, the first Emperor of China. Little of the Qin wall remains. Later, many successive dynasties have built and maintained multiple stretches of border walls. The most well-known sections of the wall were built by the Ming dynasty.

Group: A few people or things located close together or considered or classed together

Guild: A medieval organization of crafts workers or trades people

Gulf Coast: The coastline along the Southern United States where they meet the Gulf of Mexico. The coastal states that have a shoreline on the Gulf of Mexico are Southeast Texas and South Texas, Louisiana, Mississippi, Alabama, and Florida, and these are known as the Gulf States.

Gupta Empire: An empire in India from the fourth to the sixth centuries CE, the Gupta period is sometimes called the "Golden Age of Hinduism" due to Gupta rulers' promotion and support of certain Hindu sects.

Habit: A settled or regular tendency or practice, especially one that is hard to give up

Halfway Covenant: A religious compromise that allowed colonists in New England to become partial church members even if they had not had a religious conversion experience.

Han Dynasty: The second centralized dynasty in China, the Han ruled for about four centuries and built many of the institutions that later Chinese governments would use.

Harappa: Another name for the Indus River Valley Civilization. Harappa was the name of the first Indus River Valley Civilization archaeological site to be excavated, located in modern-day Pakistan.

Harriet Beecher Stowe: Harriet Elisabeth Beecher Stowe was an American abolitionist and author. She came from the Beecher family, a famous religious family, and is best known for her novel *Uncle Tom's Cabin*, which depicts the harsh conditions for enslaved African Americans. The book reached millions as a novel and play and became influential in the United States and Great Britain, energizing anti-slavery forces in the American North while provoking widespread anger in the South. Stowe wrote 30 books, including novels, three travel memoirs, and collections of articles and letters. She was influential for both her writings and her public stances and debates on social issues of the day.

Harvesting: Gather (a crop) as a harvest

Hatshepsut: A powerful queen who became one of Egypt's most successful pharaohs. Hatshepsut was a female pharaoh of great importance in Egypt.

Hazards (environmental, natural): A natural hazard is a natural phenomenon that might have a negative effect on humans or the environment. Natural hazard events can be classified into two broad categories: geophysical and biological. An example of the distinction between a hazard and a natural disaster is that the 1906 San Francisco earthquake was a disaster, whereas living on a fault line is a hazard. Some natural hazards can be provoked or affected by anthropogenic processes (e.g. land-use change, drainage, and construction). An environmental hazard is a substance, state, or event which has the potential to threaten the surrounding natural environment and/or adversely affect people's health, including natural disasters such as storms and earthquakes. Any single or combination of toxic chemical, biological, or physical agents in the environment resulting from human activities or natural processes that may impact the health of exposed subjects, including pollutants such as heavy metals, pesticides, biological contaminants, toxic waste, and industrial and home chemicals.

Hearing aids: A small device that fits in or on the ear, worn by a partially deaf person to amplify sound

Hellenism: Another word for Greek culture. Greeks called Greece "Hellas."

Helots: A class of unfree laborers forced to work in Sparta

Helpers: A person who helps someone else

Henry Hudson: An English adventurer hired by the Dutch government who led an expedition to find a path to Asia through North America. His expedition led to the establishment of New Amsterdam.

Henry VIII: The King of England from 1509 until his death in 1547. Henry is best known for his six marriages and his efforts to have his first marriage annulled. His disagreement with the Pope on the question of such an annulment led Henry to initiate the English Reformation, separating the Church of England from papal authority. He appointed himself the Supreme Head of the Church of England and dissolved convents and monasteries, for which he was excommunicated. Henry is also

known as “the father of the Royal Navy,” as he invested heavily in the navy, increasing its size from a few to more than 50 ships, and established the Navy Board.

Hieroglyphs: The Egyptian picture language that derives from the Greek word meaning “sacred carving.” The symbols are individual pictures that do not join. Egyptians wrote using hieroglyphs. It was another way of communication.

History: The study of past events, particularly in human affairs

Holiday: A day set aside by custom or by law on which normal activities, especially business, work, and/or school, are suspended or reduced. Generally, holidays are intended to allow individuals to celebrate or commemorate an event or tradition of cultural or religious significance. Holidays may be designated by governments, religious institutions, or other groups or organizations. The degree to which normal activities are reduced by a holiday may depend on local laws, customs, the type of job held, or personal choices.

Household: A house and its occupants regarded as a unit

Human: Relating to or characteristic of people or human beings

Human rights: Moral principles or norms that describe certain standards of human behavior and are regularly protected as natural and legal rights in municipal and international law. They are commonly understood as inalienable, fundamental rights “to which a person is inherently entitled simply because she or he is a human being” and which are “inherent in all human beings,” regardless of their age, ethnic origin, location, language, religion, ethnicity, or any other status.

Hundred Years’ War: A long conflict between England and France over who was the rightful ruler of France

Hurricane: A storm with a violent wind, a tropical cyclone in the Caribbean

Hydropower: Hydroelectric power

Hydrosphere: All the waters on the earth’s surface, such as lakes and seas, and sometimes including water over the earth’s surface, such as clouds

Idea: A thought or suggestion as to a possible course of action

Identities (personal, community, and national): The fact of being who or what a person or thing is; a close similarity or affinity

Impact: The action of one object coming forcibly into contact with another

Inalienable: Unable to be taken away from or given away by the possessor

Income: Money received, especially regularly, for work or through investments

Indigo: A tropical plant of the pea family, which was formerly widely cultivated as a source of dark blue dye. The dark blue dye obtained from the indigo plant.

Individual: A single human being as distinct from a group, class, or family. Single; separate. Of or for a person.

Indo-Aryan migration: The Indo-Aryan migrations were the migrations into the Indian subcontinent of Indo-Aryan peoples, an ethnolinguistic group that spoke Indo-Aryan languages, the predominant languages of today's North India, Pakistan, Nepal, Bangladesh, Sri Lanka, and the Maldives. Indo-Aryan population movements into the region and Anatolia from Central Asia are generally considered to have started around 1500 BCE as a slow diffusion during the Late Harappan period, which led to a language shift in the northern Indian subcontinent.

Indo-Aryan migration/invasion theory: A historical theory that Indo-Aryans, people from Central Asia, began to migrate into the Indus River Valley area at the time that civilization was declining. Indo-Aryans were a sub-group of Indo-Europeans.

Indo-European migration: Large-scale migration movements that involved people spreading throughout Europe and Asia from about 4000 to 1000 BCE

Indus River Valley Civilization: Also called the Harappan Civilization, the Indus River Valley Civilization existed from about 2600 to 1300 BCE and extended from modern-day northeast Afghanistan to Pakistan and northwest India.

Industrial: Relating to or characterized by industry

Industrialization: The development of industries in a country or region on a wide scale

Industry: Economic activity concerned with the processing of raw materials and the manufacture of goods in factories

Influence: The capacity to influence the character, development, or behavior of someone or something, or the effect itself

Institutions: A society or organization founded for a religious, educational, social, or similar purpose

Instrument: A tool or implement, especially one for delicate or scientific work

Interactions: Reciprocal action or influence

Intermediate: Coming between two things in time, place, order, character, etc.

International: Existing, occurring, or carried on between two or more nations

Interstate: Existing or carried on between states

Irrigation: The process of directing water to crops, usually through channels or levees. Ancient Egyptians built many levees and irrigation channels to take advantage of the Nile River for agricultural purposes.

Isolationism: A policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries

Items: An individual article or unit, especially one that is part of a list, collection, or set

Jim Crow: State and local laws that enforced racial segregation in the Southern United States. All were enacted in the late 19th and early 20th centuries by white Democratic-dominated state legislatures after the Reconstruction period. The laws were enforced until 1965.

Job: A paid position of regular employment. A task or piece of work, especially one that is paid.

John Winthrop: An English Puritan lawyer who was one of the leading figures in founding the Massachusetts Bay Colony

Judicial branch: One of the three branches of the federal government of the United States organized under the United States Constitution and laws of the federal government. Article III of the Constitution requires the establishment of a Supreme Court and permits the Congress to create other federal courts and place limitations on their jurisdiction. Article III federal judges are appointed by the president with the consent of the Senate to serve until they resign, are impeached and convicted, retire, or die.

Julius Caesar: Gaius Julius Caesar, better known by his nomen gentilicium and cognomen Julius Caesar, was a Roman statesman and military general who played a critical role in the events that led to the demise of the Roman Republic and the rise of the Roman Empire. He was also a historian and author of Latin prose.

Jury duty: The obligation to act or a period of acting as a member of a jury in court

Kalahari Desert: One of the largest deserts in Africa, located in southern Africa

Key: A thing that provides a means of gaining access to or understanding something

Khufu: Old Kingdom Pharaoh in the 4th dynasty (Glossary of Ancient Egyptian Terms and Names). Khufu was an important pharaoh.

King: The male ruler of an independent state, especially one who inherits the position by right of birth

Kingdom of Kush: An ancient kingdom in Nubia, located in the Sudanese and southern Egyptian Nile Valley

Kushite pyramids: Pyramids built of granite and sandstone by the rulers of the ancient Kushite kingdoms. The area of the Nile valley known as Nubia, which lies within the north of present-day Sudan, was home to three Kushite kingdoms during antiquity.

Kushites: People who conquered Egypt in 633 B.C., used bronze and stone weapons, and defeated the Assyrians.

Labor: Work, especially hard physical work

Land: The solid surface of Earth that is not permanently covered by water. Most of the human activity throughout history has occurred in land areas that support agriculture, habitat, and various natural resources. Some life forms, including terrestrial plants and terrestrial animals, have developed from predecessor species that lived in bodies of water.

Landfill: A place to dispose of refuse and other waste material by burying it and covering it over with soil, especially as a method of filling in or extending usable land

Landform: A natural feature of the earth's surface (e.g., hill, mountain, beach, desert, pasture, etc.)

Landmark: An object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location

Landscape: The visible features of an area of land, its landforms, and how they integrate with natural or man-made features. A landscape includes the physical elements of geophysically defined landforms such as (ice-capped) mountains; hills; water bodies such as rivers, lakes, ponds, and seas; living elements of land cover including indigenous vegetation; human elements including different forms of land use, buildings, and structures; and transitory elements such as lighting and weather conditions.

Language: A structured system of communication

Latifundia: A large landed estate or ranch in ancient Rome, or more recently in Spain or Latin America, typically worked by slaves

Law: The system of rules which a country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties

Lawmaker: A person who writes and passes laws, especially someone who is a member of a legislature

Laws: Commonly understood as a system of rules that are created and enforced through social or governmental institutions to regulate conduct, although its precise definition is a matter of long-standing debate. It has been variously described as a science and the art of justice. State-enforced laws can be made by a collective legislature or by a single legislator, resulting in statutes, by the executive through decrees and regulation, or established by judges through precedent, normally in common-law jurisdictions.

Leader: The person who leads or commands a group, organization, or country

Leadership: The action of leading a group of people or an organization

Legalism: A political theory of autocratic, centralized rule that emphasized strict penalties

Legend: A traditional story sometimes popularly regarded as historical but unauthenticated

Legislative branch: Established by Article I of the Constitution, the Legislative branch consists of the House of Representatives and the Senate, which together form the United States Congress. The

Constitution grants Congress the sole authority to enact legislation and declare war, the right to confirm or reject many presidential appointments, and substantial investigative powers.

Letter: A written, typed, or printed communication, especially one sent in an envelope by mail or messenger

Lewis and Clark: The Lewis and Clark Expedition from May 1804 to September 1806, also known as the Corps of Discovery Expedition, was the first American expedition to cross the western portion of the United States. It began in Pittsburgh, Pennsylvania, made its way westward, and passed through the Continental Divide of the Americas to reach the Pacific coast.

Liberties: The state of being free within society from oppressive restrictions imposed by authority on one's way of life, behavior, or political views

Linen: A fabric woven from the flax plant that was popular in ancient Egypt. Mummies were wrapped in linen.

Listening: Giving one's attention to a sound

Lithosphere: The rigid outer part of the earth, consisting of the crust and upper mantle

Living environment: The study of life and a branch of the natural sciences which studies living organisms and how they interact with each other and their environment. This includes several different disciplines, including botany, zoology, microbiology, biochemistry, molecular biology, cellular biology, physiology, and ecology.

Local: Belonging or relating to an area or neighborhood

Local government: A form of public administration which, in many contexts, exists as the lowest tier of administration within a given state. The term is used to contrast with offices at the state level, which are referred to as the central government, the national government or (where appropriate) the federal government, and the supranational government, which deals with governing institutions between states. Local governments generally act within powers delegated to them by legislation or directives of the higher level of government. In federal states, local government generally comprises the third (or sometimes fourth) tier of government, whereas in unitary states, local government usually occupies the second or third tier of government, often with greater powers than higher-level administrative divisions.

Located: Discover the exact place or position

Location: A place or position

Logo: A symbol or other design adopted by an organization to identify its products, uniform, vehicles, etc.

Louisiana: A state in the Deep South region of the United States. It is the 31st-most extensive and the 25th-most populous of the 50 United States. Louisiana is bordered by the state of Texas to the west, Arkansas to the north, Mississippi to the east, and the Gulf of Mexico to the south.

Louisiana Purchase: The Louisiana Purchase was the acquisition of the territory of Louisiana by the United States from France in 1803. In return for \$15 million, or approximately \$18 per square mile, the United States nominally acquired a total of 828,000 sq mi. However, France only controlled a small fraction of this area, with most of it inhabited by Native Americans; for the majority of the area, what the United States bought was the “preemptive” right to obtain Native American lands by treaty or by conquest, to the exclusion of other colonial powers. The total cost of all subsequent treaties and financial settlements over the land has been estimated to be around \$2.6 billion.

Lucretia Mott: A U.S. Quaker, abolitionist, women’s rights activist, and social reformer who had formed the idea of reforming the position of women in society when she was amongst the women excluded from the World Anti-Slavery Convention in 1840. In 1848, she was invited by Jane Hunt to a meeting that led to the first meeting about women’s rights. Mott helped write the Declaration of Sentiments during the 1848 Seneca Falls Convention.

Magellan: Selected by King Charles I of Spain to search for a westward route to the Maluku Islands (i.e., the “Spice Islands”). Commanding a fleet of five vessels, he headed south through the Atlantic Ocean to Patagonia. Despite a series of storms and mutinies, they made it through the Strait of Magellan into a body of water he named the “peaceful sea” (the modern Pacific Ocean). The expedition reached the Philippine islands, where Magellan was killed during the Battle of Mactan. The expedition later reached the “Spice Islands” in 1521, and one of the surviving ships eventually returned home via the Indian Ocean, completing the first circuit of the globe.

Magna Carta: A written legal agreement signed in 1215 that limited the English monarch’s power

Magnolia: A tree or shrub with large, typically creamy-pink, waxy flowers. Magnolias are widely grown as ornamental trees.

Mandate of Heaven: The idea that a ruler has received a divine blessing and has been approved by the gods to rule. Qin Shi Huang, the first emperor of the Qin Dynasty, was the first ruler to claim the Mandate of Heaven.

Man-made: Made or caused by human beings (as opposed to occurring or being made naturally); artificial

Manufacture: Make (something) on a large-scale using machinery

Map: A diagrammatic representation of an area of land or sea showing physical features, cities, roads, etc.

Map key: A guide to a map’s symbology. A small description of the symbols used.

Martin Luther: A German professor of theology, composer, priest, monk, and a seminal figure in the Protestant Reformation

Mascot: A person or thing that is supposed to bring good luck or that is used to symbolize an event or organization

Maurya Empire: An empire in India that appeared as Alexander the Great's empire began to decline. The Maurya Empire reached its peak under Ashoka, who worked to spread Buddhism.

Media: The main means of mass communication (broadcasting, publishing, and the internet) regarded collectively

Medieval Europe: The Middle Ages (or medieval period) lasted from the 5th to the 15th century. It began with the fall of the Western Roman Empire and merged into the Renaissance and the Age of Discovery. The Middle Ages is the middle period of the three traditional divisions of Western history: classical antiquity, the medieval period, and the modern period. The medieval period is itself subdivided into the Early, High, and Late Middle Ages. The Late Middle Ages was marked by difficulties and calamities including famine, plague, and war, which significantly diminished the population of Europe. Between 1347 and 1350, the Black Death killed about a third of Europeans.

Mediterranean Sea: A sea connected to the Atlantic Ocean, surrounded by the Mediterranean Basin and almost completely enclosed by land: on the north by southern Europe and Anatolia, on the south by North Africa and on the east by the Levant. Although the sea is sometimes considered a part of the Atlantic Ocean, it is usually referred to as a separate body of water.

Member: A person, animal, or plant belonging to a group

Metacom's War (1675-1676): Also known as King Philip's War, it was a military conflict in which the Wampanoag and Narragansett tribes of southern New England joined to fight against English colonists' westward expansion. Thousands were killed on both sides before the English forces won the war, effectively ending most Native American resistance in New England.

Metallurgy: The science of working with copper, bronze, lead, and tin

Metals: A solid material that is typically hard, shiny, malleable, fusible, and ductile, with good electrical and thermal conductivity (e.g., iron, gold, silver, copper, aluminum, and alloys such as brass and steel)

Michelangelo: An Italian sculptor, painter, architect, and poet of the High Renaissance born in the Republic of Florence, who exerted an unparalleled influence on the development of Western art. His artistic versatility was of such a high order that he is often considered a contender for the title of the archetypal Renaissance man, along with his rival and fellow Florentine, Leonardo da Vinci. Several scholars have described Michelangelo as the greatest artist of his age and even the greatest artist of all time.

Midnight run: Paul Revere's midnight ride to alert the colonial militia in April 1775 to the approach of British forces before the battles of Lexington and Concord

Migrate: Move from one part of something to another

Migration: Seasonal movement of animals from one region to another

Military: Relating to or characteristic of soldiers or armed forces

Military salutes: A gesture or other action used to display respect, primarily associated with armed forces.

Minerals: A solid, inorganic substance of natural occurrence

Minority: The smaller number or part, especially a number that is less than half the whole number

Mississippi : Our home state which is in the southeastern region of the United States. Mississippi is the 32nd-largest and 34th-most populous of the 50 United States. Mississippi is bordered to the north by Tennessee, to the east by Alabama, to the south by the Gulf of Mexico, to the southwest by Louisiana, and to the northwest by Arkansas. Mississippi's western boundary is largely defined by the Mississippi River. Jackson is both the state's capital and largest city. Greater Jackson, with an estimated population of 580,166 in 2018, is the most populous metropolitan area in Mississippi and the 95th-most populous in the United States.

Mockingbird: The designated state bird of Mississippi

Modify: Make partial or minor changes to (something), typically so as to improve it or to make it less extreme

Mohenjo-Daro: The largest city of the Indus River Valley Civilization and believed to be one of the world's earliest major urban centers. Known for advanced engineering and urban planning.

Monarchy: A form of government with a monarch at the head

Money: A current medium of exchange in the form of coins and banknotes; coins and banknotes collectively

Monumental architecture: Giant temples, pyramids, or other structures that large cities produce. Their main purpose is to honor a deity or leader, or as a site for public ritual.

More: A greater or additional amount or degree of

Mother: A woman in relation to her child or children

Movement: An act of changing physical location or position or of having this changed

Mummy: A body embalmed and dried and wrapped for burial. Mummies were created to preserve dead bodies.

Museum: A building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited

Music: Vocal or instrumental sounds (or both) combined in such a way as to produce beauty of form, harmony, and expression of emotion

Nation: A large body of people united by common descent, history, culture, or language, inhabiting a country or territory

National: Relating to a nation; common to or characteristic of a whole nation

National anthem: A rousing or uplifting song identified with a group, body, or cause

Native American: Native Americans, also known as American Indians, Indigenous Americans, and other terms, are the indigenous peoples of the United States, except Hawaii and territories of the United States. More than 570 federally recognized tribes live within the United States, about half of which are associated with Indian reservations.

Natural disaster: A natural event such as a flood, earthquake, or hurricane that causes great damage or loss of life

Natural features: An area of land or water or a combination thereof, which is generally, but not necessarily, small

Natural resources: Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain. Natural resources are resources that exist without the actions of humankind. This includes all valued characteristics such as magnetic, gravitational, electrical properties and forces, etc. On Earth, it includes sunlight, atmosphere, water, and land (includes all minerals) along with all vegetation, crops, and animal life that naturally subsists upon or within the previously identified characteristics and substances.

Navigation: The process or activity of accurately ascertaining one's position and planning and following a route

Navigation Acts: A series of acts passed between 1650 and 1673 that established three rules of colonial trade: first, trade must be carried out only on English ships; second, all goods imported into the colonies had to pass through ports in England; and third, specific goods, such as tobacco, could be exported only to England.

Necessary: Required to be done, achieved, or present; needed; essential

Needs: Of necessity

Negative: Consisting in or characterized by the absence, rather than the presence, of distinguishing features (e.g., of a person, attitude, or situation not desirable or optimistic)

New Netherlands: A 17th-century colony of the Dutch Republic that was located on the east coast of America. The claimed territories extended from the Delmarva Peninsula to southwestern Cape Cod, while the more limited settled areas are now part of New York, New Jersey, Delaware, and Connecticut, with small outposts in Pennsylvania and Rhode Island.

New World: A term that originated in the early 16th century after Europeans made landfall in what would later be called the Americas in the Age of Discovery, expanding the geographical horizon of classical geographers who had thought of the world as consisting of Africa, Europe, and Asia, collectively now referred to as the Old World (a.k.a. Afro-Eurasia).

Nile River: A major north-flowing river in the northeastern region of Africa. It is the longest river in Africa and the disputed longest river in the world, as the Brazilian government says the Amazon

River is longer than the Nile. The Nile, which is about 6,650 km long, is an “international” river as its drainage basin covers 11 countries: Tanzania, Uganda, Rwanda, Burundi, the Democratic Republic of the Congo, Kenya, Ethiopia, Eritrea, the Republic of the Sudan, and Egypt. In particular, the Nile is the primary water source of Egypt and Sudan.

Non-food crop: The use of agricultural crops for uses other than human or animal consumption. The range of crops with non-food uses is broad but includes traditional arable crops like wheat as well as less conventional crops like hemp and Miscanthus. Products made from non-food crops can be categorized by function.

Nonrenewable: Of a contract or agreement. Not able to be renewed. Of a natural resource or source of energy existing in finite quantity; not capable of being replenished.

Nonviolence: The personal practice of being harmless to self and others under every condition. It comes from the belief that hurting people, animals, or the environment is unnecessary to achieve an outcome and refers to a general philosophy of abstention from violence. This may be based on moral, religious, or spiritual principles, or it may be for purely strategic or pragmatic reasons.

Norms: Something that is usual, typical, or standard

North: The direction in which a compass needle normally points, toward the horizon on the left-hand side of a person facing east, or the part of the horizon lying in this direction.

North Frigid Zone: The areas north of the Arctic Circle

North Temperate Zone: The areas between the Arctic Circle and the Tropic of Cancer

Northern Hills: Hills that range through the northern and central portions of Mississippi and eastward to Alabama. Their red clay soil supports small farms. Before scientific farming methods were widely adopted, erosion depleted vast tracts of land in these hills.

Nubia: An ancient region of northeastern Africa (southern Egypt and northern Sudan on the Nile)

Nuclear family: A couple and their dependent children, regarded as a basic social unit

Oath: A solemn promise, often invoking a divine witness, regarding one’s future action or behavior

Obelisk: A tall pillar monument that the Egyptians generally built as pairs near the entrances to their temples. Pharaohs, such as Hatshepsut, built obelisks near their temples.

Obey: Comply with the command, direction, or request of (a person or a law); submit to authority

Oil: A viscous liquid derived from petroleum, especially for use as a fuel or lubricant

Oligarchy: A form of government where power rests with a small number of people. In ancient Greece, oligarchies were made up of wealthy and influential citizens.

Opinion: A view or judgment formed about something, not necessarily based on fact or knowledge

Opportunities: A set of circumstances that makes it possible to do something

Oracle bones: Bones or shells of animals on which Shang kings would ask questions to try to predict the future. This was one of the earliest systems of writing, and the script is related to modern Chinese.

Outcome: The way a thing turns out; a consequence

Paper: Thin sheets of material manufactured from the pulp of wood or other fibrous substances and used for writing, drawing, or printing on, or as wrapping material.

Papyrus: A plant that grew on the banks of the Nile. The ancient Egyptians used it to make paper, boats, sandals, baskets, and rope. Hieroglyphs were written on papyrus, which is very similar to modern paper.

Parade: A public procession, especially one celebrating a special day or event and including marching bands and floats

Parliamentary democracy: A system of democratic governance of a state where the executive derives its democratic legitimacy from its ability to command the confidence of the legislature, typically a parliament, and is also held accountable to that parliament. In a parliamentary system, the head of state is usually a person distinct from the head of government. This contrasts with a presidential system, where the head of state often is also the head of government, and, most importantly, the executive does not derive its democratic legitimacy from the legislature.

Parthenon: A former temple on the Athenian Acropolis, Greece, dedicated to the goddess Athena, whom the people of Athens considered their patron. Construction began in 447 BC when the Athenian Empire was at the peak of its power. It was completed in 438 BC, although decoration of the building continued until 432 BC. Its decorative sculptures are considered some of the high points of Greek art. The Parthenon is regarded as an enduring symbol of ancient Greece, Athenian democracy and Western civilization, and one of the world's greatest cultural monuments. To the Athenians who built it, the Parthenon was seen fundamentally as a celebration of Hellenic victory over the Persian invaders and as a thanksgiving to the gods for that victory.

Participate: Take part

Past: Gone by in time and no longer existing

Pastureland: Land used as pasture.

Patrician: Class of social and political elites

Patterns: A repeated decorative design

Paul Revere: An American silversmith, engraver, early industrialist, and Patriot in the American Revolution. He is best known for his midnight ride to alert the colonial militia in April 1775 to the approach of British forces before the battles of Lexington and Concord, as dramatized in Henry Wadsworth Longfellow's poem, "Paul Revere's Ride."

Peloponnesian War: A conflict between Sparta and Athens and their allies for control over Classical Greece. Sparta won after nearly three decades of fighting.

Personal: Of, affecting, or belonging to a person rather than to anyone else

Pharaoh: The title of the ancient Egyptian kings. Rulers were called pharaohs.

Physical: Relating to the body as opposed to the mind

Physical change: Changes affecting the form of a chemical substance, but not its chemical composition. Physical changes are used to separate mixtures into their component compounds but cannot usually be used to separate compounds into chemical elements or simpler compounds.

Physical feature: Naturally occurring geographic features on planet Earth's topography, including landforms, bodies of water, terrains, and ecosystems

Pine Belt: Also known as the "Piney Woods," this is a region in Southeast Mississippi that gets its name from the longleaf pine trees that are abundant in the region.

Places: A position or point in space

Plague: An infectious disease caused by the bacterium *Yersinia pestis*. Symptoms include fever, weakness, and headache. Usually, this begins one to seven days after exposure.

Plebian: Class of common people

Pledge: A solemn promise or undertaking

Pledge of Allegiance: An expression of allegiance to the flag of the United States and the republic of the United States of America. Such a pledge was first composed, with a text different from the one used at present, by Captain George Thatcher Balch, a Union Army Officer during the Civil War and later a teacher of patriotism in New York City schools. The form of the pledge used today was largely devised by Francis Bellamy in 1892 and formally adopted by Congress as the pledge in 1942. The official name of "The Pledge of Allegiance" was adopted in 1945. The most recent alteration of its wording came on Flag Day in 1954, when the words "under God" were added.

Plessy v. Ferguson: *Plessy v. Ferguson*, 163 U.S. 537, was a landmark decision of the U.S. Supreme Court that upheld the constitutionality of racial segregation laws for public facilities as long as the segregated facilities were equal in quality – a doctrine that came to be known as "separate but equal." The decision legitimized the many state laws re-establishing racial segregation that had been passed in the American South after the end of the Reconstruction Era.

Points of view: The angle of considering things, which shows us the opinion or feelings of the individuals involved in a situation

Polis: Another name for the Greek city-state; the polis was the typical political unit in Greece, and citizenship was associated with a polis.

Political: Relating to the government or the public affairs of a country

Political party: An organized group of people who have the same ideology, or who otherwise have the same political positions, and who field candidates for elections, in an attempt to get them elected and thereby implement the party's agenda.

Pollution (air, water, etc.): The introduction of contaminants into the natural environment that cause adverse change. Pollution can take the form of chemical substances or energy, such as noise, heat, or light. Pollutants, the components of pollution, can be either foreign substances/energies or naturally occurring contaminants. Pollution is often classed as point source or nonpoint source pollution.

Population: All the inhabitants of a town, area, or country

Ports: Towns or cities with a harbor where ships load or unload, especially ones where customs officers are stationed

Positions: A place where someone or something is located or has been put

Positive: Consisting in or characterized by the presence or possession of features or qualities rather than their absence

Pottery: The process of forming vessels and other objects with clay and other ceramic materials, which are fired at high temperatures to give them a hard, durable form. Major types include earthenware, stoneware, and porcelain.

Power: The ability to do something or act in a way, especially as a faculty or quality

Preamble: A preliminary or preparatory statement; an introduction

Precipitation: The action or process of precipitating a substance from a solution. Rain, snow, sleet, or hail that falls to the ground.

Prejudice: Preconceived opinion that is not based on reason or actual experience

Prepare: Make (something) ready for use or consideration

President: The head of state and head of government of the United States of America. The president directs the executive branch of the federal government and is the commander-in-chief of the United States Armed Forces. Article II of the Constitution establishes the executive branch of the federal government. It vests the executive power of the United States to the president.

Presidential cabinet: Part of the executive branch of the federal government of the United States. The members of the Cabinet are the vice president, the Secretary of State, and other heads of the federal executive departments, all of whom — if eligible — are in the presidential line of succession.

Presidential democracy: A system of government where the executive branch exists separately from a legislature. A presidential system is a republican system of government where a head of government is also head of state and leads an executive branch that is separate from the legislative branch. Presidential democracy is derived from the word democracy wherein the public elects the

president through free and fair elections and the president serves as both the head of state and head of government.

Presidential system: A democratic and republican government in which the head of government leads an executive branch that is separate from the legislative branch. This head of government is, in most cases, also the head of state, which is called the president.

Press: Newspapers or journalists viewed collectively

Primary: Of chief importance; principal

Printing press: A mechanical device used for applying pressure to an inked surface resting upon a print medium, thereby transferring the ink. It marked a dramatic improvement from earlier printing methods in which the cloth, paper, or other medium was brushed or rubbed repeatedly to achieve the transfer of ink and accelerated the process. Typically used for texts, the invention and global spread of the printing press was one of the most influential events in the second millennium.

Privilege: A special right, advantage, or immunity granted or available only to a person or group

Problem: A matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome

Process: A series of actions or steps taken to achieve an end

Production: The action of making or manufacturing from components or raw materials, or the process of being so manufactured

Products: An article or substance that is manufactured or refined for sale

Prompt: Of an event or fact, cause or bring about (an action or feeling)

Proprietary colony: Colonies that were under the authority of individuals that had been granted charters of ownership, like Maryland and Pennsylvania

Protect: Keep safe from harm or injury

Protestant Reformation: A movement within Western Christianity in 16th-century Europe that posed a religious and political challenge to the Roman Catholic Church and papal authority.

Provision: The action of providing or supplying something for use

Purchase: Acquire (something) by paying for it; buy

Puritans: A group of Protestants who wanted to purify the Church of England. Some Puritans escaped religious persecution in England by moving to the Massachusetts Bay Colony.

Purpose: The reason for which something is done or created or for which something exists

Pyramid: A polyhedron having a polygonal base and triangular sides. Pyramids were built all over Egypt.

Quakers: A religious group that believed in nonviolence, gender equality, and resistance to military service. Many Quakers inhabited the colony of Pennsylvania.

Quebec: The first permanent French settlement, founded in 1608

Race: A group of people sharing the same culture, history, language, etc.; an ethnic group.

Ramses II: One of the pharaohs who reigned during the New Kingdom of the 19th and 20th dynasties

Raw material: The basic material from which a product is made

Reconstruction Era: The period in American history which lasted from 1863 to 1877. It was a significant chapter in the history of American civil rights.

Recycle: Convert (waste) into reusable material

Red: A color at the end of the spectrum next to orange and opposite violet, as of blood, fire, or rubies

Red Land, Black Land: The ancient Egyptians thought of Egypt as being divided into two types of land, the “black land” and the “red land.” The “black land” was the fertile land on the banks of the Nile that the ancient Egyptians used for growing their crops. The “red land” was the barren desert that protected Egypt on two sides. These deserts separated ancient Egypt from neighboring countries and invading armies. These terms were used to describe the area around Egypt.

Redcoats: Referred to the British Army due to the uniform worn historically by most infantry and some cavalry regiments

Reformation: A 16th century movement for the reform of abuses in the Roman Catholic Church ending in the establishment of the Reformed and Protestant Churches.

Region: An extensive, continuous part of a surface, space, or body (e.g., a region of the earth). The vast or indefinite entirety of a space or area, or something compared to one (e.g., the regions of the firmament; the regions of the mind). A part of the earth’s surface (land or sea) of considerable and usually indefinite extent (e.g., a tropical region). A district without respect to boundaries or extent (e.g., a charming region in Connecticut).

Register: An official list or record, for example of births, marriages, and deaths, of shipping, or of historic places

Regulate: Control or maintain the rate or speed of a machine or process so that it operates properly

Reintegration: The action or process of integrating someone back into society

Relationship: The way two or more concepts, objects, or people are connected, or the state of being connected

Reliable: Consistently good in quality or performance; able to be trusted

Religion: The belief in and worship of a superhuman controlling power, especially a personal God or gods

Religious freedom: In the United States, freedom of religion is a constitutionally protected right provided in the religion clauses of the First Amendment. Freedom of religion is also closely associated with separation of church and state, a concept advocated by Colonial founders such as Dr. John Clarke, Roger Williams, William Penn and later Founding Fathers such as James Madison and Thomas Jefferson.

Relocation: The process of one or more individuals leaving one dwelling and settling in another. A move can be to a nearby location within the same neighborhood, a much farther location in a different city, or sometimes a different country. It usually includes packing up all belongings, transferring to the new home, and unpacking, as well as administrative or bureaucratic tasks such as changing registration data, insurance, services, etc.

Renaissance: A period in European history marking the transition from the Middle Ages to Modernity and covering the 15th and 16th centuries. Some say it was a break from the past, but many historians focus more on its medieval aspects and argue that it was an extension of the Middle Ages.

Renewable: Of a contract, agreement, etc. Capable of being renewed. Of a natural resource or source of energy—not depleted when used.

Report: An account given of a matter, especially in the form of an official document, after thorough investigation or consideration by an appointed person or body

Representations: The action of speaking or acting on behalf of someone or the state of being so represented. The description or portrayal of someone or something in a way or as being of a certain nature.

Representative: A person chosen or appointed to act or speak for another or others

Representative democracy: A type of democracy founded on the principle of elected officials representing a group of people, as opposed to direct democracy. Nearly all modern Western-style democracies are types of representative democracies; for example, the United Kingdom is a unitary parliamentary constitutional monarchy, France is a unitary semi-presidential republic, and the United States is a federal presidential republic.

Republic: A form of government in which the country is considered a “public matter,” not the private concern or property of the rulers. The primary positions of power within a republic are attained through democracy, oligarchy, autocracy, or a mix thereof, rather than being unalterably occupied. As such, it has become the opposing form of government to a monarchy and has therefore no monarch as head of state.

Republican: One of the two major contemporary political parties in the United States along with its main rival, the Democratic Party. The GOP was founded in 1854 by opponents of the Kansas–Nebraska Act, which allowed for the potential expansion of slavery into certain U.S. territories.

Requirements: Things that are needed or wanted

Residence: A person’s home; the place where someone lives

Resolve: Settle or find a solution to (a problem, dispute, or contentious matter)

Resources: A stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively

Respect: A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements

Responsibilities: The state or fact of having a duty to deal with something or of having control over someone

Responsible: Having an obligation to do something, or having control over or care for someone, as part of one’s job or role

Responsible citizen: Standing up for what one believes in. Acting responsibly in one’s own community (e.g., donating blood, etc.), the participatory citizen (i.e., one who is an active member of community organizations and/or improvement efforts), and the justice-oriented citizen (i.e., one who critically assesses social, political, and economic structures to see beyond surface causes) are three examples of the different types of “good citizen.”

Revolution: A fundamental change in political organization, especially the overthrow or renunciation of one government or ruler and the substitution of another by the governed

Rice: A swamp grass widely cultivated as a source of food, especially in Asia

Right: Morally good, justified, or acceptable

Right to life: A term that describes the belief that a being has the right to live and should not be killed by another entity, including government. The concept of a right to life arises in debates on issues of capital punishment, war, abortion, euthanasia, police brutality, justifiable homicide, and animal rights. Various individuals may disagree on which areas this principle applies, including such issues previously listed.

Rights: Legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental normative rules about what is allowed of people or owed to people according to some legal system, social convention, or ethical theory. Rights are of essential importance in such disciplines.

River valley: Mesopotamia was the earliest river valley civilization. Eventually, the Mesopotamians constructed irrigation systems to exploit the two rivers, transforming their dry land into an agriculturally productive area, allowing population growth throughout their cities and states. Egypt

also created irrigation systems from its local river, the Nile River, more complex than previous systems.

Road map: A map, especially one designed for motorists, showing the roads of a city, state, or other area. A plan or strategy intended to achieve a goal.

Roger Williams: Founded the colony of Providence in 1636 after being pushed out of the Massachusetts Bay Colony for criticizing Puritanism. Providence became part of the colony of Rhode Island in 1663.

Role: An individual(s) part(s) in something

Roman Catholic: A term sometimes used to differentiate members of the Catholic Church in full communion with the Pope in Rome from other Christians who also self-identify as “Catholic.”

Roman Empire: An empire centered on the Italian city of Rome that became the largest and most powerful in the ancient world.

Rome: Rome Latin and Italian Roma is the capital city and a special commune of Italy. It is the third-most populous city in the European Union by population within city limits. Rome is located in the central-western portion of the Italian Peninsula, within Lazio, along the shores of the Tiber.

Rosetta Stone: A granodiorite stele discovered in 1799 that is inscribed with three versions of a decree issued on behalf of King Ptolemy V Epiphanes in Memphis, Egypt, in 196 BC during the Ptolemaic dynasty. The top and middle texts are in ancient Egyptian using hieroglyphic and Demotic scripts respectively, while the bottom is in ancient Greek. The decree has only minor differences among the three versions, so the Rosetta Stone became key to deciphering Egyptian hieroglyphs, thereby opening a window into ancient Egyptian history.

Rules: A set of explicit or understood regulations or principles governing conduct within an activity or sphere

Rutherford B. Hayes: The 19th president of the United States from 1877 to 1881, having served in the U.S. House of Representatives and as governor of Ohio. Hayes, a lawyer and staunch abolitionist, defended refugee slaves in court proceedings in the antebellum years.

Safety: The condition of being protected from or unlikely to cause danger, risk, or injury

Sahara: The world’s largest desert (3.5 million sq mi) in northern Africa

Same: Alike, similar, equivalent

Samuel de Champlain: A French explorer who founded Quebec, the first permanent French settlement in North America

Savanna: A flat grassland in tropical or subtropical regions

Save: Keep safe or rescue (someone or something) from harm or danger

Savings: An economy of or reduction in money, time, or another resource

Scale: Each of the small, thin horny or bony plates protecting the skin of fish and reptiles, typically overlapping one another

Scribe: An ancient Egyptian that was specially trained to read and write. Scribes were taught how to read and write hieroglyphs.

Seafood: Shellfish and sea fish served as food

Search engine: A program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding sites on the World Wide Web

Season: Each of the four divisions of the year (spring, summer, autumn, and winter) marked by weather patterns and daylight hours, resulting from the earth's changing position about the sun

Secondary: Coming after, less important than, or resulting from someone or something else that is primary

Secular: Things that are nonreligious

Segregation: The action or state of setting someone or something apart from other people or things or being set apart. Racial segregation is the systemic separation of people into racial or other ethnic groups in daily life. Segregation can involve spatial separation of the races and mandatory use of different institutions, such as schools and hospitals, by people of different races. Specifically, it may apply to activities such as eating in a restaurant, drinking from a water fountain, using a public toilet, attending school, going to the movies, riding on a bus, or in the rental or purchase of a home or hotel rooms.

Semi-presidential system: A system of government in which a president exists alongside a prime minister and a cabinet, with the latter being responsible to the legislature of the state. It differs from a parliamentary republic in that it has a popularly elected head of state who is more than a purely ceremonial figurehead, and from the presidential system in that the cabinet, although named by the president, is responsible to the legislature, which may force the cabinet to resign through a motion of no confidence.

Senate: A political body made up of former Roman officeholders that offered advice to the consuls

Senator: A member of a senate

Separate: Forming or viewed as a unit apart or by itself; cause to move or be apart

Separation of church and state: A philosophic and jurisprudential concept for defining political distance in the relationship between religious organizations and the nation/state. Conceptually, the term refers to the creation of a secular state and to disestablishment (i.e., the changing of an existing, formal relationship between the church and the state).

Separation of powers: An act of vesting the legislative, executive, and judicial powers of government in separate bodies

Separatists/Pilgrims: A group of Puritans who wanted to completely separate from the Church of England (rather than reform it)

Serfs: A peasant who lived on and farmed a lord's land in feudal times

Services: The action of helping or doing work for someone

Services (types of accounts): Most banks and credit unions offer the following types of accounts: savings accounts, checking accounts (including interest checking), money market accounts, certificates of deposit (CDs), and retirement accounts.

Settlement: An official agreement intended to resolve a dispute or conflict

Shakespeare: William Shakespeare was an English poet, playwright, and actor widely regarded as the greatest writer in the English language and the world's greatest dramatist. His extant works, including collaborations, consist of some 39 plays, 154 sonnets, two long narrative poems, and a few other verses, some of uncertain authorship. His plays have been translated into every major living language and are performed more often than those of any other playwright.

Shamanism: The belief that some people (shamans) can communicate with the spiritual world

Shang dynasty: The first historically confirmed Chinese dynasty, the Shang ruled the Yellow River Valley of China from about 1766 BCE to 1046 BCE.

Share: A part or portion of a larger amount which is divided among several people, or to which several people contribute

Shelter: A place that gives temporary protection from bad weather or danger

Ship: A vessel that is larger than a boat and used for transporting people or goods by sea

Sibling: Each of two or more children or offspring having one or both parents in common; a brother or sister

Sign: An object, quality, or event whose presence or occurrence indicates the probable presence or occurrence of something else

Sign language: A system of communication using visual gestures and signs, as used by deaf people

Significant documents: Writings such as the Declaration of Independence, the Constitution, the Bill of Rights, and others written from 1764 to 1791 that showcase the philosophical, traditional, and political foundations on which our nation was built and that continue to shape our free society.

Silt: Fine particles of soil. Silt irrigated the Egyptians' crops.

Similar: Resembling without being identical. A person or thing like another.

Sing: Make musical sounds with the voice, especially words with a set tune

Sister: A woman or girl in relation to other daughters and sons of her parents

Situation: A set of circumstances in which one finds oneself; a situation

Size: The relative extent of something; a thing's overall dimensions or magnitude; how big something is

Slave: A person held in servitude as the chattel of another. One that is completely subservient to a dominating influence.

Slavery: Any system in which principles of property law are applied to people, allowing individuals to own, buy, and sell other individuals

Social: Relating to society or its organization

Social class: A division of a society based on social and economic status

Social interactions: An exchange between two or more individuals and is a building block of society. Social interaction can be studied between groups of two (dyads), three (triads), or larger social groups.

Social story: Devised as a tool to help individuals with Autism Spectrum Disorder better understand the nuances of interpersonal communication so that they could “interact in an effective and appropriate manner.” Although the prescribed format was meant for high functioning people with basic communication skills, the format was adapted substantially to suit individuals with poor communication skills and low-level functioning. The evidence shows that there has been minimal improvement in social interaction skills. However, it is difficult to assess whether the concept would have been successful if it had been carried out as designed.

Solicit: Ask for or try to obtain (something) from someone

Solution: A means of solving a problem or dealing with a difficult situation

Song: A short poem or another set of words set to music or meant to be sung

Sources: A place, person, or thing from which something comes or can be obtained

South: The direction toward the point on the horizon 90° clockwise from east, or the point on the horizon itself. The southern part of the world or of a specified country, region, or town.

South America: A continent in the Western Hemisphere, mostly in the Southern Hemisphere, with a relatively small portion in the Northern Hemisphere. It may also be considered a subcontinent of the Americas, which is how it is viewed in most of Europe and the Spanish and Portuguese-speaking regions of the Americas.

South Frigid Zone: The part of the earth's surface between the Arctic Circle and the South Pole.

South Temperate Zone: The region between the Tropic of Capricorn (23.5° S) and the Antarctic Circle (66.5° S). It covers 25.99% of Earth's surface.

Sparta: One of the most powerful Greek city-states, Sparta was ruled by two kings and a council of oligarchs and was famous for its military. All Spartan citizens trained as soldiers. Sparta relied largely on helots to produce food.

Specific: Clearly defined or identified

Speech: The expression of or the ability to express thoughts and feelings by articulate sounds

Spice: An aromatic or pungent vegetable substance used to flavor food (e.g., cloves, peppers, or cumin)

Stamp: Bring down one's foot heavily on the ground or on something on the ground. Impress a pattern or mark, especially an official one, on a surface, object, or document using an engraved or inked block, die, or another instrument.

Standardized weights and measures: A uniform system of measurement for items that a civilization uses for things like trade, shipping, or construction

Star: A conventional or stylized representation of a star, typically one having five or more points

State: A territory organized under the control of a single government; the unification of Egypt created a state, for example, and some states, like ancient Egypt, were ruled by kings

State capital: The municipality exercising primary status in a state, usually as its seat of government. A capital is typically a city that physically encompasses the government's offices and meeting places; the status as the capital is often designated by its law or constitution. In Mississippi, Jackson is the state capital.

Stateless societies: African societies organized around kinship or other forms of obligation and lacking the concentration of political power and authority associated with states

States' rights: Political powers held for the state governments, rather than the federal government, according to the United States Constitution, especially reflecting the enumerated powers of Congress and the 10th Amendment. The enumerated powers listed in the Constitution include exclusive federal powers, as well as concurrent powers that are shared with the states, and all of those powers are contrasted with the reserved powers—also called states' rights—that only states possess.

Statue: A carved or cast figure of a person or animal, especially one that is life-size or larger

Statue of Liberty: A statue at the entrance to New York Harbor, a symbol of welcome to immigrants, representing a draped female figure carrying a book of laws in her left hand and holding aloft a torch in her right. Dedicated in 1886, it was designed by Frédéric-Auguste Bartholdi and was a gift from the French commemorating the alliance of France and the United States during the American Revolution.

Step Pyramid: A type of pyramid that is similar to a mastaba with several more mastabas on top, each one smaller than the one below, creating a pyramidal stepped structure like that of King Zoster at Saqqara (c.2630-2611 BC) by Imhotep.

Stereotyping: An over-generalized belief about a category of people. It is an expectation that people might have about every person of a group. The type of expectation can vary; it can be, for example, an expectation about the group's personality, preferences, or ability.

Stripe: A long, narrow band or strip, typically of the same width throughout its length, differing in color or texture from the surface on either side of it

Stripes: A chevron sewn on a uniform to denote military rank

Structure: The arrangement of and relations between the parts or elements of something complex

Sub-Saharan Africa: The geographic area of the continent of Africa that lies south of the Sahara

Subsistence Farming: Farming that provides for the basic needs of the farmer without surpluses for marketing

Succession: The descent or transmission of a throne, dignity, estate, or the like. Pharaohs were often succeeded.

Suffrage: The right to vote in political elections

Sugarcane: Several species of tall perennial true grasses of the genus *Saccharum*, tribe Andropogoneae, used for sugar production. The plant is 2 to 6 meters tall and has stout, jointed, fibrous stalks that are rich in sucrose, which accumulates in the stalk internodes.

Supplies: Make (something needed or wanted) available to someone; provide

Supply and demand: The amount of a commodity, product, or service available and the desire of buyers for it, considered as factors regulating its price

Supreme court: The highest judicial court in a country or state

Susan B. Anthony: An American social reformer and women's rights activist who played a pivotal role in the women's suffrage movement. Born into a Quaker family committed to social equality, she collected anti-slavery petitions at the age of 17. In 1856, she became the New York state agent for the American Anti-Slavery Society.

Sustainable: Able to be maintained at a certain rate or level

Symbol: A mark or character used as a conventional representation of an object, function, or process (e.g., the letter or letters standing for a chemical element, a character in musical notation, etc.)

Tax: A compulsory financial charge or some other type of levy imposed upon a taxpayer by a government organization in order to fund various public expenditures. A failure to pay, along with

evasion of or resistance to taxation, is punishable by law. Taxes consist of direct or indirect taxes and may be paid in money or as its labor equivalent. The first known taxation took place in ancient Egypt around 3000–2800 BC.

Taxation: The levying of a tax

Taxes: A compulsory contribution to state revenue levied by the government on workers' income and business profits or added to the cost of some goods, services, and transactions.

Tea: A hot drink made by infusing the dried crushed leaves of the tea plant in boiling water

Technology: The sum of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines to allow for operation without detailed knowledge of their workings.

Telescope: An optical instrument designed to make distant objects appear nearer, containing an arrangement of lenses, or of curved mirrors and lenses, by which rays of light are collected and focused and the resulting image magnified.

Temple of Apollo: A Roman temple in the city of Melite, which is in modern Mdina, Malta. It was dedicated to Apollo, the god of the sun and music. The temple was built in the 2nd century AD and overlooked a semicircular theatre. The temple's ruins were discovered in the 18th century, and many architectural fragments were dispersed among private collections or reworked into new sculptures. Parts of the temple's crepidoma still exist, having been rediscovered in 2002.

Temple of Artemis: The Temple of Artemis or Artemision, also known less precisely as the Temple of Diana, was a Greek temple located in Ephesus and dedicated to an ancient, local form of the goddess Artemis. It was completely rebuilt twice, once after a devastating flood and 300 years later after an act of arson, and in its final form it was one of the Seven Wonders of the Ancient World. By 401 AD it had been ruined or destroyed. Only foundations and fragments of the last temple remain at the site.

Temple of Hera: The Temple of Hera, or Heraion, is an ancient archaic Greek temple at Olympia, Greece, that was dedicated to Hera, queen of the Greek gods. It was the oldest temple at Olympia and one of the most venerable in all Greece. It was originally a joint temple of Hera and Zeus, chief of the gods, until a separate temple was built for him. It is at the altar of this temple, which is oriented east to west, that the Olympic flame is still lit to this day and carried to all parts of the world. The temple was built in approximately 590 BC but was destroyed by an earthquake in the early 4th century CE.

Term: A word or phrase used to describe a thing or to express a concept, especially in a kind of language or branch of study

Territory: In international politics, a territory is a non-sovereign geographic area that has come under the authority of another government, has not been granted the powers of self-government normally devolved to secondary territorial divisions, or both.

Tertiary: Third in order or level

Textiles: A type of cloth or woven fabric

The Indus script: Also known as the Harappan script, this is a corpus of symbols produced by the Indus River Valley Civilization. Most inscriptions containing these symbols are extremely short, making it difficult to judge whether these symbols constituted a script used to record a language, or even symbolize a writing system. Despite many attempts, the script has not yet been deciphered, but efforts are ongoing. There is no known bilingual inscription to help decipher the script, and the script shows no significant changes over time.

Throne: A ceremonial chair for a sovereign, bishop, or similar figure

Timber: Wood prepared for use in building and carpentry

Time: The indefinite continued progress of existence and events in the past, present, and future regarded as a whole

Tobacco: The plant of the nightshade family, which yields tobacco, native to tropical America. It is widely cultivated in warm regions, especially in the United States and China. Tobacco is a preparation of the nicotine-rich leaves of an American plant, which are cured by a process of drying and fermentation for smoking or chewing.

Tools: A device or implement, especially one held in the hand, used to carry out a function

Topography: The arrangement of the natural and artificial physical features of an area

Tornadoes: A mobile, destructive vortex of violently rotating winds having the appearance of a funnel-shaped cloud and advancing beneath a large storm system

Torrid Zone: The hot central belt of the earth bounded by the tropics of Cancer and Capricorn

Town: An urban area that has a name, defined boundaries, and local government, and that is generally larger than a village and smaller than a city

Trade: Involves the transfer of goods or services from one person or entity to another, often in exchange for money. Economists refer to a system or network that allows trade as a market.

Traditions: The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way

Trail of Tears: A series of forced relocations of approximately 60,000 Native Americans in the United States from their ancestral homelands in the Southeast United States to areas west of the Mississippi River that had been designated as Indian territory. The forced relocations were carried out by government authorities following the passage of the Indian Removal Act in 1830. The relocated peoples suffered from exposure, disease, and starvation while en route to their newly designated reserve, and approximately 4,000 died from disease before reaching their destinations or shortly after. The forced removals included members of the Cherokee, Muscogee, Seminole, Chickasaw, and Choctaw nations, as well as their African slaves. The phrase “Trail of Tears”

originates from a description of the removal of many Native American tribes, including the Cherokee Nation relocation in 1838.

Training: The action of teaching a person or animal a skill or type of behavior

Transcontinental Railroad: The first Transcontinental Railroad was a 1,912-mile continuous railroad line constructed between 1863 and 1869 that connected the existing eastern U.S. rail network at Council Bluffs, Iowa, with the Pacific Coast at the Oakland Long Wharf on San Francisco Bay. The rail line was built by three private companies (the Western Pacific Railroad Company, the Central Pacific Railroad Company of California, and the Union Pacific) over public lands provided by extensive U.S. land grants. Construction was financed by both state and U.S. government subsidy bonds as well as by company-issued mortgage bonds.

Translations: The communication of the meaning of a source-language text by means of an equivalent target-language text

Transportation: The action of transporting someone or something or the process of being transported

Travel: The movement of people between distant geographical locations

Tribe: A social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader

Trustworthy: Able to be relied on as honest or truthful

Tyrant: A ruler who was not subject to the law; many tyrants in ancient Greece were aristocrats who challenged the ruling oligarchies in their cities; a government led by a tyrant was called tyranny

U.S. Constitution: The Constitution of the United States is the supreme law of the United States of America. The Constitution, originally comprising seven articles, delineates the national frame of government. Its first three articles embody the doctrine of the separation of powers, whereby the federal government is divided into three branches: the legislative, consisting of the bicameral Congress; the executive, consisting of the president; and the judicial, consisting of the Supreme Court and other federal courts. Articles IV, V, and VI embody concepts of federalism, describing the rights and responsibilities of state governments, the states in relationship to the federal government, and the shared process of constitutional amendment. Article VII establishes the procedure subsequently used by the 13 states to ratify it. It is regarded as the oldest written and codified national constitution in force.

Uncle: The brother of one's father or mother or the husband of one's aunt

Uncle Sam: A common national personification of the U.S. federal government or the country in general that, according to legend, came into use during the War of 1812 and was supposedly named for Samuel Wilson. The actual origin is by a legend. Since the early 19th century, Uncle Sam has been a popular symbol of the U.S. government in American culture and a manifestation of patriotic

emotion. While the figure of Uncle Sam represents specifically the government, Columbia represents the United States as a nation.

Union: During the American Civil War (1861–1865), the Union, also known as the North, referred to the United States of America, specifically to the national government of President Abraham Lincoln and the 20 free states and five border states that supported it. The Union was dedicated to the defeat and termination of the Confederate States of America, informally called “the Confederacy” or “the South.”

United States: A federal republic composed of 50 states, a federal district, five major self-governing territories, and various possessions. At 3.8 million square miles and with over 325 million people, the United States is the world’s third- or fourth-largest country by total area and the third-most populous. The capital is Washington, D.C., and the largest city by population is New York City. Forty-eight states and the capital’s federal district are contiguous and located in North America between Canada and Mexico. The state of Alaska is in the northwest corner of North America, bordered by Canada to the east and across the Bering Strait from Russia to the west. The state of Hawaii is an archipelago in the mid-Pacific Ocean. The U.S. territories are scattered about the Pacific Ocean and the Caribbean Sea, stretching across nine official time zones. The extremely diverse geography, climate, and wildlife of the United States make it one of the world’s 17 megadiverse countries.

Universal Declaration of Human Rights: A historic document that was adopted by the United Nations General Assembly as Resolution 217 at its third session on Dec. 10, 1948, at the Palais de Chaillot in Paris, France. Of the then 58 members of the United Nations, 48 voted in favor, none against, eight abstained, and two did not vote.

Urban planning: A technical and political process concerned with the use of land and design of the urban environment

Urbanization: The process of making an area more urban

Value: The regard that something is held to deserve; the importance, worth, or usefulness of something

Various: Different from one another; of different kinds or sorts

Vassal: A lord who was granted land in exchange for service and loyalty to a greater lord

Vedas: A collection of literary works written in Sanskrit; a major foundation of modern Indian culture and religion

Vedic Period: The Vedic period or Vedic age, is the period in the history of the northern Indian subcontinent between the end of the urban Indus River Valley Civilization and a second urbanization which began in the central Indo-Gangetic Plain c. 600 BCE. It gets its name from the Vedas, which are liturgical texts containing details of life during this period that have been interpreted to be historical and constitute the primary sources for understanding the period.

Vegetation: Plants considered collectively, especially those found in an area or habitat

Vikings: Invaders of Europe that came from Scandinavia

Vote: A formal indication of a choice between two or more candidates or courses of action, expressed typically through a ballot, a show of hands, or by voice

Voting: A method for a group, such as a meeting or an electorate, to make a collective decision or express an opinion usually following discussions, debates, or election campaigns. Democracies elect holders of high office by voting. Residents of a place represented by an elected official are called “constituents,” and those constituents who cast a ballot for their chosen candidate are called “voters.” There are different systems for collecting votes.

Voting rights: The enfranchisement and disenfranchisement of different groups has been contested throughout United States history. Eligibility to vote in the United States is established both through the U.S. Constitution and by state law. Several constitutional amendments (the 15th, 19th, and 26th specifically) require that voting rights of U.S. citizens cannot be abridged on account of race, color, previous condition of servitude, sex, or age for those above 18 years of age. Each state is given considerable discretion to establish qualifications for suffrage and candidacy within its own respective jurisdiction; in addition, states and lower level jurisdictions establish election systems, such as at-large or single-member district elections for county councils or school boards. Beyond qualifications for suffrage, rules and regulations concerning voting (such as the poll tax) have been contested since the advent of Jim Crow laws and related provisions that indirectly disenfranchised racial minorities.

Want: Have a desire to possess or do (something); wish for

War: Intense armed conflict between states, governments, societies, or paramilitary groups such as mercenaries, insurgents, and militias. It is generally characterized by extreme violence, aggression, destruction, and mortality, using regular or irregular military force.

War effort: In politics and military planning, a war effort refers to a coordinated mobilization of society’s resources—both industrial and human—towards the support of a military force. Depending on the militarization of the culture, the relative size of the armed forces, and the society supporting them, the style of government and the popular support for the military objectives, such war effort, can range from a small industry to complete command of society.

Water: A colorless, transparent, odorless liquid that forms the seas, lakes, rivers, and rain and is the basis of the fluids of living organisms

Water system: A system of engineered components that provide a water supply

Waterway: Any navigable body of water

Weather patterns: The local weather that impacts our daily lives resulting from large global patterns in the atmosphere caused by the interactions of solar radiation, Earth’s large oceans, diverse landscapes, and motion in space (e.g., global winds, air masses, fronts, jet streams)

West: One of the four cardinal directions or points of the compass. It is the opposite direction from east and is the direction in which the sun sets.

West Indies: A region of the North Atlantic Ocean and the Caribbean Sea that includes the island countries and surrounding waters of three major archipelagos: the Greater Antilles, the Lesser Antilles, and the Lucayan Archipelago.

Wheelchair: A chair fitted with wheels for use as a means of transport by a person who is unable to walk as a result of illness, injury, or disability

Whiskey Rebellion: A tax protest in the United States beginning in 1791 and ending in 1794 during the presidency of George Washington, ultimately under the command of American Revolutionary war veteran Major James McFarlane. The so-called “whiskey tax” was the first tax imposed on a domestic product by the newly formed federal government. It became law in 1791 and was intended to generate revenue for the war debt incurred during the Revolutionary War. The tax applied to all distilled spirits, but American whiskey was by far the country’s most popular distilled beverage in the 18th century, so the excise became widely known as a “whiskey tax.” Farmers of the western frontier were accustomed to distilling their surplus rye, barley, wheat, corn, or fermented grain mixtures to make whiskey. These farmers resisted the tax. In these regions, whiskey often served as a medium of exchange. Many of the resisters were war veterans who believed that they were fighting for the principles of the American Revolution, against taxation without local representation, while the federal government maintained that the taxes were the legal expression of Congressional taxation powers.

White: The lightest color and is achromatic (i.e., having no hue). It is the color of fresh snow, chalk, and milk, and is the opposite of black. White objects fully reflect and scatter all the visible wavelengths of light. White on television and computer screens is created by a mixture of red, blue, and green light.

White House: The official residence and workplace of the president of the United States. It is located at 1600 Pennsylvania Avenue NW in Washington, D.C., and has been the residence of every U.S. president since John Adams in 1800. The term “White House” is often used as a metonym for the president and his advisers.

William Lloyd Garrison: William Lloyd Garrison, who signed and printed his name Wm. Lloyd Garrison, was a prominent American abolitionist, journalist, suffragist, and social reformer. He is best known for his widely read anti-slavery newspaper *The Liberator*, which he founded in 1831 and published in Boston until slavery in the United States was abolished by Constitutional amendment in 1865. He was one of the founders of the American Anti-Slavery Society, and promoted immediate, as opposed to gradual, emancipation of slaves in the United States.

William Penn: Founded the colony of Pennsylvania in 1681 as a haven for Quakers

Wind energy: Wind power, or wind energy, is the use of wind to provide the mechanical power through wind turbines to turn electric generators and traditionally do other work like milling or pumping. Wind power is a sustainable and renewable energy and has a much smaller impact on the environment compared to burning fossil fuels.

Withholding: Refusal to give something that is due or desired

Women's rights: The rights and entitlements claimed for women and girls worldwide, and which formed the basis for the women's rights movement in the 19th century and feminist movement during the 20th century. In some countries, these rights are institutionalized or supported by law, local custom, and behavior, whereas in others they are ignored and suppressed. They differ from broader notions of human rights through claims of an inherent historical and traditional bias against the exercise of rights by women and girls, in favor of men and boys.

Work: Activity involving mental or physical effort done in order to achieve a purpose or result

Yazoo River: A river in the U.S. states of Louisiana and Mississippi. It is considered by some to mark the southern boundary of what is called the Mississippi Delta, a broad floodplain that was cultivated for cotton plantations before the American Civil War. It has continued to be devoted to large-scale agriculture.

Year: The orbital period of the Earth moving in its orbit around the Sun

Yellow River Valley: The fertile area between the Yellow and Yangtze rivers. River valleys were the sites of many other civilizations, like the Indus River, Mesopotamia, and Egyptian civilizations.