



Gulfport School District Activity Template

Social Studies Instructional Strategies



Check Grade Level K ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 X 8 ___ 9 ___ 10 ___ 11 ___ 12 ___

Content Standard(s): 1a. Investigate the history of the following: Asia, Africa, Europe, Australia, and Islands of the Pacific (e.g., early man, Greeks, Romans, etc.).

Vocabulary:

Prehistory, nomad, Ice Age, Stone Age, migration

Teaching Strategy(ies):

- Show Virtual Tour of Caves at Lascaux, France. Then students will create their own cave art on construction paper.
- Listen to story on tape, then have students write their own story about a day in the life of an Old Stone Age boy or girl.

Materials:

Internet access for virtual tour, construction paper, color pencils, markers, crayons
Audio tape of story "Boy of the Painted Cave" (or similar)



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Content Standard(s):

1b. Analyze various Eastern cultures: Asia, Africa, Europe, and the Islands of the Pacific (e.g., religion, language, customs, contributions, etc)

Vocabulary:

Mummification, cremation

Teaching Strategy(ies):

- Create a thinking map or power point presentation that compares and contrasts burial traditions, ranging from early man to the Viking era (e.g. Egyptian mummification, Hindu, at sea, etc.)
- Make a four part foldable on World Religions (Islam, Judaism, Christianity, Buddhism/Hinduism)- decorate and title four cover flaps, write detailed information inside each section (this activity may be more appropriate for Quarter 3 or 4)

Materials:

Online resources, library resources



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Content Standard(s):

2a. Locate early civilizations in the Eastern hemisphere (e.g., river civilizations, Greeks, Romans, etc.)

Vocabulary:

Fertile soil, civilization, surplus, domesticate, irrigation

Teaching Strategy(ies):

Label four River Valley Civilizations and include color-coded timeline on map

Materials:

Blank world map, color pencils or crayons, resource maps



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Content Standard(s):

2b. Analyze the human characteristics of places in the Eastern hemisphere.

Vocabulary:

Human characteristics

Teaching Strategy(ies):

Make a diorama, poster, or diagram of the Great Wall of China or Pyramids at Giza.

Materials:

Clay, poster board, construction paper, color pencils, crayons

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Content Standard(s):

2c. Describe and compare population settlement patterns during different periods and in different regions of the Eastern hemisphere.

Vocabulary:

Origins, Bering Strait, drought, migrate, nomad, Ice Age, land bridge

Teaching Strategy(ies):

How earth was populated over 100,000 years, beginning in Africa (earliest humans). Use population charts and maps showing patterns of migration to explain why humans migrated from Africa (Ice Age). Show video about the Great Migration.

Have students write a short story about migrating from Asia to North America, across the Bering Strait land bridge, from the perspective of a boy or girl traveling with their family and tribe. Must include details about geography, climate, clothing, food, dangers of the journey, reason for the journey, etc.

Materials:

Resource maps and charts, video



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Content Standard(s):

2d. Analyze the physical characteristics of places in the Eastern hemisphere.

Vocabulary:

Absolute location, relative location, physical features, human features, glacier, rain forest, desert, valley

Teaching Strategy(ies):

Give each student a magazine photo to analyze for physical characteristics of place and attempt to identify location (photos are numbered, master list identifies actual location).

Materials:

Magazine photos



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Content Standard(s):

2e. Map the development and spread of religions in the Eastern hemisphere (e.g., Christianity, Islam, Buddhism, Judaism, etc.).

Vocabulary:

Islam, Judaism, Buddhism, Hinduism, Christianity, monotheism, polytheism

Teaching Strategy(ies):

Using a chart of world religions, answer questions about first established (oldest), place of origin, most followers, founders, etc.

(see also: 1b – make a four part foldable on World Religions)

Materials:

Chart of major world religions (place of origin, number of followers, date, founders)

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Content Standard(s):

2f. Describe the ecosystems in the Eastern hemisphere.

Vocabulary:

Fertile soil, irrigation, dikes, dams, canals, flood

Teaching Strategy(ies):

Describe river valleys and explain why earliest humans settled there. Have students create a thinking map detailing advantages and disadvantages of settling along rivers. Have class discussion about what happens to houses, fields, crops, and animals when rivers flood. What happened to Gulfport in August 2005? (Hurricane Katrina)

Materials:

Timelines and maps of River Valley Civilizations



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Content Standard(s):

2g. Analyze migration patterns of people over time in the Eastern hemisphere (e.g., Roman Empire, explorers, etc.)

Vocabulary:

Migration, Ice Age, land bridge, Bering Strait

Teaching Strategy(ies):

To analyze migration patterns of people over time, have students draw continents on an orange with permanent marker, and illustrate migration patterns (lines and arrows) beginning in Africa and culminating in South America. (can also be done on balloons or small balls)

Materials:

Oranges, permanent markers in two colors, resource maps showing migration patterns

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Content Standard(s):

2h. Identify the primary geographic causes for world trade.

Vocabulary:

Alphabet, trade routes

Teaching Strategy(ies):

Phoenician Sea Power- colonies and trade routes

Phoenicians had a monopoly on purple dye – traded widely by sea around the Mediterranean, and protected their trade routes by telling stories of sea monsters to discourage others from sea trade. They established colonies around the Mediterranean and created first alphabet to keep records of trade. Have students write a message using Phoenician alphabet, exchange with each other and decipher.

Materials:

Chart of Phoenician alphabet



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Content Standard(s):

2i. Measure distances on a variety of maps.

Vocabulary:

Map scale

Teaching Strategy(ies):

Copy map scale onto edge of notebook paper (extend as needed) and use to measure distance between various points on a map.

Materials:

map with map scale, blank paper

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Content Standard(s):

2j. Interpret special purpose maps (e.g., climate, vegetation, population, historical, etc.).

Vocabulary:

Vegetation, land use, climate, religion, population

Teaching Strategy(ies):

Use Nystrom Atlas to study (analyze and interpret) special purpose maps - complete various related Nystrom Atlas activities.

Materials:

Nystrom Atlas (student desk copies) and activity sheets



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Content Standard(s):

2k. Analyze information using social studies tools (e.g., graphs, maps, charts, tables, political cartoons, etc.).

Vocabulary:

Orientation, situation, legend, grid, index, scale

Teaching Strategy(ies):

- Teach parts of a map using DOGSTAILS power point
- Use magnet labels for parts of a map to label wall map in front of class (students place labels on map)
- Have students label/identify parts of a map of Mississippi using DOGSTAILS map terms.

Materials:

Map of Mississippi with map elements, DOGSTAILS power point

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Content Standard(s):

3a. Describe the essential characteristics of and need for government as found in the countries of the Eastern hemisphere (e.g., monarchy, dictatorship, republic, dynasty, etc.).

Vocabulary:

Consequences, penalties

Teaching Strategy(ies):

Have students write their own organized code of laws for their school (based on Hammurabi's Code), organized by category and consequences/penalties listed for various social classes (students, teachers, administrators).

Materials:

Excerpts from Hammurabi's Code of Laws



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Content Standard(s):

3b. Trace the evolution and impact of political movements and organizations in the Eastern hemisphere (e.g., rise and fall of Roman Empire, Mongol rule, Ottoman Empire, etc.)

Vocabulary:

Job specialization, civilization

Teaching Strategy(ies):

- Teach evolution of New Stone Age farming settlements into civilizations (e.g., surplus of food led to population growth, cities, organized governments, job specialization and social classes).
- Students will create flow map demonstrating evolution of Stone Age farming settlements into civilizations.

Materials:

Flow map and textbook as resource

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Content Standard(s):

3c. Assess the interactions of nations over time in the Eastern hemisphere (e.g., political conflicts, commerce, transportation, immigration, etc.).

Vocabulary:

New Stone Age, agriculture, surplus, domestication, conflict

Teaching Strategy(ies):

- Observe and point out that earliest human conflicts were over control of land and water, once humans began to settle in one place and farm (New Stone Age). Later conflicts involved control of trade routes.
- Have students research current world conflicts (television news, magazines, newspaper, internet) and identify/speculate about the root cause (e.g., control of land, resources, religion, etc.)

Materials:

News magazines	television news
Newspapers	internet



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Content Standard(s):

4a. Determine the factors associated with the production and consumption of goods and services in the Eastern hemisphere.

Vocabulary:

Surplus, government, social class, civilization, job specialization, evolution

Teaching Strategy(ies):

- Control of land and water led to surplus, led to population growth, led to civilization. Students will use flow charts to demonstrate evolution of farming settlements into civilizations (prerequisites, results of surplus, etc.)
- Create a game with cardboard ingredients pieces (flour/grain; honey; milk; eggs). Give students a “recipe” card detailing how many pieces are required to make a cake. Put enough of each card in a sack so that each group has the potential to pick and/or trade for the required game pieces. The first group to get the ingredients to make a cake wins (use cupcakes for prizes)

Materials:

Flow chart, textbook for resource
Cardboard and colored markers prizes (cupcakes, cookies, etc)



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Content Standard(s):

4b. Describe the essential characteristics of capitalism in the Eastern hemisphere.

Vocabulary:

Surplus, capitalism, supply and demand

Teaching Strategy(ies):

Create a game with cardboard food cards (burgers, fries, chips, pizza, sodas, cookies). Have each group draw cards from a sack or jar, then trade with other groups. Goal: Get a full lunch for each member of the group.

Materials:

Cardboard food cards, prizes



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Content Standard(s):

5a. Trace the evolution of technology in the Eastern hemisphere (e.g., compass, printing press, catapult, iron stirrup, boat design, sail, etc.)

Vocabulary:

Innovation, technology

Teaching Strategy(ies):

Technology and innovation in Sumer still in use in the modern world: irrigation (dikes, dams, canals), wheel, acre, quart measure, sail, alphabet. Have students make a list of modern innovations that might still be in use thousands of years from now.

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Content Standard(s):

5b. Interpret the impact of ancient technology as it transformed agriculture and culture of the Eastern hemisphere.

Vocabulary:

Teaching Strategy(ies):

Dikes, dams, canals controlled flooding; wheel led to advances in transportation; sail led to use of rivers as trade highways.

Have students speculate how we would get from place to place in the modern world without the wheel.

Materials: