



Gulfport School District Activity Template

Social Studies



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

Content Standard(s):

1a. Compare the Pre-Columbian societies of North America.

Vocabulary:

Civilization, region, five themes of geography, agriculture

Teaching Strategy(ies):

- Make a bubble map for Native American civilizations from each region. Choose two civilizations and use a double bubble map to compare and contrast.
- Choose a regional Native American civilization and demonstrate on a poster: food, family life, building, agriculture, religion, clothing
- Choose a regional civilization and create a booklet demonstrating each of the five themes of geography.

Materials:

Construction paper, crayons, poster boards, colored pencils, textbooks, internet resources



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Content Standard(s):

1b. Examine the exploration and colonization periods of the United States.

Vocabulary:

Colonization, Columbian Exchange

Teaching Strategy(ies):

- On a map label colonization of U.S. by various European countries (Spain, France, England, the Dutch), use a color coded map key.
- Create a political cartoon based on the Columbian Exchange.

Materials:

Blank US map, construction paper, textbooks, crayons, colored pencils



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Content Standard(s):

2a. Using primary and secondary sources, compare and contrast the major documents that laid the foundation for democracy (e.g., Declaration of Independence, Articles of Confederation, the United States Constitution, etc.)

Vocabulary:

Tyranny, democracy, representation

Teaching Strategy(ies):

- Read the Articles of Confederation and answer reading comprehension questions.
- Using the Articles of Confederation and United States Constitution, complete a chart to compare and contrast the two.

Materials:

Primary source materials, teacher made questions, blank chart



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Content Standard(s):

2b. Examine the development of rights and responsibilities established through historical documents (e.g., Magna Carta, Bill of Rights, etc.)

Vocabulary:

Tyranny, democracy, representation, declaration, independence

Teaching Strategy(ies):

- Divide the Declaration of Independence into major parts and have groups rewrite the document into today's language.
- Imagine you are one of the Pilgrims who came to Plymouth on the Mayflower, and you are helping to write laws for your colony. Write the law you think is the most important. Explain why your law is the most necessary. Suggest some possible consequences for the colony if you law is not included.

Materials:

Dictionary, primary source document



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Content Standard(s):

2c. Examine the role of the Founding Fathers (e.g. Washington, Adams, Jefferson)

Vocabulary:

Precedent, tariff, boycott

Teaching Strategy(ies):

- Write a journal entry from the perspective of a Founding Father on a teacher-specified date. Present to class in costume.
- Using a thinking map, detail the actions of the First Continental Congress and the Second Continental Congress.

Materials:

Costume, textbook



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Content Standard(s):

4a. Analyze and evaluate the patterns of migration and consequences of human migration and territorial expansion within the United States (e.g., **Native Americans**, 49ers)

Vocabulary:

Persecute, civil disobedience, toleration, dissent, treaty

Teaching Strategy(ies):

- Using teacher supplied primary source, read a first person account of the Trail of Tears from a U.S. Soldier's perspective, then write an account from the perspective of a Native American.
- On a map, color code locations of various Native American societies in North America before and after the arrival of Europeans.

Materials:

Teacher supplied primary resource, blank map



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Content Standard(s):

4g. Analyze political cartoons.

Vocabulary:

Treaty, compromise, civil disobedience, dissent, culture, customs

Teaching Strategy(ies):

- After viewing samples, create a political cartoon of Native American views of Europeans.
- Give two to four cartoons to each group and have students analyze and describe what event the cartoon depicts.

Materials:

Sample cartoons

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Content Standard(s):

5c. Recognize the importance of the “rule of law” for the protection of individual rights and the common good.

Vocabulary:

Amendment, ratify, ordinance, due process, compromise

Teaching Strategy(ies):

- Have students write a Bill of **STUDENT** Rights patterned after the Bill of Rights.
- Discuss how school would be different with or without rules.

Materials:

Dictionary, primary source (Bill of Rights)



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Content Standard(s):

5d. Analyze the political values and principles of American democracy as expressed in basic documents (e.g., Declaration of Independence, United States constitution, Bill of Rights)

Vocabulary:

Amendments, ratify, ordinance, due process, compromise

Teaching Strategy(ies):

- Using the Bill of Rights, describe how your life would be different without each of the first ten amendments.
- After reading the Declaration of Independence, describe why the colonists needed a change.

Materials:

Dictionary, primary source (Bill of Rights)



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Content Standard(s):

6a. Assess the importance of certain traits of character in a democracy (e.g., civility, persistence, nationalism, integrity, courage, common good, loyalty, honesty, fairness, justice, equality, responsibility, freedom, diversity, compassion, authority, etc.)

Vocabulary:

Traits, persistence, civility, integrity, nationalism, diversity

Teaching Strategy(ies):

- Have students choose 5 traits from a teacher supplied list that they think are most important. Have them tell how they exemplify those traits at home and at school.
- After describing what the traits mean, have students tell why each trait is important in government.

Materials:

Teacher supplied list of traits



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Content Standard(s):

6b. Evaluate the value and challenge of diversity in American life.

Vocabulary:

diversity

Teaching Strategy(ies):

- Create a collage (using magazine photos) on diversity in American life.
- Do a photo essay on diversity of our school or neighborhood.

Materials:

Magazines, scissors, glue, colored pencils, poster boards



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Content Standard(s):

6d. Determine origins and resolutions of political conflict in the United States.

Vocabulary:

Conflict, petition, ordinance, taxation, representation, tyranny, Loyalists, Patriots, boycott, push/pull factor

Teaching Strategy(ies):

- Create a political cartoon demonstrating origin and resolution of conflict in the Americas (e.g., conflict between Europeans and Native Americans; religious conflicts; King of England and colonists).
- Make a cause/effect chart for the Revolutionary War.

Materials:

Textbooks, internet access



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Content Standard(s):

7a. Compare and contrast the economic factors that led to the development of America (e.g., exploration, colonization, immigration, sectionalism, industry in the North vs. agriculture in the South, tariffs, etc.)

Vocabulary:

Colonial, empire, raw materials, trade, profit

Teaching Strategy(ies):

List characteristics of British Trade Policy and have students create a chart of British and Colonial benefits of each (e.g., protect shipping; keep profits in the empire; access to cheap raw materials; easy to sell goods-ready market)

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Content Standard(s):

Vocabulary:

Teaching Strategy(ies):

Materials: