

The following activities are generic in nature but are good social studies tools students can use when reviewing or enhancing content explored this school year in any course.

The [2020 South Carolina African American History Calendar](#) provides a wealth of content that can be explored in any grade level. A few suggested activities specific to this resource are included and teachers are encouraged to visit the [Support Document and Resources](#) section of our webpage for unit overviews for each of these honorees which connect their work to specific courses.

Fire Safety Plan	
Resource (s)	https://www.nfpa.org/Public-Education/Staying-safe/Preparedness/Escape-planning
KNOW	All students should know that part of being a responsible citizen is being prepared for an emergency.
UNDERSTAND	Students need to understand that a thoughtful fire preparedness plan can save people's lives.
DO	All South Carolina students are encouraged to take this time at home and follow the steps on https://www.nfpa.org/Public-Education/Staying-safe/Preparedness/Escape-planning And prepare an emergency plan for their family or the people they live with. Steps for developing a plan and printable resources are available.

Primary Source Analysis - Images

resource(s)	<p>http://www.loc.gov/teachers/usingprimarysources/guides.html The Library of Congress link has several primary source analysis tools that teachers can adapt for their students.</p> <p>http://www.bbc.co.uk/ahistoryoftheworld/exploreraltflash/ allows viewers to select an artifact from world history. Students could conduct an image analysis of the artifact, and determine how the artifact serves as a turning point in the development of human history.</p>
KNOW	Image analysis tools are skills students can practice in every grade at varying levels of complexity.
UNDERSTAND	Students need to understand that historians, geographers, politicians, and economists use multiple details in an image to come to an understanding of it.
DO	<p>Click here to access an <i>Image Analysis Thinking Sheet</i>.</p> <p>Look at the image for 1-3 minutes (time will vary depending on the ability level/age of your students. Teacher/caregiver should guide, but a possible guide is 1 minute for primary grades, 2 minutes for grades 2-3, and 3 minutes for grades 3-5.)</p> <p>Make a list of the actions observed. What do you notice? What stands out in the image? This first step is simply for observing what is there.</p> <p>Get a piece of paper the same size as your image and fold it in fourths and then unfold. Carefully cut away one of the quadrants (or sections) along the folded line. This becomes your “Zooming in” tool.. Another way is to hold two plain sheets of paper over the image so one quadrant is revealed at a time.</p> <p>Hold this “Zooming In” tool over your picture so the picture is covered except for the top right corner (Quadrant 1). You will only see one fourth / one quarter of the image.</p> <p>Study this section of the image for 1-3 minutes as determined by the teacher.</p> <p>What do you see in this section of the image? What jumps out at you? What do you observe that you didn’t see before?</p>

	<p>Repeat by turning the “Zooming in” tool over so the top left corner of the image is visible (Quadrant 2) Repeat with the other two quadrants of the image.</p> <p>After completing a thorough detail gathering of each quadrant, students determine such elements as <i>why</i> the image was created or <i>who</i> the intended audience was. Students can then pose questions stemming from the image to explore. Images examined can then be compared with other images found in other sources or with details gleaned by other students.</p>
	Turning Points
resource(s)	
KNOW	Students need to know that historical eras or epochs are marked by what is some referred to as “bookends” - events that mark a significant shift in such concepts as government policies, ideals, thinking, and/or events.
UNDERSTAND	Students should understand that certain events serve as “turning points” where the shift is apparent regarding something before and after the event. Some events can be turning points within a larger event (Such as arguing the Bombing of Pearl Harbor was a turning point as it then brought the US into the conflict. Students should understand that turning points and periods are generated by humans and are guided by evidence in various sources to justify why an event is being considered a turning point.
DO	Students can list events associated with an event studies (such as the events in Reconstruction) and argue with evidence which event was a significant turning point in the time period.
South Carolina African American History Calendar	
resource(s)	2020 South Carolina African American History Calendar
KNOW	Students need to know that historians, economists, geographers, and political scientists use many skills when they examine sources to gain information to put to use.

UNDERSTAND	By exploring information about “everyday” South Carolinians, both past and present, students will be begin to understand how use of these skills allows connections to be made between content and everyday life.
DO	<p>Click here to read about the skills of a Social Studies student.</p> <p>Visit 2020 South Carolina African American History Calendar</p> <p>Read the biography of the honoree associated with your birth month and use evidence from the passage to: Compare events in the honorees life, their life with yours, and their life with another person you learned about this year.</p> <p>Determine cause and effect relationships in their life.</p> <p>Use those cause and effect relationships to determine a new period in the honoree’s life</p> <p>Put the honoree’s life into context by zooming in on one period in their biography and identifying 2 South Carolina, United States, and world events that were occurring around the same time.</p> <p>Explore continuities and changes in the honoree’s life and select a change that you feel made the individual appear on the calendar.</p>
Different Perspectives	
Resource(s)	Students will have to have access to print or electronic research materials.
KNOW	Students need to know that for all events studies there are two sides to the story. Different perspectives are often not known, heard, or perhaps even appreciated. Good Social Studies skills involve exploring multiple perspectives
UNDERSTAND	Students should understand that multiple perspectives are vital to understanding and questioning.
DO	Think about the individuals involved in an event you learned about this year. Make a list of individuals impacted, or possibly impacted, by the events explored. How did the event affect women? Children? African Americans? Native Americans? Hispanic Americans? Demonstrate what you discover from analyzing the information you researched during your inquiry.

The following chart contains suggestions for activities that would allow students the opportunity to gain additional practice with various skills practiced over the year, make connections between content learned previously in the school year, and/or to expand their knowledge on topics previously explored.

KINDERGARTEN

<i>For teachers/caregivers</i>		<i>for Students</i>	
<i>Standard(s)</i>	<i>Description and skills focus for teacher guidance</i>	<i>Possible Review/Enrichment Suggestions</i>	<i>Description to be presented to students</i>
<p>K-1 (2011)</p> <p>K.G.1-3 (2019)</p>	<p>Map skills can be reviewed and enhanced by having students create maps of their immediate surroundings, explore the how and the why it has changed and stayed the same over time, and make comparisons with their schools. Students can use this information to predict about changes in the future or patterns in their maps.</p> <p>Skills focus: Mapping</p>	<p>If students have previously mapped their homes or a location familiar to them, ask them to consider how that environment has changed over time and to explore reasons for those changes. Could it be the seasons? Could it be development?</p> <p>Economic reasons for those changes can be explored.</p> <p>Students should take this opportunity to review the fire safety plan for their home.</p>	<p>Maps are important to help us understand our world and make decisions. Maps can show a lot of things. Maps can show how things are the same. Maps can show how things are different or how they changed.</p> <p>?</p> <p>Possible Questions for Inquiries</p> <ul style="list-style-type: none"> ● <i>What places are on a map of your community?</i> ● <i>What questions can you explore about your community?</i> ● <i>How has your community changed and stayed the same over this school year?</i> ● <i>How is your community similar and different to others in the state, country, and world?</i>

<p>K-2, K-3, K-4 (2011)</p> <p>K (CG1-4)</p>	<p>Authority figures are those individuals who make the rules that affect us. Sometimes we agree with the rules and sometimes we don't. "Rules are rules" and there are consequences when rules are broken. By exploring how their lives are impacted by Governor McMaster's mandatory closing of schools, students will inquire and explore about the impact of rules on their lives.</p>	<p>With guidance and support, students should make connections to the rules they are most familiar with, whether they are rules at home and/or school, and the consequences associated with breaking them. After developmentally appropriate conversations about the severity of the Coronavirus outbreak, students can inquire about the effect of the rules and the responsibility we have as citizens to obey them.</p> <p>By exploring the Possible Questions for Inquiry students will have the opportunity to share their learning in a manner determined by the educator.</p>	<p>Schools have been closed for a while to stop the spread of a virus that makes people sick. The Governor of South Carolina, Henry McMaster, gave the order for schools to be closed.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> ● <i>Why is it important for people to follow rules?</i> ● <i>What can you do to keep yourself and your family safe?</i> ● <i>What community members are working to keep us safe? What is the best way to help these community members?</i> ● <i>What character traits are most needed at this time by you? By others in your community?</i> ● <i>How can you help your community at this time?</i> ● <i>How can you help your family at this time?</i> ● <i>With schools being closed, how are you meeting your need for recess? What is a responsible way you can meet your needs?</i> ●
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Grade 1			
<i>For teachers/caregivers</i>			<i>for Students</i>
<i>Standard(s)</i>	<i>Description for teacher guidance</i>	<i>Possible Review/Enrichment Suggestions</i>	<i>Description to be presented to students</i>

<p>1.2, 1.4.3, 1.4.4 (2011) 1.H.2,,3 (2019)</p>	<p>Authority figures are those individuals who make the rules that affect us. Sometimes we agree with the rules and sometimes we don't. "Rules are rules" and there are consequences when rules are broken. By exploring how their lives are impacted by Governor McMaster's mandatory closing of schools, students will inquire and explore about the impact of rules on their lives.</p> <p>Skills focus – Civics and Government</p>	<p>With guidance and support, students should make connections to the rules they are most familiar with, whether they are rules at home and/or school, and the consequences associated with breaking them. After developmentally appropriate conversations about the severity of the Coronavirus outbreak, students can inquire about the effect of the rules and the responsibility we have as citizens to obey them.</p> <p>By exploring the Possible Questions for Inquiry students will have the opportunity to share their learning in a manner determined by the educator.</p>	<p>Schools have been closed for a while to stop the spread of a virus that makes people sick. The Governor of South Carolina, Henry McMaster, gave the order for schools to be closed.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> ● <i>Why is it important for people to follow rules?</i> ● <i>What can you do to keep yourself and your family safe?</i> ● <i>What community members are working to keep us safe? What is the best way to help these community members?</i> ● <i>How can you help your community at this time?</i> ● <i>Think about the Governor making the hard decision to close our schools? Thinking about what you know about authority figures in our government, what would happen if we didn't have a government with this virus spreading around?</i> ● <i>Some people have been buying a few extra items at the store to prepare for the virus. Other people have bought buggies full of extra supplies. Which idea is better and why?</i>
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Grade 2

<i>For teachers/caregivers</i>			<i>for Students</i>
<i>Standard(s)</i>	<i>Description for teacher guidance</i>	<i>Possible Review/Enrichment Suggestions</i>	<i>Description to be presented to students</i>

<p>2-1.4; 2-2, 2-3 (2011)</p> <p>2.H.1-3 (2019)</p>	<p>This has students explaining changes in their community over the course of the school year in light of the virus.</p> <p>Skills focus – Continuities and Changes</p>	<p>With guidance and support, students should make connections to the rules they are most familiar with, whether they are rules at home and/or school, and the consequences associated with breaking them. After developmentally appropriate conversations about the severity of the Coronavirus outbreak, students can inquire about the effect of the rules and the responsibility we have as citizens to obey them.</p> <p>By exploring the Possible Questions for Inquiry students will have the opportunity to share their learning in a manner determined by the educator.</p>	<p>When Governor McMaster announced the temporary closing of schools, your community changed. Think about the virus and the effects it is having on your community.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> ● <i>What changes is your community going through? Which change has the biggest effect on people's jobs? Which change has the biggest effect on your free time/entertainment/activities?</i> ● <i>What do you think the mayor should do to help the current situation?</i> ● <i>What do you think the governor should do to continue to help the current situation?</i> ● <i>What do you think the president should do to help with the current situation?</i> ● <i>What do you think will be some effects of this virus? What can we learn from it?</i> ● <i>Describe where you have seen citizens showing examples of good civic dispositions such as compassion, cooperation, empathy, honesty, and respect.</i>
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Grade 3

Grade 3			
<i>For teachers/caregivers</i>			<i>for Students</i>
<i>Standard(s)</i>	<i>Description for teacher guidance</i>	<i>Possible Review/Enrichment Suggestions</i>	<i>Description to be presented to students</i>
3-1 (2011) 3.2.2.ER	<p>The landform regions of South Carolina offer a range of activities and economic opportunities. Students can compare these regions using the map folio found at http://www.scgeo.org/wp-content/uploads/2016/08/South-Carolina.pdf to link the regions with counties, bodies of waters, and regions not explored in their regular classroom.</p> <p>Skills focus - geography</p>	<p>Students could use the map folio as a way to produce one map that combines features of all the maps so they can see the relationship between regions, the counties located in them, and exploring population in different areas</p> <p>By exploring the Possible Questions for Inquiry and using information from their classroom resources, students will have the opportunity to share their learning in a manner determined by the educator.</p>	<p>South Carolina is a diverse state. In the same day you could stick your feet in the ocean and walk on a mountain trail. While all a part of South Carolina, each region has qualities special to it.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> ● <i>Which region of South Carolina do you think has the most to offer its residents?</i> ● <i>If you could pick any county in South Carolina to live in, which one would you pick? What features of the region the county is in make you want to live there?</i>

3-2 (2011)	<p>This has student exploring the effects of the European colonization of South Carolina on the indigenous population living here as well as colonization's effect on the enslavement of Africans captured in the slave trade.</p> <p>Skills focus – Comparison and Continuities & Changes</p>	<p>Please visit page 30 of https://ed.sc.gov/index.cfm?LinkServID=9677E07B-CFFE-6A5C-AA47F98625149ABC to read the historical thinking skills as expressed in the new standards. Students will be using these skills to review the content of this standard.</p> <p>By exploring the Possible Questions for Inquiry students will have the opportunity to share their learning in a manner determined by the educator.</p>	<p>South Carolina has many different types of people. Some descendants of the first South Carolina still live in our state. Some descendants of the first enslaved Africans live in our state.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> ● Compare the major tribal groups of South Carolina. ● Compare the exploration of South Carolina by the different European powers and determine which group had the greatest effect on the native population positive or negative. ● How did the Native South Carolinian's way of life stay the same (continuity) and change after the Europeans arrived? Use evidence to show why these were positive or negative.
Grade 4			
<i>For teachers/caregivers</i>			<i>for Students</i>
<i>Standard(s)</i>	<i>Description for teacher guidance</i>	<i>Possible Review/Enrichment Suggestions</i>	<i>Description to be presented to students</i>

<p>4-1 (2019) 3.5 (2019)</p>	<p>Skills focus - evidence</p>	<p>By visiting this National Park Service Site, https://www.nationalgeographic.org/activity/clues-to-human-migration/, students can read about different migration theories and devise further questions to explore.</p> <p>https://www.sc.edu/about/system_and_campuses/salkehatchie/community/topper_site/index.php is a link to the Topper Site here in SC which has provided evidence to suggest an earlier human presence in SC than previously thought.</p> <p>https://www.nps.gov/bela/learn/historyculture/other-migration-theories.htm is the National Park Service's page about possible migration theories.</p> <p>By exploring the Possible Questions for Inquiry students will have the opportunity to share their learning in a manner determined by the educator.</p>	<p>Possible Questions for Inquiry</p> <ul style="list-style-type: none"> • How did early human migration affect the modern world? • Compare the early human theories. Which ones do you argue challenge or confirm the popular Land Bridge Theory? • Can you find evidence related to the Topper Site to support USofC's work? What evidence suggests that artifacts found in South Carolina can be connected to another location in the world? (Conditions, Connections, and Regions)
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Grade 5

For teachers/caregivers

for Students

Standard(s)

Description for teacher guidance

*Possible
Review/Enrichment
Suggestions*

*Description to be presented to
students*

<p>5-2 (2011) 5.1 (2019)</p>	<p>US Government ordered Native American assimilation had dire consequences on the cultural heritage of North American's native population. Students will view sources about Native American assimilation and reflect on the value of culture.</p>	<p>http://www.carlisleindianschoolproject.com/history/ is a link to a project about the Carlisle School, a school designed for native American assimilation into American society.</p> <p>Students will read an overview of the site and use evidence gleaned to enhance their understanding of Native American assimilation.</p> <p>Students may visit http://www.carlisleindianschoolproject.com/history/ and view the short video about cultural loss.</p> <p>By exploring the Possible Questions for Inquiry students will have the opportunity to share their learning in a manner determined by the educator.</p>	<p>Many Native American children were forced from their homes to attend schools to assimilate them into mainstream American society. Many lost their traditional ways of life.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> • Was assimilation worth it? What was accomplished? • How can individuals preserve, or keep, their culture? • What aspects of your own culture do you never want to lose? Why is this important to you? • What are the continuities and changes in Native American life? Research a modern Native Tribe and explore their history to look for patterns of continuities and changes.
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