

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/exploreraflash/ 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.

World Geography			
For teachers/caregivers			for Students
Standard(s)	Description for teacher guidance	Possible Review/Enrichment Suggestions	Description to be presented to students
WG-3 (2011) HG1 (2019)	Students will have an opportunity to explore population growth and consider measures to stem it.	<p>Read maps to identify patterns of population distribution.</p> <p>Read different representations of demogration data like population pyramids and exploring models of demography like the demographic transition model and Malthusian theory.</p> <p>Gather evidence of need and consequences of various population policies.</p> <p>Analyze conditions of places with high/low populations.</p>	<p>Population growth is a concern facing our planet. Watch this short video and explore some of the questions provided below.</p> <p>https://populationeducation.org/curriculum-and-resources/world-population-video/?_hstc=184190201.ea4ad16b46c4b48260e81afca170b47b.1584471103265.1584471103265.1584471103265.1&_hssc=184190201.1.1584471103266&_hsfp=824236545</p> <p>Possible Questions for Inquiry</p> <ul style="list-style-type: none"> • What causes have led to extreme population growth? • What human factors have contributed the most to the population growth? • Should political systems keep population in check? • How should we deal with the population issue?

		<p>Consider impacts of population dynamics are various scales.</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>	<ul style="list-style-type: none"> • What is the biggest threat population growth has on our planet? Your state? Your town?
World History			
For teachers/caregivers			for Students
<i>Standard(s)</i>	<i>Description for teacher guidance</i>	<i>Possible Review/Enrichment Suggestions</i>	<i>Description to be presented to students</i>
MWH 1 (2011)	After learning about global trade networks. Students can review this information by making connections to the global network of trade that affects their everyday life.	By exploring the Possible Questions for Inquiry students will have the opportunity to share their learning in a manner determined by the educator.	<p>Our world is very connected. These connections started with the first voyages of transcontinental trade.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> • How does the trade war affect your ability to acquire goods? How do trade wars affect you? • Tae an inventory of some of your favorite possessions. Where to they come from? What does your inventory reveal about you? Trade?

			Globalization?
USHC			
<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>
USHC-1 (2011) USHC.1 (2019)	Individual rights are a foundation of our society. By reviewing the First Amendment in relation to the government's attempt to stop the spread of the virus, students will reflect on individual rights and the government's responsibility to keep us safe.	<p>https://www.freedomforuminstitute.org/first-amendment-center/ is a link to the First Amendment Center. Students can visit this site as a first step in researching the First Amendment.</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>Government controls on people are used to stop the spread of viruses in a pandemic. As Americans, we value our First Amendment Rights and sometimes these may come into conflict with government controls.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> • Using current events surrounding the Coronavirus, what comparisons can you make with earlier time periods? For example, some areas have strict travel restrictions in place. How does this relate to examples of martial law you have seen in other points in time. • Contextualize the events surrounding other quarantines in history. • How are our individual rights affected by pandemic concerns?

Economics

<i>Standard(s)</i>	<i>Description for teacher guidance</i>	<i>Possible Review/Enrichment Suggestions</i>	<i>Description to be presented to students</i>
ECON-1	<p>The current Coronavirus pandemic brings the economic concepts of Scarcity and Choice front and center as many Americans, and people around the world, face challenges acquiring their wants and needs.</p>	<p>Encourage students to follow the news on shopping trends and restrictions caused by the Coronavirus pandemic.</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>The current Coronavirus pandemic is affecting all of our lives and will probably continue to do so for quite some time. Perhaps more than ever people need to be cognizant of the stress associated with difficult times and work to not let it affect economic decision making.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> ● What are the benefits of stocking up on household items? ● What are the costs of stocking up on household items? ● Can you find evidence of price gouging in your area? What should be done to prevent this? ● Why is gas so inexpensive right now? ● Should people take advantage of the current low cost of airline tickets? ● How does the Fed's recent decision to lower interest rates to near 0% affect the economy? How does this change affect you? ● What decisions are being

			<p>made at the federal/state/local/personal level as a result of scarce resources because of the pandemic?</p> <ul style="list-style-type: none"> • How do our personal interests affect our decision-making in difficult times?
US Government			
<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>USG-1 (2011)</p> <p>USG.2 (2019)</p>	<p>The Coronavirus outbreak has triggered various government responses. By reviewing content explored when students learned about the nature and purposes of government and comparing those ideals information gleaned about government responses through research, students will be exploring responses associated with republican, authoritative, and totalitarian systems.</p>	<p>Have students research various government responses to this outbreak. Research should include examples from different types of governments.</p>	<ul style="list-style-type: none"> • Travel restrictions are being put into place due to the spread of the Coronavirus. Many state governments have closed schools, restaurants, and have imposed curfews. <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> • When have government restrictions been put into place to keep citizens safe? When has our government declared <i>marital law</i>? Are more extreme measures needed now or do you think the present government response is enough? Is your answer grounded in evidence? • Research the U.S.government's response to this crisis, interpret your

			<p>findings, and prepare a critique of the response grounded in evidence. (Communication and Conclude)</p> <ul style="list-style-type: none"> • How are other governments responding to this crisis? <p>Establish a relationship between various government types and their response to the global crisis. Respectfully prepare an argument which government system is best prepared to control the spread of this virus.</p>
		<p>According to the Six Proven Practices for Effective Civic Learning, understanding Civics and Government is about more than knowing how a bill becomes a law and getting people to vote. With election season right around the corner, support you students in thinking about voting and how a bill becomes a law while also supporting their learning at a deeper level.</p> <p>Have your students:</p>	<p>Should you be concerned with the state of affairs in our country? Do the voices of young people matter? Election season is here and it is important for you to start to learn about candidates and the election process.</p> <p>Possible Questions for Inquiry:</p>

		<ul style="list-style-type: none">• Pick either the executive branch or legislative branch and determine who currently represents the student in the branch at the local, state, and national level.• Investigate what is the role of the branch of government at the local, state, and national level.• Summarize how different levels of government influence the daily lives of the student from laws (younger kids) to taxes and international policy (older students).• Identify (if possible) who is running for election in that office at each level and what current issues	
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		<p>they are talking about.</p> <ul style="list-style-type: none">• Come up with ideas about what the student would like to see change or remain the same at the local, state, and national level.• Reach out to your elected officials to share you thoughts by email, letter, or phone call. Identify other groups that you can connect with that can help support the ideas of your student.• Talk about ways your student can be involved in student government or other civic/government groups year round and beyond the 2020 election.	
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