

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.

<b>Fire Safety Plan</b>	
Resource (s)	<a href="https://www.nfpa.org/Public-Education/Staying-safe/Preparedness/Escape-planning">https://www.nfpa.org/Public-Education/Staying-safe/Preparedness/Escape-planning</a>
<b>KNOW</b>	All students should know that part of being a responsible citizen is being prepared for an emergency.
<b>UNDERSTAND</b>	Students need to understand that a thoughtful fire preparedness plan can save people's lives.
<b>DO</b>	All South Carolina students are encouraged to take this time at home and follow the steps on <a href="https://www.nfpa.org/Public-Education/Staying-safe/Preparedness/Escape-planning">https://www.nfpa.org/Public-Education/Staying-safe/Preparedness/Escape-planning</a> 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><a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a> The Library of Congress link has several primary source analysis tools that teachers can adapt for their students.</p> <p><a href="http://www.bbc.co.uk/ahistoryoftheworld/exploreraltflash/">http://www.bbc.co.uk/ahistoryoftheworld/exploreraltflash/</a> 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 <a href="#">here</a> 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>
<b>Turning Points</b>	
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.
<b>South Carolina African American History Calendar</b>	
resource(s)	<a href="#">2020 South Carolina African American History Calendar</a>
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 <a href="#">here</a> to read about the skills of a Social Studies student.</p> <p>Visit <a href="#">2020 South Carolina African American History Calendar</a></p> <p>Read the biography of the honoree associated with your birth month and use <b>evidence</b> from the passage to: <b>Compare</b> events in the honorees life, their life with yours, and their life with another person you learned about this year.</p> <p>Determine <b>cause and effect</b> relationships in their life.</p> <p>Use those cause and effect relationships to determine a new <b>period</b> in the honoree’s life</p> <p>Put the honoree’s life into <b>context</b> 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 <b>continuities and changes</b> in the honoree’s life and select a change that you feel made the individual appear on the calendar.</p>
<b>Different Perspectives</b>	
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.

Grade 6			
For teachers/caregivers			for Students
Standard(s)	Description for teacher guidance	Possible Review/Enrichment Suggestions	Description to be presented to students
6-1 (2011) 6.1.CO, CE (2019)	River valleys played an essential role in the shift from nomadic humans to the birth of civilizations. Students are <b>compare</b> the four river valleys studied to determine the factors that historians use to determine them as “civilizations” before researching and making comparisons with perhaps lesser known river valleys like Nubia, make comparisons with other river valley civilizations and look for	<p>Students could visit <a href="https://oi.uchicago.edu/museum-exhibits/history-ancient-nubia">https://oi.uchicago.edu/museum-exhibits/history-ancient-nubia</a> and make comparisons between Nubia and another river valley.</p> <p><a href="https://www.sahistory.org.za/article/early-african-civilisations-ancient-egypt-nubia-and-swahili">https://www.sahistory.org.za/article/early-african-civilisations-ancient-egypt-nubia-and-swahili</a> would allow students to compare other African River Valleys with Egypt.</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>River valleys played an essential role in the shift from nomadic humans to the birth of civilizations. Think about the commonalities between the four main river valleys you explored this year. What makes for a civilization?</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> <li>• <i>What was a possible turning point from nomadic settlements to civilization? (What started the <b>period</b> of civilization?)</i></li> <li>• <i>Compare the four main river valleys and determine an evidence -based argument where you can argue which one had the greatest impact on human history.</i></li> <li>• <i>What were major <b>continuities</b> and <b>changes</b> in each of these river valleys?</i></li> <li>• <i>What other African civilizations</i></li> </ul>

			<i>thrive during ancient Egypt's time period?</i>
6-2 (2011) 6.1.P (2019)		Students can visit <a href="https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/visit-resource-imperial-rome">https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/visit-resource-imperial-rome</a> , download the article, and determine the continuities and changes in the Roman government over the course of the empire.	
<b>Grade 7</b>			
<b><i>For teachers/caregivers</i></b>			<b><i>for Students</i></b>
<i>Standard(s)</i>	<i>Description for teacher guidance</i>	<i>Possible Review/Enrichment Suggestions</i>	<i>Description to be presented to students</i>
7.X.AG (2019)	The <b>Applied Geography</b> indicator asks students to examine a contemporary issue in the region being studied. Students could easily use the context of the Coronavirus in this real-world application.	Students could explore the impact of the Coronavirus (travel ban, social isolation, the spread) on the various region highlighted.  <a href="https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/world-map.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-">https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/world-map.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-</a>	Governor McMaster made a tough decision to temporarily close schools in an attempt to stop the spread of the virus. Visit <a href="https://www.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6">https://www.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6</a> and <a href="https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/world-map.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Flocations-confirmed-cases.html">https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/world-map.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Flocations-confirmed-cases.html</a> to explore various components of this pandemic.

		<p><a href="https://www.cdc.gov/coronavirus/2019-nCoV/cases-by-state.html">ncov%2Flocations-confirmed-cases.html</a> is a link to the CDC map.</p> <p><a href="https://www.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6">https://www.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6</a></p> <p>Is a map that shows a variety of data points.</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>Generate questions based on reading the information, use the sources to corroborate information about a particular region, and explore an inquiry below.</p> <p>Possible Questions for Inquiry:</p> <ul style="list-style-type: none"> <li>• Which region of the world is most affected by the virus to date? Why do you think this is so? Explore.</li> <li>• Which regions of the world do you think is going to be affected by the virus next? Should more travel restrictions be put in place in certain areas? If so, which areas?</li> </ul>
--	--	--	---

**Grade 8**

<i><b>For teachers/caregivers</b></i>		<i><b>for Students</b></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>
8-3.1 (2011)\  8.2.CC (2019)	This premade activity has students examining historical documents to determine possibilities as to who was responsible for the creation of the cotton gin.	<p><a href="http://historyexplorer.si.edu/sites/default/files/Content/Who%20Invented%20the%20Cotton%20Gin.pdf">http://historyexplorer.si.edu/sites/default/files/Content/Who%20Invented%20the%20Cotton%20Gin.pdf</a> is a link to a lesson where students examine various historical</p>	<p>Do you remember how the cotton gin revolutionized the cotton industry and caused the number of enslaved Africans forced to South Carolina to increase?</p> <p>Possible Question for Inquiry:</p>

		documents to argue who was responsible for making the cotton gin.	<i>Who invented the Cotton Gin?</i>
--	--	---	-------------------------------------