



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

At-Home Learning Initiative

scetv.org/athomelearning

History in a Nutshell

Target Audience
6 – 12th grades

Programming: History in a Nutshell

Assignment: Watch the broadcast and choose a set of discussion questions and activities to complete.

World War I

Discussion Questions:

1. Describe the causes of World War I.
2. Describe the two events that led to the United States abandoning its policy of neutralism.
3. Explain the new technology was that was utilized in World War I.
4. What were the effects of the Treaty of Versailles?
5. In your opinion, why is World War I known as the “War to End All Wars?”

Activities:

1. Create a timeline using the following events: Start of World War I, Armistice, Assassination of Archduke Franz Ferdinand, US enters World War I, the Treaty of Versailles, and include another important event not listed. Include a summary of each of the events and explain why you chose that event to include in your timeline.

Birth of a Constitution

Discussion Questions:

1. Describe why the Article of Confederation failed.
2. Compare and contrast the Virginia Plan and the New Jersey Plan.
3. Describe the roles of the three branches of government.
4. Explain the importance of the Bill of Rights.

Activities:

Elementary/Middle

1. The video specified several signers of the Declaration of Independence. Pick one of the signers and write a short biography of that person. Be sure to include his role in the creation of the Declaration of Independence.
2. “Not worth a continental” is an idiom that is mentioned in the video. What is an idiom? Research other idioms and write a paper about the origins of those idioms.
3. Create your own Constitutional meme: The video included many memes throughout its entirety (for a list of those featured, go to this website: <https://www.knowitall.org/photo-gallery/birth-constitution-memes>). For this activity, you are to create your own meme either using a popular meme image and including Constitutionally relevant text, or use an image (found here: <https://www.knowitall.org/photo-gallery/birth-constitution-photos>) to create your own. Explain your meme by including why you selected the image and what does the text mean.

High School

4. The preamble of Declaration of Independence states, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” In your own words, describe what the preamble means to you. Cite historical examples that both exemplifies the preamble and challenges it.
5. The video cites three political philosophers and theorists: Baron de Montesquieu – *Spirit of the Law*, Jean Jacques Rousseau – *Social Contract*, and John Locke – *The Treatises of Government*. Pick one of these theories and research the central point of the theory. Write an essay or create a presentation that discusses the central point and how it influenced the creation of the Constitution.
6. Pick one of the Bill of Rights Amendments. Research the important Supreme Court cases that challenged that amendment. Write a brief synopsis of those cases. A synopsis must include the facts of the case, why the case is constitutionally relevant, the findings of the case, and the effects of the case.

Space Race

Discussion Questions

1. What is a Cold War?
2. What was the effect of Sputnik?
3. Summarize the accomplishments and failures of the Soviet space program.
4. Summarize the successes and failures of the US space program.
5. Compare and contrast the success and failures of the US and Soviet space programs.
6. Compare and contrast the Mercury, Gemini, and Apollo missions.
7. Why was Newton’s 3rd Law of Motion vital for the success of working in space?
8. Summarize the importance events in 1968 discussed in the video.
9. What was the significance of the Apollo-Soyuz Test Project in 1975?

Activities

1. Pretend you are a United States pilot during the early years of space program. You have an opportunity to become one of the first astronauts. Knowing what you learned from this video, write an essay regarding if you would apply to become one of the first astronauts. Why or why not? Be sure to include the dangers associated with the position, as well as the glories. What skills would you need to be successful?
2. Neil Armstrong famously said, “That’s one small step for man, one giant leap for mankind,” when he first stepped foot on the moon. In your own words, what does that mean to you? Also, why, do you think, Neil Armstrong said those exact words? If you were Neil Armstrong, what would be your first words on the moon (remember that your words would be immortalized)?
3. Virtual Gallery Walk – Analyze the images utilized in this video (located here: <https://www.knowitall.org/photo-gallery/space-race-photo-gallery>). For each image, write a caption for each image. Then, group images together based on similarities of your own choosing. Write how you grouped the imaged and why.

French and Indian War

Discussion Questions:

1. Compare and contrast the view of European and American historians regarding the French and Indian War.
2. Describe the relationship between the French, English, and Native American prior to the war.
3. Why did the British and French want control of the Ohio Valley?
4. Describe the roles and impact of Native Americans throughout the war.
5. Why was 1759 known as “Annus Mirabilis,” or the “Year of the Miracle?”
6. Describe the results of the Treaty of Paris.
7. How did the end of the French and Indian War set the stage for the American Revolution?

Activities

1. Role-play. Pretend that you are a Native American chief during the mid-eighteenth century. You must decide whether to not to get involved in the French and Indian War. Your choices are to side with the French, the British, or to remain neutral. Your daughter is married to a French settler, but your main trading partner is British. Write a speech to the members of your tribe describing your decision and the reasons for making this decision. Be sure to include facts learned in the video to support your decision.
2. Photo Analysis Activity –

Directions:

- a) Go to <https://www.knowitall.org/photo-gallery/french-and-indian-war-photo-gallery-history-nutshell>. Select an image from the collect.
- b) Then, go to <http://www.loc.gov/teachers/primary-source-analysis-tool/>. Beneath the “Select format of your primary source,” choose “Photographs and Print.”
- c) Complete the tool by recording your response in the space below Observe, Reflect, Question, and Further Investigation.
- d) Use the sample questions to help complete the tool (click on the question mark next to the header to see suggested prompts).
- e) When finished, click on email and fill out the form (just the required parts). For “Where to e-mail your analysis (required),” insert etveducation@scetv.org and send it to us. Do this for two more images.



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History in a Nutshell:

1918 Flu Pandemic

Target Audience

10 – 12 grades

Programming: History in a Nutshell: 1918 Flu Pandemic

Assignment: Create a multimedia project, write an essay, or create a PSA about the 1918 flu pandemic.

Option 1:

Write an essay or create a multimedia project comparing and contrasting the 1918 Flu pandemic with the 2020 COVID-19 pandemic. What lessons from the 1918 flu pandemic can South Carolinians use today? Some resources are provided below. However, your response may require additional research. Cite your sources using APA or MLA format.

Option 2:

Review the 1918 photograph journal and identify similarities and differences between the 2020 COVID-19 pandemic and the 1918 flu pandemic. Then use online resources to create a Shelter in Place PSA encouraging people to stay healthy and safe. Some resources are provided below. However, your response may require additional research.

Resources:

- 1918 Flu Pandemic photograph journal
<http://www.pbs.org/wgbhamericanexperience/features/influenza-photo-gallery/>
- 1918 Flu Pandemic timeline
<http://www.pbs.org/wgbhamericanexperience/features/influenza-timeline/>



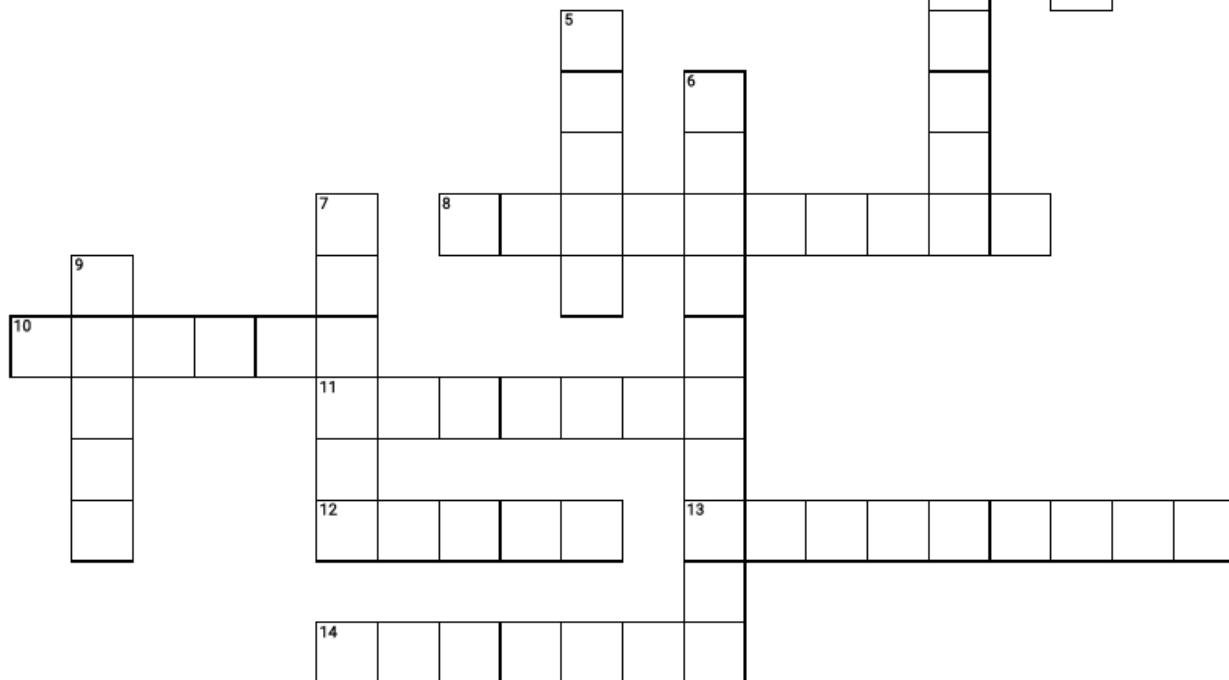
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History in a Nutshell: 1918 Flu Pandemic Crossword Puzzle

Target Audience
10 – 12 grades



Across

4. A widespread disease which can affect the entire world
8. Term for when patients were forbidden to return to work or other public functions
10. Type of mills that served as prime breeding ground for the flu
11. Name of the influenza panic that spread all around the world, "The _____ Flu"
12. The country that was falsely attributed to the starting the pandemic
13. First county in South Carolina to be affected by the flu
14. Developed in 1938 by Jonas Salk and Thomas Francis to protect against the flu

Down

1. The county with the most influenza cases according to the SC State Board of Health Annual Report, October 1918
2. South Carolina economy was mostly _____ (another term for agricultural).
3. This hindered African American patients and healthcare professionals from accessing healthcare facilities
5. Type of area most hardy hit during the pandemic
6. This industry experienced a major boom due to the pandemic
7. State where the pandemic first appeared
9. _____ began to fill roles once held by men, allowing them opportunities for additional education and filling shortages in the medical field.