

**Social Studies Literacy Skills
General Activities**

1. Make a time line of each person's life. Put all of these on one time line together and include their major accomplishments as a way of looking at the history and contributions of African Americans. Honorees from past years can also be included.

2. Calculate the life span of each honoree and put them in order from the one who lived the shortest life to the one who lived the longest life. Past honorees can also be used in this activity. For those who are still alive have students predict their life span.

3. On a map star the various places where the honorees lived. Write facts about the locations using descriptive words. Compare and contrast the various locations in which they lived with regard to climate, altitude, proximity to bodies of water, distance from South Carolina, how many of them lived in the same states, etc.

4. Identify barriers each honoree experienced in their life and how it led to their eventual successes. Use this as a cause and effect activity. Students can do this as chart, a book with one page showing the cause and the next page showing the effect. Students can work as partners and present the cause-effect as an oral presentation—one student says the cause, the other says the effect. A bulletin board can be used for students to post sticky notes that have the cause and then add sticky notes of another color that have the effect next to the cause. They can extend this activity to show barriers that African Americans (or anyone) experience today and what positive effect can possibly result. (Students can use barriers in their own lives or families or friends to generate this and hopefully discover solutions that may lead to positive results later in life).

5. Use the lives of the honorees (this year and from past years) who lived in the past and predict how their lives may have been different if they had lived in the present. Predict how present honorees lives may be different in they lived in the future.

Write a descriptive paragraph about what their own life might be like if they were the brother or sister or even the child of the honoree. Which historic events would they have had an opportunity to witness?

6. Use the lives of the honorees to present a wax museum replica or develop a museum exhibit that they invite other classes to see. Or have the students write monologues that they will present (and dress for) to depict the lives of the honorees for the rest of the student body or for a parent evening.

7. Ask students to read about the honorees and decide if they were providers of products or services in their life's work. Some may have done both and if so have students categorize their work in terms of what they produced and also what they provided in the way of services. Have students describe the resources the honorees used in their life work.

8. Have students list the honorees who were entrepreneurs and then list who helped them become successful in their new ventures. Also identify how the work of these honorees contributed to the economics of our state and our nation.

9. Select an honoree and write a thank you letter to that person telling them why their accomplishments are appreciated. If the person is alive, mail these.