

## *South Carolina: Our History, Our Home*

# Internet Activities

## Answer Key

These easy-to-follow lessons require students to have Internet access. The structure of the lessons assumes that each lesson will be completed in a computer lab; however, students could work individually or in small groups at a single classroom computer or in a setting where they have access to their own device.

Each lesson provides a connection to the textbook content. Students are challenged to use and extend their information processing, research, and map skills through these lessons.

We hope that you and your students will find these lessons a welcome and useful extension to your instruction.

### ***Before Each Lesson***

1. Locate the Internet Activity for the appropriate chapter on your Teacher Tech website.
2. Open the Internet Activity link.
3. Verify that links for the activity are still working. Since URLs change frequently, it may be necessary to provide a different link to your students than the one provided.
4. Print the pages for the activity unless your students will be answering questions online using their device. In general, the lessons are organized so that one copy of the activity sheet is needed for each student. However, pairs of students could share activity sheets if they are working together.

### ***During the Lesson***

1. Distribute a copy of the activity sheet to each student or pairs of students, depending on your preference as students are logging in to their student website.
2. The Internet Activity link will open a PDF. This file contains the hyperlinks needed for the lesson. When the hyperlink is clicked, a Security Message may be displayed. Instruct students to click "Allow" to proceed.

## South Carolina: Our History, Our Home

### *Internet Activities*

3. Show students how the questions on the webpage match the activity sheet. Then, model how to click the links and use the “Back” button, if necessary, in your Web browser to return to the activity page.

Website addresses (URLs) change frequently. It is therefore good practice to test the links used in each activity. In addition, it is good practice to test videos or special features of a website on the devices that your students will use because a school district’s devices may be configured to block certain types of files that are easily accessed outside of the school’s network. Work with your school or district technology team, as needed, to gain access to the web resources that you need.

The remainder of this booklet contains teacher notes and answer keys for each of the Internet activities.

Good luck, and have fun!

# South Carolina: Our History, Our Home

## *Internet Activities*

### **Chapter 12: The Progressive Era**

**Summary:** In this lesson, students will explore websites to collect information about casualties of World War I.

**Duration:** 45 minutes

#### **Notes:**

- This lesson has two parts. In the first, students will use two data sources to gather information about which countries were involved in World War I and the associated casualties. In the second part, students will read primary source documents to learn about a soldier from South Carolina.
- The subject of Part 2 is Talmage Gerrald of Horry County, South Carolina. The documents will introduce Gerrald and as students read the documents, they will get to know him. The purpose of this part of the lesson is a contrast with Part 1. In that section, dry statistics describe the results of the war. In this section, the war gets personal. Students learn about this young volunteer soldier and may be surprised when they read the letter from the Red Cross offering condolences to his mother on his death. Of course, there are thousands of similar stories. We tell his here because the primary source documents are available online.

Another point that you may want to discuss with students is Gerrald's age. The army noted it as 21. However, census records show that he would have been 18 when he enlisted in the army. Have students think about why he would volunteer (the draft was not instated until about four months later). Perhaps the family needed money? His father was reported as deceased and he had seven siblings. One of the letters mentioned he was saving his money, and if money were a problem for the family, then it would likely have been going to his mother. It could have been patriotism that led him to his decision. Your students may have more ideas.

- Students would benefit from a group discussion of the war posters and might enjoy an opportunity to create their own war posters. The Finished Early portion could be used as a writing prompt. Have students imagine that they worked for the U.S. War Department in 1919. Their task is to decide which of the three posters will be most effective and to write a plan for their boss explaining which poster they have chosen, why it's the best, and explain how it will be used to help the war effort.

## South Carolina: Our History, Our Home

### Internet Activities

#### Answer Key:

##### Part 1:

	<b><i>Allied (Entente) Powers</i></b>	<b><i>Central Powers</i></b>
<b><i>Countries</i></b>	Russia, British Empire, France, Italy, United States, Japan, Romania, Serbia, Canada, Belgium, Greece, Portugal, Montenegro	Germany, Austria-Hungary, Turkey, Bulgaria
<b><i>Killed/Died</i></b>	5,211,809	3,386,200
<b><i>Prisoners/Missing</i></b>	4,124,890	3,629,829
<b><i>Military Wounded</i></b>	13,003,004	8,388,448

1. Killed/Died: 8,598,009; Wounded: 21,391,452
2. Answers may include the United States had fewer deaths than the total of Allied Powers because the other countries had been fighting longer and many were fighting on home soil.
3. Answers may include: improved medical care, WW I was shorter for the Americans, the Civil War was fought on home soil with Americans fighting each other, etc.

##### Part 2

Answers will vary but students should have a summary of Corporal Gerrald's service during World War I, his death, and the recognition he was given after he died.

##### Finished Early?

Answers will vary but students should make a case for the poster they believe would have been most effective.