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San Bernardino County
Superintendent of Schools
Transforming lives through education



RIVERSIDE COUNTY
OFFICE OF EDUCATION
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County Superintendent of Schools

Friday, June 5

12:00pm

History Detectives, 4th – 8th grade

HISTORY DETECTIVES steps into a family dispute: Was this picture frame crafted from the staircase banister of the Titanic, the Lusitania or neither? Then Tukufu Zuberi wonders whether Woolworth signs were part of the scene at the 1960 Winston-Salem lunch-counter sit-ins. For 70 years, toy soldiers have haunted their owner with a question: Was the father of his childhood friend a Nazi spy? Then, a journal full of liquor recipes makes a man wonder if his uncle was a prohibition bootlegger.

After watching this episode, choose from the following questions and/or tasks to extend your learning

Question Box 1

- Describe what happened to the Titanic and the Lusitania. What are the similarities and differences between the two?
- What was the 1960 Winston-Salem lunch-counter-sit-ins?
- What is their importance in history?
- What purpose did spies play in Nazi Germany?
- What is prohibition?
- What part did bootleggers play during the time of prohibition?
- Why was prohibition imposed in America?

Question Box 2

- Imagine that one of your friend's parents was a spy for another country. How would that make you feel?
- Would it change your friendship? If so, how and why?
- What unanswered questions do you still have after watching this episode?

Question Box 3 (Tasks)

- Research the Titanic at https://www.ducksters.com/history/us_1900s/titanic.php. Demonstrate your new learning in a PowerPoint, on a poster or in a written essay and share with your family.
- Research the Lusitania at https://www.ducksters.com/history/world_war_i/sinking_of_the_lusitania.php.

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- The Winston-Salem lunch-counter-sit-ins lasted for 107 days and took place at four different sites. Determine what might have been the economic cost to those businesses. Use a graphic organizer (T-chart, venn diagram, defining map) for your information and justify your answer(s).
- Demonstrate your new learning in a PowerPoint, on a poster or in a written essay and share with your family. *(ELD) Orally present to your family about what you learned. Use these words: I learned that, I discovered that, The Titanic was very interesting because _____.*

Question Box 4 (Enrichment)

- Learn more about prohibition at:
https://www.ducksters.com/history/us_1900s/prohibition.php.
- Review the timeline on the webpage. How does prohibition align with the Great Depression. Click on the links on the webpage and investigate how prohibition and the Great Depression are related. *(ELD) Orally share with your family and use these words: alike, similar, in common.*

Question Box 5 (Extend/Real-Life)

- Be a detective of your family history.
 - Find an item that someone in your family has but you're not sure where it came from or what it is used for. Once you have selected an item, brainstorm possible answers to the questions below.
 - What is the object?
 - What is it used for?
 - How would you describe it?
 - Who did or does it belong to?
 - How, when and where did he or she obtain it?
 - What questions can you generate about this object?
 - What clues can you follow up on to find out more about this item?
 - Who can you talk to in your family to find out more?
 - What kinds of experts might know something about the object?
 - What sources of information might help you learn more?
- The questions can also be printed at this link: <https://www-tc.pbs.org/opb/historydetectives/static/media/downloads/2011-12-16/InvestigationObjectBrainstormingGuide.pdf>
- Now that you have brainstormed answers to the questions, follow up with the family members and research the item on the internet.
 - What did you learn about your family or the item?
 - Were you surprised about what you learned?
 - What kinds of careers require the ability to look for clues and to research?