



# Discussion Guide for

## THE HISTORY GAME: THE UNITED NATIONS

### OBJECTIVES

- To be able to identify the persons featured in the programs and their major accomplishments
- After viewing several programs, to be able to identify "connections" between the persons featured in the series of programs
- To be motivated to read more about the persons featured in the programs through library resources such as periodicals, reference books, biographies and novels
- After further research, to be able to discuss the contributions and achievements of the persons featured in the programs

### TO THE TEACHER:

The newsreels made during the first half of the 20th Century are basically the recording of events of "white" society. Minorities were invisible to the newsreel camera. African-American, Asian, Native American or Latino faces exist only in the background or in a secondary way. It is impossible to correct the sins of omission in the past because the visual images don't exist. However, whenever possible, footage was used of prominent minorities and women recognized by the press during this period.

The most profound images in the footage were the one occasion that compelled the newsreel camera to photograph everyday black Americans—the death of Franklin D. Roosevelt. One can only conclude that the sheer number of black Americans who turned out to mourn him and the pain they displayed in their grief was so great that their visual presence could not be ignored.

### SERIES PURPOSE

The goal of The History Game series is to involve high school students in an interactive way-in learning basic historical facts about leaders of the first half of the 20th Century.

### USING THE PROGRAMS

Allow your students to play The History Game by interactively participating with the program on an individual or team basis. Each program is approximately 50 minutes long. If you stop the tape after round four, then you can view the last half of the program in the next class period. Divide the class into three or four groups with no more than eight students in a group. Tell the class to have pencils and paper ready because they are going to play a game.

Too much discussion before the screening of the topic on the video will not allow you to observe how much the students have gained from the video. Begin the video and let the program play until the quiz master finishes question #3. On the upper right hand corner of the screen a star symbol will appear along with an audible beep. When you hear the beep, stop the tape. Let the students confer in each group on the answers to the three questions. One student in each group should record the group's collective answer to each question. Continue the video—the answers to the three questions will be announced. The second stop on the video will be after question #6, the third stop will be after question #9, and the fourth stop will be after question #12. During each stop, allow the students enough time to agree on their answers. After the third stop allow the video to continue until the end. After each set of three questions there is a bonus question for each of the three rounds. At the conclusion of the program, the answers to the bonus questions appear. The group with the most points wins.

### POST-PROGRAM DISCUSSION

1. What were the major accomplishments of the persons introduced in the program. 2. Often historical figures are the center of controversy or are themselves controversial due to their activities and the attitudes of the time. How were the persons presented in the program, or their activities, controversial? 3. What interesting facts did you learn about these influential people?

### LIBRARY RESEARCH ACTIVITIES

1. Choose one of the persons discussed in the program. Using the local library or the Internet, research that person's life. Include the following:
  - Describe the person's family background.
  - What level of education did the person achieve?
  - What sort of family life did the individual have? Was he/she married? Any children?
  - How did this person become involved in the activities that made him/her famous?
  - What were the person's major achievements?
  - Has the passage of time changed the public's current perception of the individual? How so?



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2. Research the political and social climate during which the person or persons in the program lived.

- How did the attitudes of the time influence the life stories of these famous people?
- Did the political or social attitudes of the time hinder the success of any of the individuals spotlighted in the program? How? What did they do to overcome these hindrances?
- How did the individuals change public attitudes, if at all?

Average Length: 25 Minutes  
Subject areas: American History  
Audience level: High-Adult

### THE HISTORY GAME SERIES

1-9270SG: The History Game: National Politics-Roosevelt, Taft and Wilson

1-9271SG: The History Game: Heroes of World War I

1-9272SG: The History Game: National Politics-The Cold War

1-9273SG: The History Game: Entertainment-Between the Great Wars

1-9274SG: The History Game: National Politics-Harding, Coolidge, Hoover and Al Smith

1-9275SG: The History Game: Heroes of Sport

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1-9280SG: The History Game: World War II-The Axis

1-9281SG: The History Game: World War II-The Allies

1-9282SG: The History Game: World War II-The Pacific

1-9283SG: The History Game: World War II-Europe

1-9284SG: The History Game: The United Nations (This Guide)

1-9285SG: The History Game: Heroes of Science

### PROGRAMS DETAILS

#### LENGTH:

25 minutes

#### SUBJECT AREAS:

American History

#### AUDIENCE LEVELS:

High School/Adult

#### ORDER NUMBER:

1-9284SG

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