

November 2nd, 2017
Volume 2, Issue 3

Secondary Social Studies Newsletter

Vocabulary Instruction

Maintaining Attention to New Words Outside the Classroom

Research strongly points to the need for frequent encounters with new words. Keeping students' attention on words they have learned can be supported in a variety of ways. Directing students to look for words outside of school helps them see that the words they are learning are useful outside of the classroom and words are more likely to become parts of a student's permanent vocabulary if they find places for words in their own lives.

Word Wizard

In this activity students bring in evidence of hearing, seeing or using target words outside the classroom. This activity lends itself to gamification by using points as motivation for participation. To earn points students describe the context in which words were used.

- 1 point for finding a vocabulary word while reading
- 2 points for hearing a vocabulary word
- 3 points for using a vocabulary word in conversation

Even if students fabricate entries, it still accomplishes the purpose of the task as they are describing a real world context in which the word was used.

Ideas for Implementing Word Wizard

- Student game entries can be used as a bellringer.
- Students can report their entries using canvas or a google form.
- Points can be used to populate a leaderboard.
- Leaderboards can be digital so they are automatically populated by a spreadsheet or physical so that students place stars or tallies on the wall in class.
- For older students, entries can be made to a class twitter hashtag
- Extra challenges can be issues by asking students to locate specific words and/or locate words in specific places such as the news or in family conversation
- The activity can be reversed sometimes so that students find situations, that fit the target vocabulary word. For example: a current event that is ambiguous

Interesting Read

[What Ben Franklin Got Right About Living And How You Can Copy It](#)

Native American Heritage Month

Video

[Native American Code Talkers Who Helped Win WWII](#)

[PBS Documentaries on Native Americans](#)

[Reel Injun](#)

Trailer and clips about Hollywood's portrayal of Native Americans

Lessons

[Native Knowledge 360](#)

From the Smithsonian Museum a searchable collection of lessons and websites relevant to a variety of American Indian nations

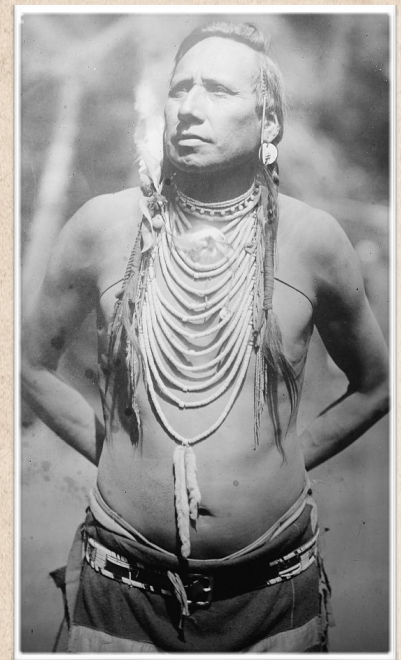
[Teaching History: Native American Heritage Month](#)

Primary sources, lesson plans and quizzes with a Native American focus

Interactive

[Culture Quest](#)

Learn more about native cultures through an examination of their artifacts



Essential Questions

Manifest Destiny

- How do people decide where to settle?
- Can the 'white man's conquest' of Native Americans be justified?
- How does expansion create challenges?
- Should the US have allowed American Indians to retain their tribal identities?

Interwar Period & Great Depression

- Why does poverty persist?
- What role should the government take in the economy?
- What is the best way to respond to an economic crisis?

Civil War/Reconstruction

- What is worth fighting for?
- Who determines how much freedom another has?
- How do people adjust to a lack of personal freedom?
- Should the South have been treated as a defeated nation or as rebellious states?

Imperial China

- What does it mean to be civilized?
- Are modern civilizations more civilized than ancient ones?

Revolutions

- What is power?
- How is power gained, used and justified?
- How do competing interest influence how power is distributed and exercised?
- What happens in the absence of government?
- Why do we have rules & laws and what would happen if we didn't?
- How do ideas stimulate revolutionary actions?

Exploration and Enlightenment

- When is knowledge a dangerous thing?
- How much influence should religion have over scholarship?
- Why do people try to control others?

Constitution and Amendments

- Why do people create laws?
- Could the Constitution be written without compromise?
- How do governments balance the rights of individuals with the common good?

Resources

Lessons

[African American Experience of the Civil War](#)

Primary Source Set and corresponding activities from the Library of Congress.

[Reformers and Gangsters in American History from Antebellum to Prohibition](#)

Primary Source Set and corresponding activities from the Library of Congress with a focus on those creating change in pre-Civil War south, interwar temperance movement and women's rights activists during suffrage.

[Mind Over Media: Analyzing Contemporary Propaganda](#)

Lessons and activities around recognizing and analyzing propaganda. Crowdsourced examples of contemporary propaganda and ability to set up a class gallery for students to contribute examples of propaganda.

Maps

[Manifest Destiny](#)

The story of the United States told in 141 maps. Each map is interactive with information and the ability to highlight changes.

Primary Source Documents

[Civil War and Reconstruction](#)

Primary Source Set from the Library of Congress with a focus on the conflict and its aftermath. There are a wealth of Civil War primary sources this set includes diverse source types with a focus which makes selection easier for the teacher.

[Photogrammer](#)

From Yale, a database of over 170,000 photographs taken by FSA photographers during the Great Depression. Photographs are organized on an interactive map

[Imaging the French Revolution](#)

From George Mason University a collection of images portraying the French Revolution

Constitution & Amendments

[American Treasures](#)

See the evolution of the US Constitution by looking at copies of the original document

[Why is the Constitution so Hard to Amend](#)

Ted-Ed video and lesson on why only 27 amendments have been added to the constitution since 1789

Historical Thinking Skills

Chronological Thinking and Causality

Memorization of events in sequential order has been a constant in history instruction for generations. Memorizing things in order has been emphasized more than understanding relationships.

Through the development of the dual skills of thinking chronologically and recognizing causality are better able to see the causes and consequences of change. This understanding allows students to examine the relationships between people, dates and events to determine why particular events happened which is a more engaging approach to studying the past.

To include opportunities for students to develop their skills at thinking chronologically and the connections between events requires that teachers slow down and expose students to multiple historical sources and open the class to discussion of different historical interpretations of the relationships between events.

1. To begin a lesson practicing causality, open with an image and ask students to identify elements they notice. Their mission is to determine what even is depicted in the image and what was the artist's message.
2. Next, provide students with documents pertaining to the event they are investigating. In small groups students identify the key information and present their findings to the class.
3. As groups present the information about their document, the class votes on the order of the documents based on the information presented by the groups. Part of this process includes revisiting the previous documents and deciding where the new information fits and if the order of the other documents needs to be changed.

While documents will often have a date this date should not solely inform the ordering of the events as causality must also be considered to put the documents in appropriate order.

4. Once documents are arranged chronologically a narrative of the event can be developed.
5. Finally the class can revisit the image viewed at the beginning of the lesson and see how their narrative of the event changes what they saw in the image originally. The image can also now be analyzed for bias and/or the message that was being communicated by the artist.

From Bruce Lesh, "Why Won't You Just Tell Us the Answer?"

Literacy Activity

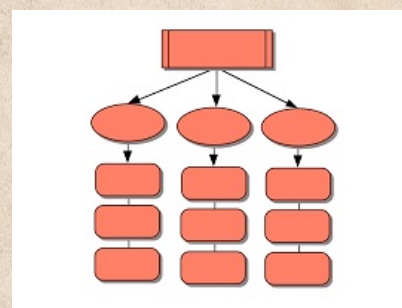
Graphic Organizers

The visual and textual combination of a great graphic organizer is the perfect tool for connecting people, places, ideas, and events. We use them to make sense of new information, to show dynamic relationships, and to make connections to prior knowledge, all in a visual format that makes sense to our brains.

A good graphic organizer gives students the chance to process, jumpstarts textual, visual, and even oral parts of the brain. John Medina discusses in his book, Brain Rules, how people are incredible at remembering pictures. We can hear a piece of information and three days later remember 10% of that information; however, when an image is added 65% of the information is recalled.

Tips on Using Graphic Organizers:

- Focus on just a few different organizers, And coordinate with other teachers in the building so that you're all using the same tools.
- But be sure to use the few you chose to use in a variety of different ways
- Make sure they are visual
- Graphic organizers are most powerful when used in small groups



Graphic Organizers Templates

[Download in Word](#)

Digital
[Coggle Mind Mapping Tool](#)

Google Drawing

Professional Development

Duke University and UNC-Chapel Hill are pleased to offer a workshop for teachers on the Ottoman Empire.

This workshop will take place on Saturday, December 2 - free of charge. [Sign Up Online.](#)

In this free day-long workshop, teachers will explore the historical, political, and cultural aspects of the Ottoman Empire as well as its legacies and Turkey today. Teachers will learn about Ottoman history, architecture, art, and cuisine, engage with scholars from Duke University and UNC-Chapel Hill, visit an exhibit of political cartoons from late Ottoman and Republican Turkey, and may earn up to .9 CEUs

Lodging scholarships are available for teachers traveling more than 150 miles round trip to Durham, NC. Spaces are limited to 30 – so please encourage folks to register soon!

Integrating Technology

Multimedia Timelines

Timelines have been used in history education since the beginning of the academic discipline. They provide a visual for students to organize the chronology of events and when timeline events are spaced according to the intervals of time it provides an idea of how much time passed between events. Timelines are particularly useful in providing students with context, highlighting the cause and effect nature of history. When events from different parts of the world are placed on the same timeline students have a concept of what world events were happening at the same time in different geographical locations.

With computers students are able to add multimedia to their timelines which provides a more powerful, engaging and interactive visual. With multimedia timelines students can add primary source documents, images of paintings, historical video clips, newspaper headlines, and other artifacts to their timeline. Students creating a multimedia timeline allows them to use their computer in a way that makes the content more memorable and meaningful than simply listing dates and event names on a piece of paper.

Tools for Making Timelines

Timeline Creators

[Sutori](#)

[Timeline JS](#)

[TimeToast](#)

Historical Images

[National Archives](#)

[Spartacus Educational](#)

[Fordham Univ. Multimedia](#)

[LIFE Photo Archive](#)

[Library of Congress](#)

Video

[British Pathe](#)

[Prelinger Archives](#)

High School Social Studies Webpage

The [webpage for high school social studies](#) is still under construction; however, it is live.

The [High School Social Studies Webpage](#) is part of the Secondary Curriculum and Instruction Site so it is a menu option there.

On this page teachers can find past social studies newsletters, links to resources and announcements

Google Keep

Note taking app in the Google Suite.

Available to all students, syncs to Google Drive and integrates with Google Docs.