

March 1st, 2017
Volume 1, Issue 3

Secondary
Social Studies
Newsletter

Special World War I Edition

C3 & Inquiry

Treaty of Versailles

The compelling question “Can peace lead to war?” offers students an opportunity to explore the historic controversy surrounding the extent to which the Treaty of Versailles caused World War II.

World War II

Help students understand the various factors that caused the United States to be on the winning side in World War II. The compelling question “Why was the US on the winning side of World War II?” engages students with both the economic and military factors that contributed to a successful war effort.

Silk Road

Leads students through an investigation of the complex trade networks throughout Eurasia, collectively known as the “Silk Road.” Students evaluate the descriptor “Silk Road” by considering its accuracy and determining whether or not this label should continue to be used or if there is a more appropriate title that better reflects the network’s historical, sociocultural, and economic role.

Islamic Spain

An introduction to a historical example of religious tolerance and cooperation as it evolved in Islamic Spain and an opportunity to examine the establishment of the caliphate of Córdoba as a center of knowledge, innovation, and religious tolerance and consider if it was a success.

Rethinking History

Since Herodotus in the 5th century, fact retention has been the primary goal of history education. The effectiveness of which was measured “through student acquisition of a body of information.” To accommodate this type of learning teachers tend toward lecture, multiple choice assessment, and questions at the end of the textbook as preferred methods for “delivering the stories of the past” in a way that makes the content relevant and interesting to students.

The teacher has an essential role in providing context and guiding students from being novices to being masters in the art of thinking historically.

- Bruce A. Lesh

With the present day availability of information the goals of the history classroom can evolve from providing information to studying “history’s tools, vocabulary and processes.” This way students have a use for the history content that they learn.

Freed from the obligation to provide reams of information to students, the history teacher can focus on posing questions that “drive the study of the past” and guide students in using historical information to answer those questions. “By organizing student learning around questions, the overall history classroom experience can be more engaging.”

“Investigating the past by considering a series of historical questions alters the traditional role of the history teacher, but ultimately it does not reduce his or her importance. In fact, it actually elevates the teacher’s importance, because students need to understand the context of the time they are exploring and to gain familiarity and - ultimately - mastery of the skills necessary to think historically.”

From Why Won’t You Just Tell Us the Answer?, Bruce A. Lesh

Local History Events

Mummy Treasure of Al Faiyum

Iredell Museums

Come meet the only Egyptian mummy in North Carolina at Iredell Museums. Explore the culture and history of the 22nd Dynasty, uncover the mystery of mummification in the hands-on CSI Lab, and meet Kasra the Dromedary Camel

Open Tuesday to Saturday from 10 to 5 → Admission is \$6.41 per person

Webb's Depth of Knowledge

Teacher: Why do I ask questions?

Student: So you can check up on us and see if we are learning anything.

Teacher: Are you saying that when I ask you a question, it's like my giving you a test or quiz?

Student: Yup.

Teacher: I ask questions to learn from you; I want to know how you are thinking about what we are learning

Student: I would have to think about that. Because I never thought about it that way. I thought you were checking up on whether we were listening to you. I didn't think you were interested in my thinking.

From: Ester Fusco, What Was the Question? Rethinking Questioning, ASCD

Webb's Four Levels of Cognitive Complexity

Level 1: Recall and Reproduction

Level 2: Skills & Concepts

Level 3: Strategic Thinking

Level 4: Extended Thinking

Depth of Knowledge does not focus on the verb but the context in which the verb is used and the depth of knowledge required. Words like explain and analyze have to be considered in context as what comes after the verb is more important than the verb itself.

Three Different Levels of Knowledge

Level 1: Identify how scarcity forces people and societies to make choices

Level 2: Describe how groups and individuals in KY make economic decisions based on their limited productive resources

Level 3: Propose and evaluate solutions for an economic problem

Resources

Current Events

- Blog: [No-Go Zone of France: Poisoned by War](#)
- [How the Modern World Arose from the North Sea](#)

Primary Sources

[British National Archives](#)

Collection that ranges from Shakespeare's will to tweets from Downing Street, making it as accessible and available as possible. Currently over 5% of The National Archives' records have been digitized and they are continuing to put records online.

[America in Class](#)

Collections of primary resources compatible with the Common Core State Standards — historical documents, literary texts, and works of art — thematically organized with notes and discussion questions.

World History

[City Narratives](#)

Map of the histories of Algiers, Istanbul Beijing and Mexico City

Civics and Economics

[Estate Taxes Chart](#)

Levies on the British Home over time, from 900 to 1800

[Everyday Economics](#)

A series of publications and interactive whiteboard lessons designed for high school students. Each one explains a fundamental economic concept.

American History

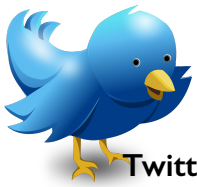
[Putting the Bill of Rights to the Test](#)

Primary source-based workbook that explores some of the core concepts found in the Bill of Rights, and how they've been tested throughout American history.

Professional Development Opportunities

NCAAT - Cullowhee

- [Motivating Disengaged Students](#) - 3/20 to 3/23 OR 4/18 to 4/21
- [How Do Gifted Students Grow?: AIG Concepts and Digital Resources](#) - 4/10 to 4/13
- [Catching Up With Your Students: Digital Learning](#) - 4/24 to 4/27



Twitter Hashtags

- #sschat
- #engsschat
- #apush
- #apgov
- #historyteacher
- #historychat

Webinars From Library of Congress

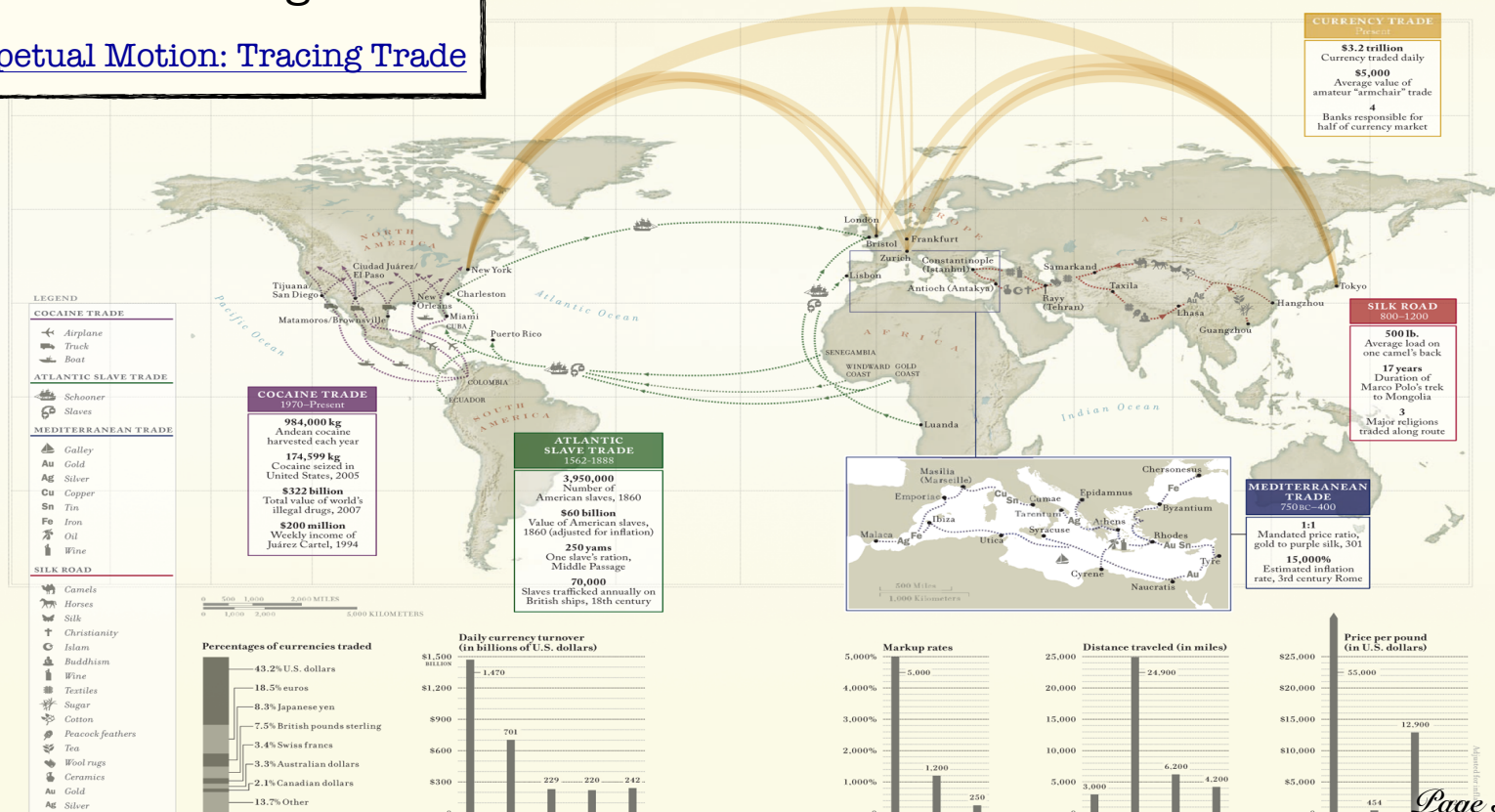
- [Questions are the Engines of Intellect: How to Stimulate Student Curiosity and Questions](#)
- [Social Media in Social Studies: Engaging Students in the Medium](#)
- [Applying Project Zero's 'Artful Thinking' Routines to Visual Images from the Library of Congress](#)
- [Building Deeper Connections to the CCSS, C3 Framework & Civic Competencies with Primary Sources](#)

WebTool Du Jour [Microsoft Sway](#)

- Free program
- Students can create reports, presentations or digital stories
- Examples: [Making Water Work](#) and [Trash is Life or Death for American Bears](#)

Interesting Poster

[Perpetual Motion: Tracing Trade](#)



World War I Resources



[World War One from BBC](#)

Read and listen to stories of the War from the people who lived it. Explore diaries, letters, scrapbooks, newspaper cuttings, photos and keepsakes.

[Interactive World War I Timeline](#)

From the National World War Museum and Memorial

[Eye Witness to History](#)

Video clips from historical events including combat and armistice footage

[Videos](#)

[Humorous Battle Plan](#) & [How did World War I Begin](#)

[Paris Peace Conference - 1919](#)

[Assassination of Arch Duke Franz Ferdinand](#)

[Four M-A-I-N Causes of World War I](#)

[The Great War - Episode I: Explosion](#)

[National Geographic - World War I: Episode I Catastrophe](#)

[Primary & Secondary Sources](#)

[Posters that Sold World War I to the Americans](#)

From Smithsonian.com

[Soldiers Mail](#)

Letters Home from a Yankee Doughboy in a blog

[World War I Centenary](#)

A collection of learning resources including a variety of materials, including articles, audio and video lectures, downloadable images, interactive maps and ebooks under a set of cross-disciplinary themes.

WW1 A SHORT HISTORY 1914-1918

THE TRIPLE ALLIANCE SYSTEM
On the eve of the Great War, the politics of Europe were based on the Triple Alliance System. On the one hand, there were Germany, Austria-Hungary and Italy, known as the Central Powers. On the other, Great Britain, France and Russia formed the Triple Entente. These two alliances, which were not formal treaties, were the main cause of the war.

ASSASSINATION OF ARCHDUKE FRANZ FERDINAND
The catalyst for WW1 was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, in Sarajevo on June 28, 1914. He was shot by a young Bosnian Serb nationalist, Gavrilo Princip.

THE JULY CRISIS
The July Crisis was a diplomatic struggle during the major powers of Europe in the summer of 1914. It was a series of events that led to the outbreak of World War I.

PARTICIPANTS
The Great War involved many nations. The Central Powers included Germany, Austria-Hungary, the Ottoman Empire, and Bulgaria. The Allied Powers included Great Britain, France, the United States, and others.

CASUALTIES
THE TOTAL NUMBER OF MILITARY AND CIVILIAN CASUALTIES IN WORLD WAR I WAS OVER **37 MILLION**

THE USE OF CHEMICAL WEAPONS
The Hague Declaration of 1864 and the Geneva Convention of 1925 forbade the use of poison gas. However, during WW1, chemical weapons were used extensively.

5 DEADLIEST BATTLES AND CAMPAIGNS
The Battle of Verdun (1916) was one of the most costly battles in WW1. Other major battles include the Somme, Passchendaele, and the Hundred Days Offensive.

1918 TREATY OF VERSAILLES
The Treaty of Versailles ended the state of war between Germany and the Allied Powers. It was signed on 28 June 1919, nearly five years after the assassination of Archduke Franz Ferdinand.

[Websites](#)

[Over the Top](#)

From the Canadian War Museum, an interactive adventure that allows you to experience life in the trenches during the First World War

[Treaty of Versailles](#)

From the History Channel, short video clip and information on the Treaty of Versailles with video and links to information on related topics such as Woodrow Wilson and the Ludendorff Offensive

[World War One](#)

From BBC a selection of topics related to World War One including The Birth of Fake News and Could You Hack it in a World War One Tank

[Europe in 1914 vs. Today](#)

Interactive map showing how much of present-day Europe is based on the lines drawn following the conflict sparked by Princip's bullet.

[Global Guide to the First World War](#)

Ten historians from 10 countries give a brief history of the first world war through a global lens. Using original news reports, interactive maps and rarely-seen footage, including extraordinary scenes of troops crossing Mesopotamia on camels and Italian soldiers fighting high up in the Alps, the half-hour film explores the war and its effects from many different perspectives.

[World War One Infographic](#)

