

*April 27th, 2017  
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*Secondary  
Social Studies  
Newsletter*

## C3 & Inquiry

### [Constitution Inquiry](#)

By investigating the justness of the Constitution, students examine how the Constitution structures the government, the Constitution's relationship to slavery, and the extent to which the amendment process makes the government more democratic.

### [First Amendment Inquiry](#)

Students consider the ways in which their rights provide a unique perspective on learning about the First Amendment and the extent to which schools are special areas in which various course have made ruling that may be seen as limiting students' First Amendment rights.

### [Emancipation Inquiry](#)

Students look at the laws that emancipated certain slaves over time and then examine the arguments contemporary historians have made about who was responsible for freeing the slaves. By looking at the controversy about who freed the slaves, students should understand why this issue matters 150 years later.

### [African Americans in the Civil War Inquiry](#)

This inquiry examines how enslaved blacks gained their freedom during the Civil War and the experiences of African Americans during the Civil War both those who served in the Union army and enslaved, formerly enslaved and freed blacks in the south and north.

### [Apartheid](#)

By investigating the compelling question "What ended apartheid?" students focus on the policies of apartheid and consider the various endeavors to end this system of racial separation and constitutional prejudice in South Africa.

## Student Led Review

Students can produce an array of activities that go far beyond what might be created by the teacher and student ownership creates interest and investment.

One of the ways student can demonstrate their own understanding of learning is to be able to show it or teacher it to another student. Students creating a review game or activity requires that they are able to explain the activity/game and know the class content to incorporate into the activity/game.

### **Activity Ideas for Students to Lead**

- Write comics that classmates can read.  
[Pixton](#)  
[Write Comics](#)
- Create a Jeopardy game for classmates to play  
[Jeopardy Google Slides Template](#)  
[Factile](#)
- Create a review game  
[Kahoot](#)  
[Quizzizz](#)
- Create a poster or meme series for a gallery walk  
[Piktochart](#)  
[Canva](#)
- Crowdsource flashcard creation  
[Quizlet](#)  
[Go Conqr](#)
- Student generated quiz questions administered to class
- Notes scavenger hunt
- Review stations

## Local History Event

**NC Transportation Museum**

**[The Texas Returns](#) - April 28-30**

Created in 1856, the Texas locomotive was half of the Great Locomotive Chase of the Civil War. This railroad workhorse helped rebuild Atlanta following Sherman's March and survived 160 years of progress. This three day event will be the only appearance of this train outside of Atlanta.

\$20 admission for adults and \$10 for children

# Student Generated Assessment Questions

Teaching Channel Video : [Student Generated Questions for Exam Prep](#)

Questions generated by students can help demonstrate their understanding of the material being covered. These questions are not clarifying questions, they are questions that have specific answers based on the content from the class.

This is an effective way to get students to consider the answer to the question “what do I need to know for the exam?” By involving students in the process of evaluation and assessment it promotes student interest in class content as well as class assessments.

Many of the student generated questions will be recall focused but when shown questions that test knowledge at different levels students can see the differences and write questions to require critical thinking. This gives students the opportunity to examine the thinking behind question writing which facilitates the ability to dissect and answer a question appropriately. It also connects questions and answers so that students don't simply recite information but know how to apply that information to answer a question.

## Strategy Implementation

1. Students write potential assessment questions
2. Bring questions for the rest of the class to answer individually
3. In groups students discuss their answers to the questions

\*Poorly worded, unclear, confusing questions can generate discussion about question meaning and content

## References

[Getting Answer-Oriented Students to Focus on the Questions](#)  
[Use of Student-Generated Questions in the Classroom](#)

## Resources

### Primary Sources

#### Google Arts and Cultural Institute Exhibits

- [Civil War](#)
- [Gettysburg Campaign](#)
- [Civil Rights Movement](#)
- [Cold War](#)

### Current Events

- [The Women Who Fought in the Civil War](#)
- [A Glimpse into the Racial Politics of the 1950s South](#)
- [How Ferguson Protest Has Roots in Racial Unrest of 1960s](#)
- [Unsavory History of Sugar, the Insatiable American Craving](#)

### Civics

[Ben's Guide to the US Government](#)

[US Constitution from History Channel](#)

Video: [Why is the US Constitution So Hard to Amend?](#)

Video: [How is Power Divided in the US Government?](#)

### US History

Video: [How One Piece of Legislation Divided a Nation](#)

Video: [The 1964 Civil Rights Bills Explained in 8 Minutes](#)

[14 Iconic Photos from the Civil Rights Movement](#)

[Interactive Freedom Riders Map](#)

[18 Key Figures from the Civil Rights Movement](#)

### Interactive Civil War Documents

[Map of Attack on Washington DC](#)

[Telegram Reporting Attack on Fort Sumter](#)

[Emancipation Proclamation](#)

### World History

Video: [What Caused the French Revolution?](#)

Video: [The Atlantic Slave Trade](#)

Video: [Berlin Wall](#)

Video: [Space Race](#)

[Graphic Explanation of Cold War Proxy Conflicts](#)

[Murals from Berlin Wall East Side Gallery](#)

Video: [Cold War in 9 Minutes](#)

## Professional Development

### NCCAT

[Designing Project Based Learning in Digital Format](#) - Cullowhee - May 8 to 11

[Mission Possible: Covering Social Studies and Science Content Using Literacy](#) - Ocracoke - June 26 to 29

Note: No district funds are available to cover travel and expenses incurred

# DISCUSSION TOPIC

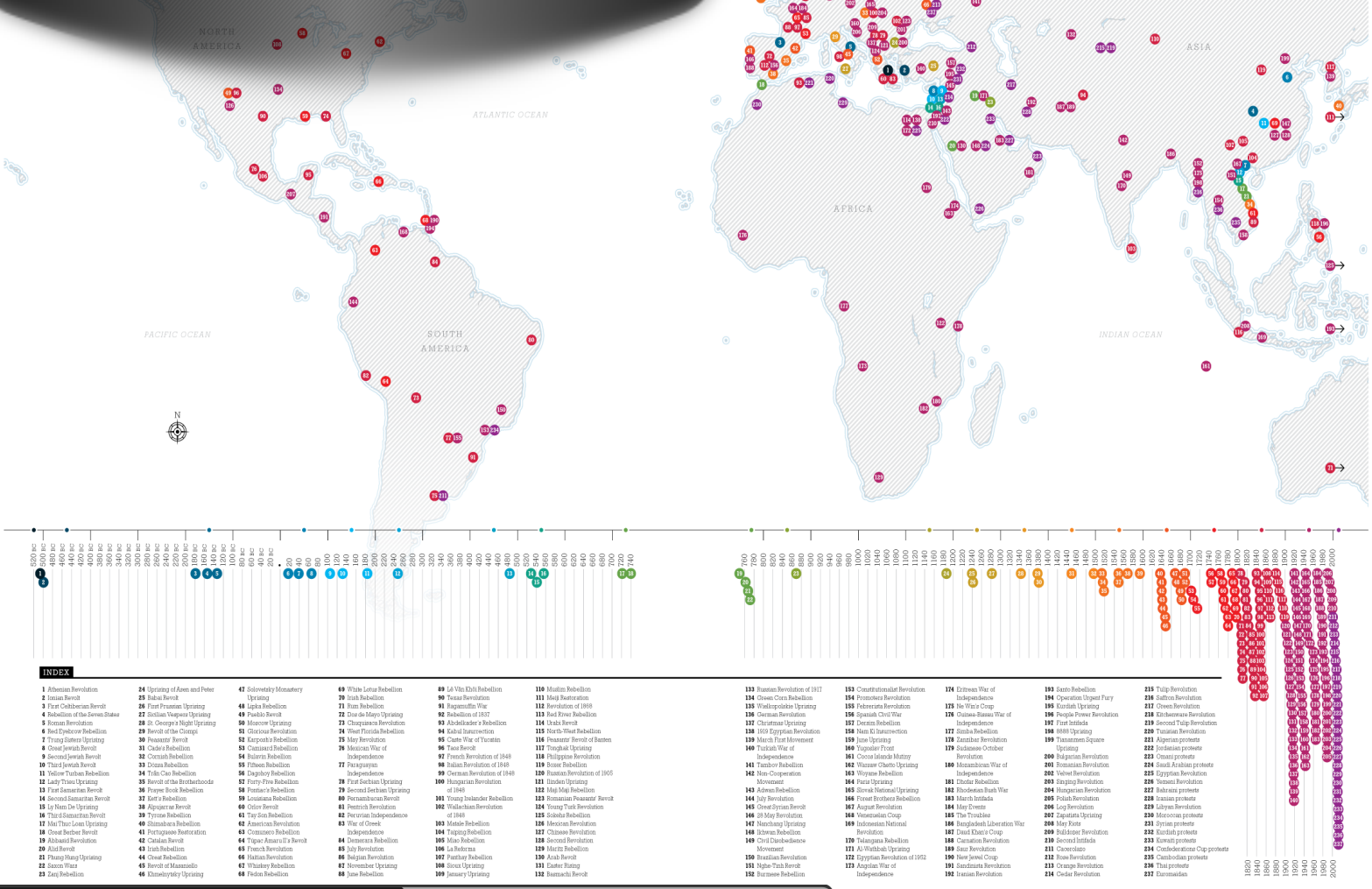
Agree or Disagree:

All modern revolutions have ended in a reinforcement of the power of the state.

- ALBERT CAMUS, 1951

# Interesting Posters

## Uprisings and Revolts Across the Globe



Map by Haisam Hussein

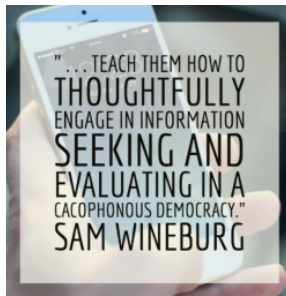
## Fake News Education Resources

Ted Ed Lesson: [How to Choose Your News](#)

PBS Lesson Plan: [How to Teach Your Students About Fake News](#)

[WikiTribune](#)

An upcoming news site with news from professional journalists and checked by citizen journalists.



## WebTool Du Jour

### My Simple Show

- Freemium tool: Free version has unlimited videos and download videos
- Create explainer videos
- [Example video](#) on the biography of a historical figure such as Leonardo Da Vinci