

Teachmeet OIB

#TeamOIBHG

History-Geography Annual Subject Meeting
14-15th October 2021

**Siobhan
Rostaing**

Four
Corners
Debate

**Agnès
Perraud**

How to
answer « how
useful » DBQs

**Julie
Wagentruz**

‘DBQ
Headlines’

**Damien
Salvia**

‘Working on a
Key Issue
using
Historiography

**Jonathan
Taylor**

‘Speed
Dating’

Four Corners Debate



Siobhan Rostaing

OIB Annual H/G Subject Meeting, October 2021

CIEP de Sèvres

Potential Uses of Four Corners Debate

- As a warm-up before studying a new theme
- As a follow-up for students to apply what they have learned about a theme
- As a pre-writing exercise which helps students to refine their arguments before writing
- As a revision exercise to consolidate knowledge
- As a post-teaching resource (see sticky notes twist)

Analytical and Presentation Skills mobilized during Four Corner Debates

- Students practice considering different points of view
- Students learn to express their opinions
- Students work collectively in groups in an effort to clearly verbalize their positions
- Students practice listening skills
- Follow-up activities can help students reflect on which techniques and arguments were the most persuasive and why

Icing on the Cake Advantage

All students have a chance to
actively participate!!!

How to Set Up a Four Corners Debate

1. Post 4 large pieces of paper in the four corners of the classroom with these words written on them:

Strongly Agree, Strongly Disagree,
Somewhat Agree, Somewhat Disagree

2. Write a controversial statement on the board (for example: “The best argument against democracy is a five-minute conversation with the average voter.”)

3. Have students move to the corner that best matches their position (Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree). .

4. Each corner will have 2 minutes to discuss and solidify their reasoning/logic. Two formats are possible for the debate:

- More structured format: Each group selects a spokesperson to express the group’s position. He/she has 30 seconds to express thoughts concisely and persuade their classmates. Other groups must listen intently.
- More ‘street fight’ style: debaters have to jump into the middle of the circle and seize the debate floor. This gives a more rapid, spontaneous debate. The downside is that it can be intimidating for the less confident debater.

5. After the first corner presents, invite those who have been persuaded to move to the appropriate corner. Direct each group to present their group’s position in turn. For ‘street fight’ debates, you can inform students in advance that they can change corners at any time during the debate if their analysis and opinion evolves as the debate unfolds.

Twist on Four Corners Debate Format

- As a twist on the debate strategy, give all students a sticky note for them to record their opinion or a fact which supports their opinion. When they move to the corner of the room that best represents their individual opinion, each student can place the post-it note on the poster. This records how the students voted for future discussion and gives a visual support for consolidating arguments and knowledge.
- This twist is especially useful for revisions before exams or for pre-writing consolidation of knowledge.

Quotes to Fuel Controversy

(Theme 1 chapter 1/2)

- People shouldn't be afraid of their government. Governments should be afraid of their people.
 - Alan Moore, [V for Vendetta](#)
- Democracy is beautiful in theory; in practice it is a fallacy.
 - Benito Mussolini
- It has been said that democracy is the worst form of government except all the others that have been tried.
 - Winston Churchill
- Liberal capitalism is not perfect, but compared to the other 'isms,' it's far superior.
 - Ayaan Hirsi Ali
- Capitalism is, fundamentally, an economic system that promotes inequality.
 - Annalee Newitz
- Capitalism is the astounding belief that the most wickedest of men will do the most wickedest of things for the greatest good of everyone.
 - John Maynard Keynes

Resources

- <https://www.facinghistory.org/resource-library/teaching-strategies/your-corners>
- <https://teachnthrive.com/teaching-ideas/4-corners-debate/>
- <https://www.thoughtco.com/informal-debate-4-corners-strategy-8040>

**How to answer the 1st question of a DBQ :
How useful are Documents A and B for
understanding..., for an historian
studying... ?**

How can we train students to improve the quality of their
answer ?

Agnès Perraud

Methodology

A document might be seen as **useful** in a number of ways:

- a source of information (about politics, economics...)
- provenance (especially in History) :
- a primary source gives **insight** into attitudes at the time
- a secondary source allows **hindsight**, gives a perspective
- In Geography, documents are usually recent (maps, figures...) and reliable, unless it is a cartoon. Comment on the measures (HDI, GDP...) and factors of explanation given.
- inferences made
- the author and its views about the question (especially in history)

A document may not be useful in that :

- it is the author's own interpretation or a snapshot from a cartoonist/journalist/politician trying to make one particular point
- may be partial or brief (rarely the work of an historian)
- needs a good understanding of context to interpret well so other sources needed
- doesn't deal with all the aspects of the question (may be only on one sector, one TNC, one country/region of the world)
- may show something but not help explain

What we often find in students answer

- The document is biased (when a biased document can be very useful...)
- It is not precise enough/lacking details (without explaining what important information is missing)
- Statement made without evidence (especially when there is a map or stats)

Students tend to focus on the nature/reliability of the document without looking at the command word and 2nd part of the question.

Remind students that :

- A full response covers usefulness in terms of what each document does and does not do.
- Their answer shall analyse rather than describe (what the documents are, what they show and the sources...).
- Support the answer with evidence from the documents (quotes, figures...).
- Look at the command word to give a precise answer

DBQ Exercise

Prepare several documents (6 at least)

- of different nature : maps, stats, texts...
- showing different points of view on a topic (positive/negative)
- With different focus (global, regional or national scale)

Make them work in pair (or by group) on 2 documents using a table to help them be more precise on their answer.

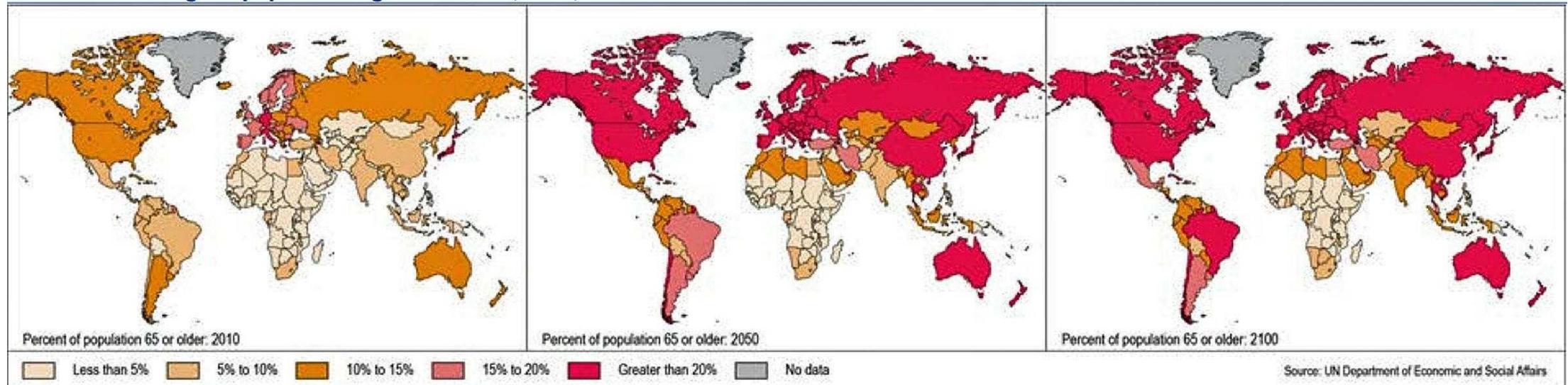
Then they can explain to another pair (group) the strengths and limitation of their documents.

Ageing population (2^{nde}) : is the document useful...

	Useful		Less useful	
	Global scale	National or local scale	Global scale	National or local scale
To describe and evaluate the rate of growth of the ageing population				
To explain the reasons for the ageing population				
To analyse the positive consequences of the ageing population : On the economy ? on politics ? On society ?				
To analyse the negative consequences of the ageing population : On the economy ? on politics ? On society ?				
To provide solutions to manage ageing population : which one ?				

Example of sources on Ageing population

Chart 2: Percentage of population aged 65+: 2010, 2050, 2100



Source B Why Japan's Aging Population Is An Investment Opportunity

[Japan](#) BRANDVOICE | Paid Program

Source C : Why an ageing population might be good news for the economy

Daily Financial Times, Wednesday, 8 February 2017

Source D : The Aging World

The world's oldest populations, mapped. *By Kate Blair* April 24 2014 <https://www.slate.com>

Can be adapted to many topics such as migration

	Useful		Less useful	
	Global scale	National or local scale	Global scale	National or local scale
To describe and evaluate the importance of migration flows				
To explain the reasons for migrations flows				
To analyse the advantages of migration flows : for the host country ? Country of origin ? On the economy ? on politics ? On society ?				
To analyse the disadvantages of migration flows : for the host country ? Country of origin ? On the economy ? on politics ? On society ?				
To provide solutions to manage better migration : which one ?				

You can change the focus of the question to make them compare dates and figures in geography :

- Which document shows a situation at a certain date ?
- Which one shows a change ? For which period of time ?
- Which one give prediction ?

Can be adapted in history : Example on the influence of the French revolution

How useful are the documents...

	Useful	Less useful
To explain the methods used by Napoleon to spread the ideals of the Revolution in Europe		
To evaluate the success/limits of Napoleon's reforms		
To analyse the (positive/negative) reaction of European people/ country(ies) to Napoleon's domination		

- Source A : Napoleon's letter to his brother Jerome, King of Westphalie

- Source B

CARTOON: NAPOLEON, 1806. 'Tiddy-Doll, the Great-French-Gingerbread-Baker: Drawing out a New Batch of Kings.'

Commentary on Napoleon's conquest of Europe and installation of puppet monarchs.

Etched cartoon by James Gillray, 23 January 1806.



TIDDY-DOLL, the great French-Gingerbread-Baker, drawing out a new Batch of Kings. — his Man Hopping Talley, missing up the Dough

Source C

https://www.researchgate.net/figure/Napoleons-Empire-by-1812-Napoleon-directly-ruled-or-controlled-most-of-Europe-Source_fig1_263460884

Source D

Text by Fichte to show German nationalism ?



CREATING A FRONTPAGE WITH 3 USEFUL DOCUMENTS TO ANSWER AN A-STYLE QUESTION

**Julie
Wagentruz**

‘Criticism may not be agreeable, but it is necessary. It fulfils the same function as pain in the human body. It calls attention to an unhealthy state of things’.

Winston Churchill



RADIO GOSSIP TO-DAY

Daily Mirror
THE DAILY PICTURE PAPER WITH THE LARGEST NET SALE

LOMBARD THE BEST CITY GUIDE

STOCK MARKET GOES DOWN

All Major Stocks Hit New Lows; Millions Lost



Wild crashes occurred on the Stock Exchange at the opening today amid scenes of confusion and disorder as huge blocks of stocks were hurled into the market in an opening rush to sell which was without precedent in the Stock Exchange's history. All regard for values was discounted. Quotations went down several points at a time, with the brokers unable to handle selling orders at the prices which had been given to them.

They were compelled to accept whatever offered or to wait from fifteen to twenty minutes while quotations were privately arranged.

The financial structure of the nation was shaken to its foundation today as the stock market crashed, with all stocks plunging to new lows. Millions of dollars were lost in the collapse of prosperity. -New York, Tuesday October 29th 1929



'Taken for a ride' by cartoonist John T. McCutcheon



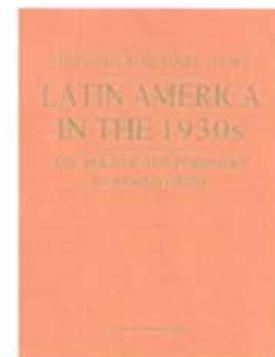
Soup kitchen in the 1930's to feed the unemployed in Santiago, Chile

"In the smaller republics [...] many countries found themselves **obliged to submit to U.S. control** of the customs house or even national railways to ensure prompt debt payment. In some of the larger republics reached such epidemic proportions that it became known as *"the dance of the millions"*. Little effort was made to ensure that the funds were invested productively in projects that could guarantee payment in foreign exchange, and **the scale of corruption in a few cases reached pharaonic proportions**. U.S. officials might occupy then customs house in pursuit of fiscal rectitude but they had little or no control over U.S. bankers issuing bonds to cover widening public-sector deficits."

-Victor Bulmer-Thomas, *The Economic History Of Latin America Since Independence,*



Illegal deportation in the '20s and '30s. - cartoon by Araceli Cruz



The 1929 World Depression in Latin America — from the Outside
Book by Charles P. Kindleberger



We can clearly see the beginning of the Great Depression as the number of countries in crisis leaps from 0 to 16

Number of countries in Latin America on a currency, external debt, or banking crisis between 1870 and 1960

source: Database For Reinhart & Rogoff (2003)

OBJECTIVES

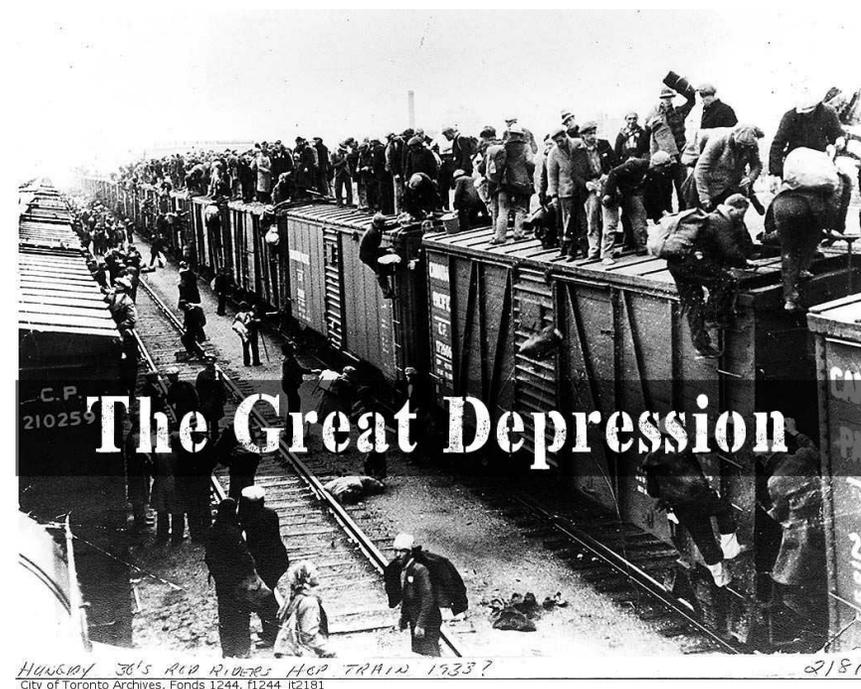
- Raising awareness amongst students as regards sources' presentation and usefulness
- Investigation skills + Computer skills (see the new 'Pix' framework)
- Building up specific background knowledge they will remember with few efforts
- Meeting the French requirements as regards 'éducation aux médias'

HOW ?

- By putting students in the position of both the examiner and the candidate
- By working in groups of 3

BENEFITS

- Getting automatisms
- Gaining confidence
- Having fun (without realising we actually manipulate them so that they can hit the roof 😊)



HOW USEFUL ARE YOUR SOURCES TO DESCRIBE THE IMPACTS OF THE GREAT DEPRESSION?

Economic, Political, Social impacts (= potential structure)

→ *A more challenging approach would include a plan with both a thematic and chronological proposition*

STEP 1: selecting sources (1 hour)

- Choice of sources /1
- Sources' analysis /3
- Evaluation of their usefulness /1

STEP 2: ANALYSIS (2 hours)

- 2 pages max with:
- A short introduction to rephrase the instruction and set the country chosen against a specific background and to announce the reasoning strategy chosen
 - No conclusion

INDICATIVE ASSESSMENT CRITERIA

5 marks for each document

DOCUMENTS /15

- Choice of sources /1
- Sources' analysis /3
- Evaluation of their usefulness /1

COMMUNICATION- CREATIVITY /5

- Visual aspect /1
- Writing skills /2
- Structure /2

STRUCTURING THE ANSWER

What they need to focus on

FORM

- Source/Origin: where it comes from?
- Nature? (medium)
- Audience?
- Date and context on different levels?

CONTENT

- Basic facts
- Opinion
- Explanation and/or examples

How they communicate their reasoning

OPTION 1

Mentioning all the 'yes'-related aspects for each category of impacts and then all the 'not enough'-related aspects

OPTION 2

Mentioning all the 'yes'-related aspects AND the 'not enough'-related aspects for one category of impact for then moving on to the second and third category of impact

SOME POINTS TO KEEP IN MIND

- ARE REFERENCES TO MY SOURCES CLEARLY IDENTIFIABLE?
- DO DOCUMENTS' DATES MATCH EACH OTHERS?
- DO THE RESPECTIVE POINTS OF VIEW ECHO EACH OTHER?
- HOW COMPLEMENTARY ARE MY SOURCES?
- DO THE DOCS MATCH THE NEWSPAPER'S POLITICAL AFFILIATION?

Brooklyn Daily Eagle

Greatest crash in Wall Street history

INAUGURAL ADDRESS OF THE PRESIDENT
Washington, D. C.
March 4, 1933

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our Nation impels. This is presently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself -- nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

Our greatest primary task is to put people to work. This is no unobtainable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, trusting the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency.

These are the lines of attack. I shall presently urge upon a new Congress, in special session, detailed measures for their fulfillment, and I shall seek the immediate assistance of the several States.

Franklin D. Roosevelt Library, First
Carbon Files, 1933 - 1945

Love the message



Evicted sharecroppers and their possessions along Highway 60 in New Madrid, Missouri, during the Depression
Arthur Rothstein/Hulton Archive/Getty Images



Political cartoon making fun of the powerlessness of political figures facing the Great Depression.
Winnipeg Free Press, 1935

consequences of the Great Depression. These two people are sharecroppers, which means that they are farmers renting their land, the place they live. The crisis forced the owner to evict them, they had to give up their house, AND the land that was their source of income. It involves that they can't even afford a new house, and by definition, that poverty is increasing.

Now, this document, if it gives information on the life of these two people during the crisis, it doesn't show that everyone is in their situation. How can we know that people near the town had to give up their home too? The document limits itself to one point of view, while a lot of other categories might have a different struggle. A gathering of testimonies from different parts of the population would have brought the variety this document is missing. Finally, the document could also be improved to be more relevant for the economical aspect. Indeed, we don't know what their house looked like, how big it was. If they had been photographed in front of their house, we would have more details about their situation, or what was their situation. Furthermore, a picture only captures one precise moment. What did they do after that picture was taken? That is a question the document is not able to answer.

II. GRAPHIC - INDEX OF NEW YORK STOCK PRICES

The graph helps to see the economic point of view of the Great Depression. In fact, it shows the variation of the economy during this period. We can clearly see the stock prices fall from 1929 to 1933. In 4 years the index went from 380 to 60 which is more than 5 times less. This clearly illustrates the economic crisis of that time. After 1933, we can also observe that the economy starts recovering, however, the augmentation is not as important as the fall. We can deduce that it will be long before the economy starts thriving again, or ever returns to its initial place. This shows that the impacts are significant in the long term.

However the graph does not show the impact of this crisis. It would have been interesting to see the real impact of stock prices crash, for example the social consequences

This speech made by Franklin Roosevelt in 1933 is very useful to study the political situation as well as the impact and the influence of the government during the Great Depression. The president starts by appeasing the American population and tries to ease the troubled minds by speaking reassuring words: "the one thing to fear is fear itself". The government tries to create cohesion and prepare the population to accept the expansion of federal power, with the creation of a new Congress. The government's aim is to instate a calmer environment to unveil a plan for economic recovery. This document clearly shows how the government expands its power to achieve its legislative objectives to reduce the impact of the Great Depression. This speech given on Inauguration Day of March 1933 is a way for the president to introduce his plan for a 'new deal'. He begins to announce reforms and programs launched to solve the problems caused by the Great Depression. These reforms mainly aim to reduce unemployment as well as agricultural overproduction to restore the economy.

However this document limits the vision we have of the political situation. Evidently, this speech was made by the democratic party, who Franklin D. Roosevelt was a part of. We then lack a more global view of the political situation, of whether Americans all supported or were reluctant to the president's program to manage the economical and social problems. An overview of the republicans involvement in the form of a speech or a newspaper would be helpful to understand the different point of view and suggestions as to how they should manage the crisis. Another point which is not visible in the document is the public's response to Roosevelt's program and new measures. A survey dating from the 1933 to 1939 period would guide us and reveal if the population supported the president. Finally, we do not know the course of events leading to the enhancement of the situation. A timeline presenting the steps taken by the government, the major reforms and measures put in place according to the new deal.

despite the 'normal' functioning of the US economy

use of doc

it was to 'warm up' political opinion and the Congress

A style question- How useful are the documents to evaluate the impacts of the 1923-31 crisis

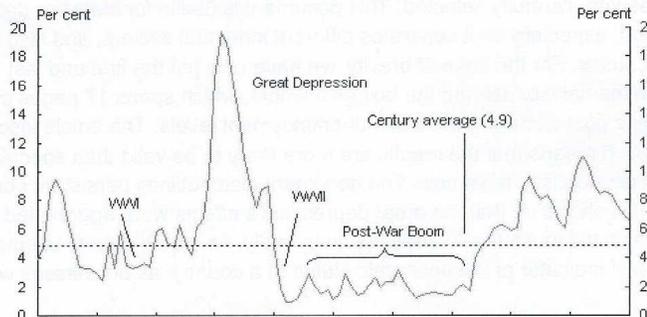
Briefly present how the crisis hit the country when

The first document, which is a graph that relates to the unemployment rate in Australia values in percentages of the active population in the 20th century. This graph is a government source, data originating from the RBA Preliminary Annual Database for the period 1901-66, ABS Quarterly Labour Force Survey for the period 1967-77, ABS Monthly Labour Force Survey for the period 1978-2000. This document is useful to compare the impact of the 1930s crisis compared to the rest of the century, but also to be able to analyze the long term impact of the crisis. This document will be analyzed as a whole, but for the sake of realism, our document was cut in 1932 in the newspaper. *v choice*

First of all, we can see that the wall street crash caused a record high 20% unemployment rate in Australia. This rate rapidly increased from 1929 to 1931, and rapidly decreased from 1931 to 1941. The unemployment rate is a good metric of the economic crash, as it is caused by businesses closing because of the failed economy. Compared to other large crises in Australia, The wall street crash produced a much more intense but shorter impact on Australia, the increase only taking 3 years, and the decrease lasting 7, Compared to the rise of unemployment after the post war boom, which took upwards of 20 years to hit its limit at around 10%. This document however does not give any information on the different prominent economic sectors in Australia, being agriculture, Mining/engineering, and Manufacturing. We cannot look at which sectors took most of the toll, which is important for context. All in all, this document is useful to identify the nature of the crash in Australia, (the size and importance of it). But not so much as to study the impact on main sectors or areas in Australia. *v analysis*

Source: Article 2 - Australia's century since Federation at a glance

Source: Article 2 - Australia's century since Federation at a glance



use more colourful words

Mention a couple of prominent figures to set the stage (+ places)

Neil Rogers Alois Fanton

efficient overview

THE SYDNEY HERALD.

Pages 1 to 10

Sydney, 17/05/1932

Five Pence

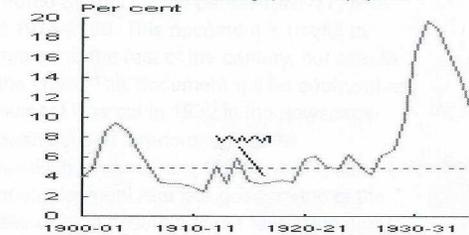
The great depression: Unemployment reaches

20%

dating back from?
Government graph of unemployment



Perth treasury Riot (1931) (Unknown Photographer)



THE world-slump of 1929-31 brought to Australia economic difficulties more acute than any experienced since the federation of the states, and comparable with, if not worse than, those that accompanied the crises of 1843 and 1893. In the forefront of these difficulties is heavy unemployment, which, according to trade-union returns, embraces over one-quarter of their membership. This high figure, however, is not to be attributed solely to the violence of the Australian financial crisis, for even before the latter had begun, unemployment had already reached such a level as would formerly have been regarded as characteristic of a depression. The average percentage of unemployed trade-unionists for the post-war period, excluding 1929-31, was 8.4 per cent; while the highest figure for the years 1906-13 was only 7.3 per cent. In the post-war period the percentage dropped below the pre-war maximum in only eight quarters out of forty, and to the pre-war average but once. The conclusion is ineluctable that this "new" country must be grouped among the nations, such as Great Britain, Germany, and the United States, that have experienced a considerable post-war increase in unemployment. There is little hope that recovery from the present crisis will in itself bring alleviation of these factors, whatever they may be, which are responsible for this persistently high normal level of unemployment. What are the major causes of this high level in Australia?

The high level of unemployment in 1931 is the natural paniment of so great a decline in overseas income and investment, and of such confusion in the public fin Australia has experienced. In its incidence on different ir the increase of unemployment presents little of novelty may expect that it will decline in the course of time, whe economic conditions improve throughout the world. Bu no reason to expect that the normal level of unemploy fall to pre-war dimensions until those causes have been which were operative even before the crisis of 1929-31. P among these, we have suggested, is the great instability good years, of Australian manufacturing industries.

St. JOHN'S COLLEGE, CAMBRIDGE

E. RONALD W

DON'T BE BALD
Don't be prematurely gray. Stop your hair falling. Use our HYGIENIC VACUUM CAP at home a few minutes each day. It forces circulation of blood through the hair roots. It means perfect health for the hair. Endorsed by the leading physicians. 30 days' free trial. Booklet Free. HYGIENIC VACUUM CAP CO. 705 Sibley Bldg., Rocher cr, N.Y.

YOU NEED VITAMINS
The importance of health in diet is becoming more and more important. Without Vitamins food is unwholesome and food is unwholesome and food is unwholesome. THERE IS ONE FOOD SOURCE IN VITAMINS FOOD.

Vegemite

As some VEGEMITE adds your system with vitamins made by Nature. Distilled from Malted Barley and so it's healthy, the source of Vitamins and Minerals.

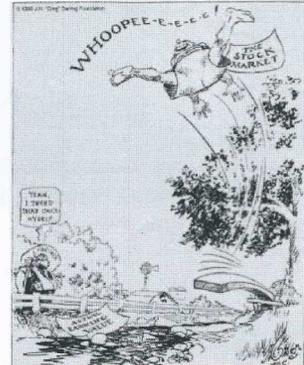
For real quality Virginia Tobacco... and for your throat's sake — smoke

CRAVEN

ARE MADE SPECIALLY TO PREVENT SORE THROAT



IT'S FINE AS LONG AS YOU'RE GOING UP



Des Moines Register, Iowa, March 29, 1928
Cartoonist: Jay N. "Ding" Darling. Reproduced by permission.

THE STOCK MARKET

It is clear that the Street is going through the greatest disaster in its history. No fair words can gloss over that fact. Because there is no tightness of money we are without the most familiar feature of a bad [economic] time. Furthermore, the stock market has been operating so independently of business that we have not yet realized the larger results of its break. Nevertheless, good must come even from this stern and cruel housecleaning. The country will go back to work. [...]

That means here, as it meant in postwar Germany, a revival of values.

How can any cool head fail to agree with Professor Irving Fisher's declaration that standard American stocks have gone so much too low as to be crying to be bought? Such stocks are the bone and sinew of the country. Not to believe in them is not to believe in America. The world has so many things that must be done, and no one can do them better than our own people. Our business strength has pulled us out of difficulties in days gone by. With faith it will do it again.

-"The Stock Market" New York Evening Post, October 30, 1929

NATION FACES UNEMPLOYMENT



General photography agency: A man making his own protest against unemployment.

BONORA Martin T°1

COMPNIER Louise T°2

DBQ: how useful are my sources to evaluate the social, economic and political impacts of the 1929 crisis in the United States?

The 1929 Wall Street Crash affected many developed countries in Europe, whose economies were closely linked with the United States'. However, the United States suffered the most; many documents from the 20th century show the different aspects of the social, economic and political impacts of the Crash on the Americans.

To evaluate the economic aspects of the crisis, the statistical document is obviously very useful; it shows the Dow-Jones industrial average from 1915 to 1968 with the possibility of zooming on any part of the graph. With one point per month, the graph is extremely precise on the time scale and both allows for a global picture understanding and for a close up analysis.

To understand the social impacts of the crisis, the picture is probably the best tool; indeed it gives a visual representation of the problems, here, mainly unemployment. With a striking message and composition, the photographer here conveys the true issue that came up at the time.

Eventually, to understand the political challenges triggered by the crisis, the sample of the article is quite useful. It shows the ideas of the journalists wanted to convey to their audience, and the speeches that might have been given at the time.

v. overview

one index - Jones index is the sum of the prices of the shares of the 30 largest companies on the U.S. stock market, divided by a factor that changes when a company increases its number of shares, changed such that the sum is unchanged and that the total weight of the company does not depend on the number of shares.

v. use of key terms

v. analysis

v. use of doc.

With this in light we know that the document will be very useful for analyzing the effects of the "crash" on the stock market at any given moment, allowing us to see how demand and offers interacted with each other before and during the crisis. The offer could not keep up with the demand, therefore the price rose until the crash, when the demand collapsed making the price crash and unemployment skyrocket. This value is also an indicator for how well the country is doing: if prices are rising steadily, we tend to see a rise in GDP. For example the rise seen from 1924 to the crash is unprecedented, the graph is mostly stable around 100 from more than 20 years and explodes to 3.5 times that value in 5 years. It's exactly the kind of exponential growth that seems unsustainably looking at it with historical hindsight, but is hard to spot when in the situation (as we have seen with the covid crisis). Another example of the document depicting the market extremely well is that it allows us to see how devastating the effects of the crash were on it: the next year during which prices were as high as in 1929 is 1954, ~~it gets~~ after almost 10 years after the end of WW2, and a crash this big is never seen again (due to the exclusion of non-volatility, as we, students, do not have statistics on the covid crisis).

These three examples lead us to our second point which

v. evaluation

financial features

good awareness of the other issues

such as?

v. evaluation

is that the way in which the data is presented is also a great advantage of the document: had it been presented in a huge table, it would have been almost impossible to make the two above explained figures which are so easily discernible in a form of a graph. Moreover the source from which the numbers are derived is also extremely trustworthy, adding its usefulness: the graph is produced by the "Federal Reserve Economic Data" or FRED from about, who gets it's mind from the (American) national bureau of economic research trustworthy source indeed.

However, this document is not perfect, although it also in the evaluation of prices on the stock market, which is an indicator for an economy. It cannot help to respond to the critical II nation's economy: What price does the consumer face? What is the unemployment rate? What does growth in G.D.P. look like? These are all questions that simply cannot be answered by this document: an economist studying the 1929 crash would need complementary documents to study more "direct" aspects of the economy. By "direct" we mean a statistic that speaks for the general wealth of the biggest companies, and more for the economic stability of the average individual.

Moreover the Dow-Jones industrial industrial index gives a very large overview of the state of the market but does not allow for any nuance to be seen: to see which sectors are affected, type of products is dropping in price the most, which population it affects and if small companies are also affected. Economists nowadays agree that other indexes are to be preferred to the Dow Jones industries one because of these above stated flaws, and the way in which the index is weighted: it does not use a weighted

arithmetic mean.

The picture document shows a man wearing a sign reading "I know 3 trades, I speak 3 languages, I caught fish 3 years, have 3 children, my work has 3 months, but I only want one job". The man is alone in the picture, except for another person in the distance. Being provocative, the picture will evidently be efficient for analyzing the social situation after the crash.

v. understanding

who was it addressed to?

v. analysis

The message conveyed by the picture is helpful because it is clear and powerful: it reflects the disastrous social consequences of the crisis: the man in the picture is isolated from the rest of society, he is alone, there is no one to help him. Moreover the sign reveals that unemployment hit hard: the man is educated and has high profile skills (3 trades 3 languages), he is biconic patriotic, and is not selective in his job choice, he will do anything as he has already "caught". Lastly the man is in extreme need with a wife family to feed and being unemployed has a significant amount of time, yet he cannot find a single job. Moreover the message is clear and urgent, reflecting even better the fact that this man deserves a job but is abandoned by his government.

However, alone this document cannot allow us to understand the crisis fully. First of all, the source from which it is drawn is the "general photographic agency" a modern agency collecting pictures: we do not know the original author of the photograph. This means that we cannot be sure that it does not originate from an up front photographic check-journalism: it plays on emotion rather than fact. Second of all the picture only shows one man at one point in time; it therefore cannot give us a general "big picture" understanding on long term consequences. It is a specific example that cannot speak for the majority.

photojournalism

Working on a key issue using historiography

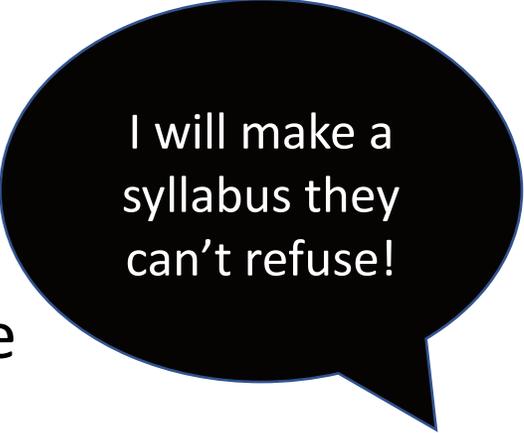
Damien Salvia

HISTORY THEME 2:

**Who is to blame for the origins of the Cold
War?**

Objectives

- Giving students an example on how to prepare a key issue long before the official release.
- Helping students to understand how to reach a « big picture approach ».
- Making students work on their « evaluation and analysis » skills.
- Showing students the benefits of « team work ».
- Talking about historian godfather, Eric HOBSEBAWM to please Matthew TOMLINSON.



I will make a syllabus they can't refuse!

Main resources

- Alpha history website: <https://alphahistory.com/coldwar/>
- Very useful for timelines or documents on the Cold War.

Students' homework



1- Read the article on historiographical schools of thoughts to understand the timeline and evolution of the historiography of the Cold War.

- [Jennifer Llewellyn & Steve Thompson,](#)
[*Cold War historiography*](#)
[, Alpha history, November 20,](#)
[2018](#)

Students' homework

2-

Read the biography of the historian you will embody during the debate

- Prepare a two minutes position statement (including evidences) to present your stance on « who is to blame for the origins of the Cold War? ».
 - Need to make extra research to find evidences.
- Prepare arguments in anticipation of the points that the other historians will raise during the debate.

IN CLASS



- Students in group of 4:
 - 8 minutes: two minutes position statement by each historians
 - Opportunity to take notes on the chart attached on the other historians' position.
 - 15 to 20 minutes round table
 - Opportunity to make evaluative statements
- Full class
 - 10 to 15 minutes debrief and conclusion.

Speed Dating

Student-led activities to develop knowledge, understanding and oral communication skills

Jonathan Taylor

To what extent has the CAP helped **Territorial Cohesion** and development in the EU?

You are going to be given a character card.
Read the information on your card carefully.

You are going to go Speed Dating!
Your task is to go around the room and 'speed date' other characters.
The starting sentence for your conversation is **'What do you make of the CAP?'**

Try to remember the different reasons you find

Get into the role!

Examples of character cards

You are Dan Petrescu. You are a 25-year-old Romanian arable farmer. You are grateful for the way in which the CAP has protected the rural way of life helping small farms like yours to remain in existence. You have also been one of the 175,000 young farmers who have benefited from EU start-up grants to encourage young people to enter the agricultural sector, as the EU seeks to address the problem of an ageing farming population. However, you believe the EU could do more to redistribute funds more equitably between member states. Although Romania has increased its share of CAP expenditure in recent years (2.1% (2009)/ 5.9% (2016), the largest recipients of CAP subsidies are still old member states, despite the economies of the newest member states being more dependent on agriculture than the older members' economies.

8-10 different characters

You are Gerald Sibon. You are the EU Commissioner for Agriculture. You continue to champion the CAP as an integral part of the West European welfare state and a way of maintaining the EU's autonomy in food security. There are around 10 million farms in the EU and 22 million people work regularly in the sector, providing an impressive variety of abundant, affordable, safe and good quality products. You are proud of the way that the EU has successfully reformed the CAP over the years to respond to various concerns, such as by broadening its scope through the Rural Development Policy (2000) which aims to encourage economic, social and environmental development in the countryside, through investment, promoting environmentally sound land management practices, and encouraging the diversification of rural economic activity. You vehemently reject the argument that CAP subsidies create unfair competition with farmers in LICs and MICs – the EU is the largest importer of agricultural products from those countries!

You are Tobias Toff MP. You are a Conservative Party MP and a vociferous supporter of Brexit. You detest the pernicious EU and particularly deplore the heavily bureaucratic and costly CAP, a policy which effectively results in the UK, an urbanised country whose economy isn't reliant on agriculture, paying huge amounts of money to subsidise European farmers! It's inefficient too! You remember the 'butter mountains' and 'wine lakes' of the 1980s resulting from overproduction caused by the CAP linking subsidies to production! And why should almost half of the EU budget (40%) be used to support a sector which employs less than 5% of the EU's working population, with much of it gifted to a small minority of bigger, richer farms?! Farming only accounts for 1.6% of the EU's GDP! Thank goodness we're leaving! Hurrah for Brexit!

To what extent has the CAP helped **Territorial Cohesion** and development in the EU?

- Write down the different points you can remember into the appropriate column of the table according to whether the CAP has helped or hindered Territorial Cohesion and development

HELP

HINDER

« The CAP has been a great help to **Territorial Cohesion** and development in the EU »

Other examples...

Causes of WW1

You are Maria. You live in rural Itatingui with your 4 children. You work hard to provide for your family but life is a constant challenge. The nearest school is very far from where you live and it is expensive to send your children there. Access to and the quality of schools in Sao Paulo is much better, and the chances of your children going on to study at university or find well-paid professional work much higher.

You are Adriana. You live in rural Itatingui with your 3 children. You have a reasonably paid job for the area and you can provide for your family but you are attracted by the higher wages on offer in Sao Paulo. You are also concerned for your family's wellbeing. Last year your mother died from an outbreak of Yellow Fever because access to healthcare is limited in your region.

Centripetal Migration

You are King Henry VIII. You have recently divorced your first wife Catherine of Aragon following the Break from Rome. You are worried that her nephew, Charles V, might invade England to support his aunt. You need money to defend the country but you have lived an **extravagant** lifestyle so there is little money available. Your friend Thomas Cromwell has suggested that you could close the monasteries as they have lots of **valuable land and treasures that you could sell**. You also have another reason to close the monasteries; the monks still swear a **vow of loyalty to the Pope** but you passed an Act that says everyone has to be loyal to you!

Dissolution of the Monasteries

You are Archduke Franz Ferdinand, heir to the throne of Austria-Hungary. In June 1914 you are making an official visit to Sarajevo, Bosnia, to try and reduce tensions in the Balkans caused by Austria-Hungary's annexation of Bosnia in 1908 and the subsequent Balkan wars. You are assassinated on 28 June 1914 by Gavrilo Princip, a member of the Black Hand Gang. Your death sparks a chain of events which leads to Austria-Hungary declaring war on Serbia, who in turn ask their ally Russia for help. Due to Austria's alliance with Germany, she now declares war on Russia, who in turn is allied to France and Great Britain, so that all of the major European powers are at war by August 1914.

You are Tsar Nicholas II, ruler of Russia. Although you have no interest in overseas empire building like many of the other Great Powers, you are concerned with events in Eastern Europe due to the region's strategic importance in allowing Russia to have access to warm water ports and the Mediterranean Sea. Furthermore, as leader of the largest population of Slav peoples, you have an interest in protecting Slavs in other parts of Eastern Europe. Following Franz Ferdinand's assassination and Austria-Hungary's subsequent attempt to destroy Serbian independence, you come to Serbia's aid and mobilise troops to oppose Germany.

Teachmeet OIB

#TeamOIBHG

History-Geography Annual Subject Meeting
14-15th October 2021

**Siobhan
Rostaing**
Four
Corners
Debate

**Agnès
Perraud**
How to
answer « how
useful » DBQs

**Julie
Wagentruz**
'DBQ
Headlines'

**Damien
Salvia**
'Working on a
Key Issue
using
Historiography

**Jonathan
Taylor**
'Speed
Dating'