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Volume 1, Edition 2

Secondary Social Studies Newsletter

C3 & Inquiry

Imperialism Inquiry

This inquiry investigates the multifaceted views of imperialism in China during the late 19th and early 20th centuries by investigating the compelling question “Do the Boxers deserve a bad rap?”

China and Rome Inquiry

Students examine the extent to which the Chinese and Romans had knowledge of and interacted with one another by asking, “Did Chinese and Romans know each other?” Although this is a yes/no question, students will likely find themselves answering “maybe” and needing to explain why.

Industrialization

This inquiry leads students through the political, social, geographic, and economic changes brought about by the Industrial Revolution in Great Britain by investigating the compelling question “How did the Industrial Revolution move people?”

American Revolution

Throughout this inquiry students investigate the complex interconnected roles of individuals and groups as well as the economic, social, and geographical forces that contributed to the American Revolution and consider “Was the American Revolution avoidable?”

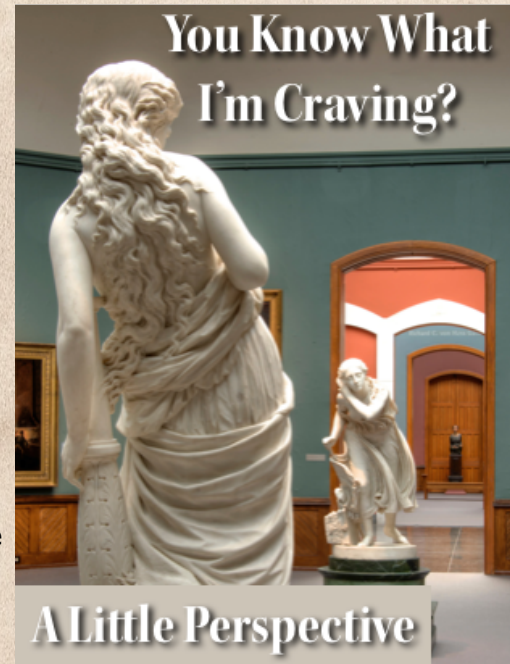
Historical Perspective

“No matter where a history survey course begins, students seldom have enough background to understand the content in its historical context.” This can present a challenge to teachers because so much has occurred within history with which students are unfamiliar and thus have difficulties drawing accurate comparisons.

How can a student consider the question of whether the Renaissance can legitimately be considered distinct from the Middle Ages if they know little or nothing of medieval history? How can they draw any conclusions about whether the Renaissance was indeed a ‘rebirth’ of the classical past unless they know something about ancient Greece and Rome?

To draw comparisons between a currently studied time period and a period of history unknown to students curated primary source documents from each period can be provided. However, to which historical periods the documents belong is not identified to maintain student objectivity in document examination. Students can then formulate generalizations about the differences and similarities between the two periods based on the provided evidence.

To learn more, visit the full article, [In the Beginning: A Model for Providing Historical Background](#)



Local History Events

World War II Living History Event - The Battle of the Bulge

February 18 - 19, 2017 at Latta Plantation in Huntersville

The Battle of the Bulge was Adolph Hitler's last attempt to split the Allied Forces, protect the German borders, and destroy the Allies ability to supply themselves. The plantation will be transformed into Belgium. There will be Allied vs. Axis patrol demos, camp life, weapons demos, field hospitals, and more.

Saturday from 10-4 & Sunday from 12-4 —> \$9 for Adults / \$8 for Students

Deeper Questions = Deeper Thinking?

Socrates focused on giving his students questions to compel them to think. Questioning is one of the oldest and most powerful teaching tools for promoting critical thinking and deepening understanding as they can spark thoughtful discussions and generate connections. As Socrates said, "*Wonder is the beginning of wisdom.*"

Bloom's Taxonomy & Webb's Depth of Knowledge

Bloom's Taxonomy Questions

We are all familiar with Bloom's Taxonomy and use it when designing activities and writing objectives.

Bloom's taxonomy can also be referenced for generating questions at different levels of thinking to move student from recall of information to applying information to the purpose of evaluation.

Some examples of questions across the taxonomy are available from [Smith and Dalton](#)

Webb's Depth of Knowledge

Webb's Depth of Knowledge is a lesser known concept than Bloom's Taxonomy in part because Webb's Depth of Knowledge was developed in the late 1990s.

Webb's Depth of Knowledge identifies four distinct depth of knowledge levels: Recall and Reproduction, Skills and Concepts, Strategic Thinking and Extended Thinking.

Some [sample question stems](#) are available based on Webb's Depth of Knowledge

Resources

Videos

Imperialism

[Queen Victoria's Empire](#)

CNN Millennium - [Opium Wars](#)

Ancient Greece

Horrible Histories - [Greek Thinkers Song](#)

Current Events

- [Roman Rubbish Dump Reveals Ancient Trading Network](#)
- [Greatest Scientific Advances from Muslim World](#)
- [Today's Banned Immigrants No Different From Ancestors](#)

Primary Sources

[North Carolina Digital Collections](#)

Contains over 90,000 historic and recent photographs, state government publications, manuscripts, and other resources on topics related to North Carolina.

[Library of Congress - Prints & Photographs](#)

Catalog records and digital images representing a rich cross-section of still pictures held by the Prints & Photographs Division

[Atlas of the Historical Geography of the United States](#)

Digital edition of 700 maps from Paullin & Wright's Atlas published in 1932. Many maps are interactive and show change over time

World History

[Visualizing Cultures - Image Driven Scholarship](#)

This site maintained by MIT explores the potential of the Web for accessing visual materials to reconstruct the past as people of the time visualized the world. Current units focus on Japan in the modern world, units in development extend to modern China. These explorations extend beyond Asia to address culture in much broader ways, cultures of modernization, war and peace, consumerism, etc.

Lessons

Read Like a Historian

The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features set of primary source documents.

[Read Like a Historian: US History](#) - 71 Stand Alone Lessons

[Read Like a Historian: World History](#) - 37 Stand Alone Lessons

Civics and Economics

Supply and Demand

- [Sports Attendance Up, Hot Dog Spending Down](#)
- [New Math on Campus: Females Outnumber Males](#)



Interesting Poster

The Modern Cost of Iconic Landmarks

WebTool Du Jour Sutori

- Allows students and teacher to create a multimedia timeline, story or lesson
- Freemium - Limit of 200 student 'timelines/stories'
- Example Story/Timeline on [Aztec, Inca and Maya](#)

1

Big Ben

LOCATION: London, England
 BIRTHDATE: 1859
 TIME IT TOOK TO BUILD: About 1 year
 BACKGROUND: Big Ben is named after the bell inside of the tower. The second bell cracked an inch, but was repaired. At one point, it cost over \$36.2M (calculated to reflect modern costs).

TODAY'S ESTIMATIONS

MATERIALS: \$42,908 vs. \$157,018 - \$179,968
 LABOR: Estimated labor cost: \$8,729 vs. \$100,000
 \$100 (day's work for a craftsman in 1859)
 \$2,237
 *Based on the original project budget adjusted for inflation.

TODAY'S **\$222,278**

2

Statue of Liberty

LOCATION: Liberty Island, New York, USA
 BIRTHDATE: 1886
 TIME IT TOOK TO BUILD: 7 years
 BACKGROUND: The iconic Statue of Liberty was constructed in France and delivered by ship to New York as a gift to the United States. The total cost of building both the statue and the pedestal exceeded \$2.5 million.

TODAY'S ESTIMATIONS

MATERIALS: \$76,452 - Steel: \$38,875 - Concrete: \$37,577
 LABOR: A replica built in Memphis, TN, cost \$382,717 (adjusted for inflation). But the Statue of Liberty is 424 times the size of the replica, so that puts the recent project at \$1,283,520, which is including the material cost, we arrive at a total of \$553,193.

TODAY'S **\$1,283,520**

3

Christ the Redeemer

LOCATION: Rio de Janeiro, Brazil
 BIRTHDATE: 1931
 TIME IT TOOK TO BUILD: 3 years
 BACKGROUND: Standing at 130 feet tall and 19 feet wide, the impressive Christ the Redeemer stands for all to see. As the high elevation, it's estimated that the statue has been hit by lightning for four times per year, sometimes causing minor damage.

TODAY'S ESTIMATIONS

MATERIALS: \$143,064 - Reinforced concrete: \$11,500 - Steel: \$131,564
 LABOR: An official quoted the cost of a similar project in 2010 at \$300,000, which when adjusted for a 7% increase in inflation and interest rate, the cost is \$1,456,777. Subtract the material cost for a total of \$747,213.

TODAY'S **\$1,456,777**

4

Leaning Tower of Pisa

LOCATION: Pisa, Italy
 BIRTHDATE: About 1173
 TIME IT TOOK TO BUILD: Over 200 years
 BACKGROUND: Over time, the weight of the many thousands of tons of marble compressed the earth beneath the tower, causing it to sink and dip. In 1990, the tower was closed to the public. It took over 10 years to stabilize the tower with allowing it to return to its original position.

TODAY'S ESTIMATIONS

MATERIALS: \$2,900,000
 LABOR: A 2002 study showed that the Leaning Tower of Pisa, a replica in Italy, required \$400,000 worth of engineering. Because it's 10 times taller, \$1,200,000 for professional labor costs of the original construction of an estimate that renovation costs are mostly labor associated.

TODAY'S **\$4,100,000**

5

Eiffel Tower

LOCATION: Paris, France
 BIRTHDATE: 1889
 TIME IT TOOK TO BUILD: 2 years
 BACKGROUND: The Eiffel Tower was constructed by using large iron beams or modules, which were then joined together using a combination, in total it cost 7.9 million francs and it took to complete the construction and it cost \$36 million (adjusted for inflation) to build.

TODAY'S ESTIMATIONS

MATERIALS: \$25,000 - Iron: \$45,900 - Light bulbs: \$60,000 - \$130,900
 LABOR: Estimated labor cost: \$30 million
 *Based on Engineering and Technology Magazine.

TODAY'S **\$31,184,900**

6

Colosseum

LOCATION: Rome, Italy
 BIRTHDATE: A.D. 70
 TIME IT TOOK TO BUILD: 3 years
 BACKGROUND: The structure was gifted from the Roman Emperor to the Roman and quickly turned to host 500 more than a decade, which was particularly fast for such a grand structure. However, the structure was built on a site of a series of three built underground.

TODAY'S ESTIMATIONS

MATERIALS: \$142,296,200
 LABOR: Estimated labor cost: \$21,703,800
 *Based on a 1970s-era estimate, to build the Colosseum in Rome would cost \$165 million. That would be the cost of that cost over \$40 million. That would be the cost of that cost over \$40 million. That would be the cost of that cost over \$40 million.

TODAY'S **\$380,000,000**

7

Great Pyramid of Giza

LOCATION: Giza, Egypt
 BIRTHDATE: 2500 B.C.
 TIME IT TOOK TO BUILD: Just under 30 years
 BACKGROUND: The Great Pyramid of Giza is the largest pyramid ever constructed. It took over 100,000 men over 20 years to complete the project. The Great Pyramid of Giza is the largest pyramid ever constructed. It took over 100,000 men over 20 years to complete the project. The Great Pyramid of Giza is the largest pyramid ever constructed. It took over 100,000 men over 20 years to complete the project.

TODAY'S ESTIMATIONS

MATERIAL: Limestone: \$74,250,000
 LABOR: Carved: More than \$40 million - Mosaic: \$42 million for 100 workers in a total of \$82 million.
 *Based on the cost of a comparable modern structure.

TODAY'S **\$878,250,000**

Professional Development Opportunities

[Holocaust Workshop](#) - Free One Day Workshop

- Speak with survivors, scholars and gather resources for teaching
- [Charlotte Session](#) - Thursday, March 9th

NCAAT - Cullowhee

- [Taking the Angst Out of Testing](#) - 4/3 to 4/6
- [Move It! The Physically Active Academic Classroom](#) - 4/18 to 4/21

Webinars

[EverFi 306](#) - February 14th at 3pm - 45 Minutes - Hear about how EverFi's African American History course, 306, helps teachers address this critical topic using free web-based technology.

[EverFi Middle School Civic Leadership: Personal Finance and Civic Engagement](#) - March 8th at 4pm - 1 Hour - See a review of the content of both FutureSmart (Financial Education) and Commons: Digital Town Square (Civic Engagement).

[Visible Thinking Routines and Primary Sources](#) - Webinar recording from the Library of Congress - 1 Hour - How to use visible thinking strategies to enhance the power of primary sources in your classroom with a wide variety of easy-to-use routines.

Online Modules

[Supporting Inquiry with Primary Sources](#) - 1 Hour, Self Paced - The Library of Congress demonstrates how primary sources can be used to support inquiry learning