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Secondary Social Studies Newsletter

C3 & Inquiry

Labor Market

explores some of the dynamic changes occurring in the US labor markets through the investigation of the compelling question “Does it matter what I want to be when I grow up?” The importance of understanding labor markets in this inquiry is twofold: (1) students should be able to understand some of the changes that exist and persist in today’s labor markets, especially labor demand (or derived demand), and (2) students will benefit from understanding fluctuations in supply and demand and how they affect wages.

New Deal

By asking the compelling question “Was the New Deal a good deal?” students take on a topic with a long history and plenty of relevance for today.

Black Death

framed by the compelling question “Can disease change the world?” Among the many catastrophic global pandemics in history, perhaps none achieved the notoriety of the Black Death. Through their investigation of sources in this inquiry, students should develop an understanding of the consequences of the Black Death and an informed awareness of the importance of preparing for future diseases and possible pandemics.

Visual Discrepant Event Inquiry



This simple activity is a great hook activity that also previews content and activates prior knowledge. The basic idea is to present your kids with a puzzling, paradoxical, or discrepant event.

Students ask questions, pose hypotheses, analyze and synthesize information, and draw tentative conclusions to find an answer to the inquiry. This strategy can be done with images or text.

1. Find an image
2. Paste a copy of your image into a series of 4-5 slides and crop each image so that only a portion of the image appears. The first slide displays just a small portion of the original image, the second slide reveals a bit more and so on, until the final slide reveals the entire image.
3. Reveal the first piece of the photo and provide time for kids to discuss possible solutions to the problem. Have groups share ideas with each other and then with the whole group.
4. Repeat the process until only the last piece of the puzzle remains. Consider NOT revealing the final piece until the next class period. This generates a lot of buzz outside of your class but also prevents the students from passing on the “answer” to your remaining periods.
5. Reveal the final piece and have kids compare the actual answer to their first few guesses.



From Glenn Wiebe, History Tech

Local History Events

Charlotte Museum of History

History Talks Lecture Series: Heather Perry

UNC Charlotte Professor, Heather Perry, will speak on the causes and conflicts that led to World War I in Europe.

Thursday March 23rd, 6pm-9pm: FREE

Students Can Write Questions Too

Student questioning is seen as a source of information about students' current knowledge, thought processes, and feelings. Considerable learning outside of school occurs through questioning oneself and others. Students should be helped to become question askers not just question answerers. At times students' classroom questions can be unproductive in contributing to the refinement of the subject matter or the development of thinking skills by simply formulating memory questions rather than questions that challenge thinking.

[The Visible Thinking Project](#) has a strategy, called [Creative Questions](#), for developing students ability to generate quality, thoughtful questions.

1. Pick a topic and brainstorm a list of questions about it.
2. Look over the list and choose some questions to work with. Transform the questions along the lines of:
 - What would it be like if...
 - How would it be different if...
 - Suppose that ...
 - What would change if ...
 - How would it look differently if ...
3. Choose a question to explore by playing out its possibilities. This can be done through discussion, writing a story or essay, drawing a picture, inventing a scenario, conducting an imaginary interview, etc
4. Reflect on what new ideas students have about the topic, concept or object that they didn't have before?

Current Events/Articles

- [First World War: 15 Legacies Still With Us Today](#)
- [Remembering Dresden: 70 Years After the Firebombing](#)
- [Were Medieval People Racist?](#)
- [Serfin' USA](#) - Workers 2014 vs Serfs 1525
- [Say it With a Song](#) - Disease Response 2014 vs 1858

Primary Sources

[Smithsonian Learning Lab](#)

The thrill of discovery awaits you in the Smithsonian Learning Lab which gives everyone with a desire to learn the opportunity to explore the Smithsonian's rich resources anytime, anywhere.

[Docs Teach](#)

Access thousands of primary sources spanning the course of American history. Borrow from an ever-expanding collection of document-based activities Create your own activities using the online tools. It's as simple as selecting a tool, choosing your primary sources, and customizing instructions.

WebTool Du Jour [Story Map JS](#)

- Free tool
- Create geolocated multimedia stories
- Example: [Civil War Battlefields](#)

Resources

Videos

- [The Great War YouTube Channel](#)
- [How Dark Were the Dark Ages?](#)
- [Horrible Histories: William the Conqueror](#)
- [Extra History: The First Crusade](#)
- [Holy Warriors Clip: Richard the Lion Heart and Saladin](#)
- [FDR Library: Teachable Moments Video Playlists](#)

World History

- [Origins of World War II HyperDoc](#)
- [The Great War and Shaping of 20th Century HyperDoc](#)

Civics and Economics

TED ED: [What Determines the Value of Our Money?](#)

American History

- [Mission US: Up From the Dust](#)
A game/simulation about the Great Depression in which students try to save the family farm
- TED ED: [The Historical Audacity of the Louisiana Purchase](#)
- [Radical Responses to the Great Depression](#)
Online exhibit of primary source documents from the Great Depression organized thematically
- NPR: [Depression ERA Anthem for Our Times](#)
- Washington Post: [Portraits of Child Laborers in 1900s America](#)

Professional Development

Geo-Inquiry Leadership Institute at the National Humanities Center on June 28th

Open to 20 teachers from North Carolina. Explore story maps and GIS and how to implement them the classroom, the importance of social justice in Geography and using Virtual Reality.

Application to participate is required. If accepted the Institute is free and participants receive a stipend.

Email Dr Saskia van de Gevel at gevelsv@appstate.edu

Online PD

Film, Images & Historical Interpretation in the 20th Century: The Camera

Never Lies - University of London

Short taster on the topic of the use of Images, Film, and their use in historical interpretation in the 20th century

The Music of the Beatles - University of Rochester

Track the musical development of the band, starting from the earliest days in Liverpool and Hamburg, moving through the excitement of Beatlemania, the rush of psychedelia, and the maturity of Abbey Road

The Rise of Superheroes and Their Impact on Pop Culture - Smithsonian

Explore the history of the comic book and the rise of superheroes and questions like, why did superheroes first arise in 1938 and experience what we refer to as their "Golden Age" during World War II?

Developments in Weapons Technology

- c. 3500 BC ___ chariot (Sumer)
- c. 3000 BC ___ bronze (Assyria)
- c. 1500 BC ___ wrought iron (Hittite)
- c. 650 BC ___ trireme (Greece)
- c. 300 BC ___ steel (India)
- c. 200 ___ chain-mail armor (Rome)
- c. 300 ___ stirrup (China)
- 672 ___ Greek fire (Byzantium)
- 1100 ___ crossbow (France)
- 1160 ___ longbow (England)
- c. 1200 ___ gunpowder (China)
- c. 1250 ___ rockets (China)
- c. 1350 ___ firearms (France)
- 1451 ___ mortar (Ottoman Empire)
- 1592 ___ armored warship (Korea)
- 1718 ___ machine-gun (Great Britain)
- 1776 ___ submarine (American colonies)
- 1776 ___ sea mine (American colonies)
- 1797 ___ parachute (France)
- 1866 ___ torpedo (United Kingdom)
- 1903 ___ airplane (United States)
- 1915 ___ poison gas (Germany)
- 1916 ___ tank (United Kingdom)
- 1918 ___ aircraft carrier (United Kingdom)
- 1918 ___ sonar (France)
- 1933 ___ radar (United Kingdom)
- 1937 ___ helicopter (Germany)
- 1939 ___ jet aircraft (United Kingdom)
- 1942 ___ napalm (United States)
- 1943 ___ guided missile (Germany)
- 1945 ___ atomic bomb (United States)
- 1953 ___ hydrogen bomb (United States)
- 1955 ___ nuclear submarine (United States)
- 1968 ___ antiballistic missile (Soviet Union)
- 1977 ___ neutron bomb (United States)

Rates of fire through the ages:

Weapon	Date	r.p.m.*
Arquebus/matchlock musket	15th century	2
Wheel-lock musket	16th century	2 to 3
Flintlock musket	17th century	3
Gatling gun	1860s	200
Maxim gun	1880s	600
Lee-Enfield rifle	1900s	8
Thompson submachine-gun	1920s	725
Bren gun	1930s	500
M-1 Garand Rifle	1940s	24
Kalashnikov AK-47	1940s	600
M-16 assault rifle	1950s	800
General purpose machine-gun	1950s	1,000
M-134 minigun	1960s	6,000
SA-80 assault rifle	1980s	770
Metal Storm (fired by electronic ignition)	1990s	1 million

*r.p.m. = rounds per minute

Interesting Posters

Arms Race

Lock and Load

Rates of fire for weapons throughout the ages