First day of class – Connecting with Primary Sources

9-12 Grades Ancient and Medieval World History

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

First day of class – connecting with primary sources
45 – 60 minutes
Description of activity: Students browse, investigate, and share primary sources relevant to the course. They have an assortment from which to choose – at least a few more sources than the number of students.

Activity Goals
Focus Question: What types of societies and developments will we be studying this year? Is there anything that might be of interest to me?

Context: This will be used on the first day of class.

Objectives: Students will investigate relevant source material, make observations, reflect on what they see and their own interests, and develop questions for further investigation.

Assessment: Students will share with the class, why they picked the source they did, one or two important observations, reflections, and questions.

Virginia SOLS
Improving Historical Thinking Skills through Source-Based Instruction
Paige K Solomon, Norfolk Collegiate

World History & Geography to 1500
WHI.1 The student will improve skills in historical research and geographical analysis by
a) identifying, analyzing, and interpreting primary and secondary sources to make
generalizations about events and life in world history to 1500 a.d. (c.e.);
b) using maps, globes, artifacts, and pictures to analyze the physical and cultural
landscapes of the world and interpret the past to 1500 a.d. (c.e.);
c) identifying major geographic features important to the study of world history to 1500 a.d.
(c.e.);
d) identifying and comparing political boundaries with the locations of civilizations, empires,
and kingdoms from 4000 b.c. (b.c.e.) to 1500 a.d. (c.e.);
e) analyzing trends in human migration and cultural interaction from prehistory to 1500 a.d.
(c.e.);
f) analyzing the impact of economic forces, including taxation, government spending,
trade, resources, and monetary systems, on events to 1500 a.d. (c.e.).

World History & Geography 1500-Present
WHII.1 The student will improve skills in historical research and geographical analysis by
a) identifying, analyzing, and interpreting primary and secondary sources to make
generalizations about events and life in world history since 1500 a.d. (c.e.);
b) using maps, globes, artifacts, and pictures to analyze the physical and cultural
landscapes of the world and to interpret the past since 1500 a.d. (c.e.);
c) identifying geographic features important to the study of world history since 1500 a.d.
(c.e.);
d) identifying and comparing political boundaries with the locations of civilizations, empires,
and kingdoms from 1500 a.d. (c.e.) to the present;
e) analyzing trends in human migration and cultural interaction from 1500 a.d. (c.e.) to the
present;
f) analyzing the impact of economic forces, including taxation, government spending,
trade, resources, and monetary systems, on events since 1500 a.d. (c.e.).

WHII.2 The student will demonstrate an understanding of the political, cultural, geographic, and
economic conditions in the world about 1500 a.d. (c.e.) by
a) locating major states and empires;
b) describing artistic, literary, and intellectual ideas of the Renaissance;
c) describing the distribution of major religions;
d) analyzing major trade patterns;
e) citing major technological and scientific exchanges in the Eastern Hemisphere.

Common Core Standards
CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending
to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2
Determine the central ideas or information of a primary or secondary source; provide an
accurate summary of how key events or ideas develop over the course of the text.

Activity Details
Primary Sources: see below
Procedure: Tell the students that the sources will give the a bit of a preview of the times and
places that they will study. Have the sources printed with descriptions on the back. Place them
on a long table or a number of desks. Ask students to walk around looking at the sources and choose one that interests them the most. Tell them to examine it carefully and record on a post it note what got their attention they notice and what questions they still have. They should find someone with a document that is related to theirs and share their observations and questions. Finally each student will stand up and share briefly with the class.

What you will need before implementing: You will need color copies of every document and description information on the back.

Pyramid at Dahshour
William Henry Jackson
1894
http://www.loc.gov/resource/wtc.4a02527/
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Tula
Juan de Tovar
1585
https://www.wdl.org/en/item/6744/#q=The+Eagle%2C+the+Snake%2C+and+Cactus+in+the+Founding+of+Tenochtitlan

Reynard Cycle
1301-1350
https://www.wdl.org/en/item/594/
1823

The Curse of Artemisia – Fragment
350 BC-301 BC
https://www.wdl.org/en/item/4310/#q=The+Curse+of+Artemisia+
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Rock Painting S00568, Bethlehem, Dihlabeng District Municipality, Free State
8000 BC - 1900BC
https://www.wdl.org/en/item/3008/

The Empire and Expeditions of Alexander the Great
Félix Delamarche
1833
https://www.wdl.org/en/item/11738/#q=The+Empire+and+Expeditions+of+Alexander+the+Great
The Xiping Stone Classics
Cai Yong
175-183
https://www.wdl.org/en/item/3045/#q=The+Xiping+Stone+Classics

Winds of the Four Directions
1200 BC - 1180 BC
https://www.wdl.org/en/item/290/#q=Winds+of+the+Four+Directions
On the Fall of States
Lu Ji
280-289
https://www.wdl.org/en/item/3050/#q=On+the+Fall+of+States

Great Cameo of France
23
https://www.wdl.org/en/item/683/#q=Great+Cameo+of+France
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Johnson Papyrus
400
https://www.wdl.org/en/item/3959/#q=Johnson+Papyrus

Merovingian Bees
481
https://www.wdl.org/en/item/14235/#q=Merovingian+Bees
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Stele of the Spread of the Assyrian Teachings of the Great Qin to the Central States
781
https://www.wdl.org/en/item/3047/

One Million Small Wooden Pagodas and Dharani Prayers
700-799
https://www.wdl.org/en/item/2927/
Throne of Dagobert
603-639
https://www.wdl.org/en/item/641/

The Noble Knights-errant of the Water Margin
Shi Nai'an
1368-1644
https://www.wdl.org/en/item/13546/#date_created_start_year__gte=1300&date_created_start_year__lte=1399
Evangelarium
800-825
https://www.wdl.org/en/item/8923/#date_created_start_year_gte=800&date_created_start_year_lte=899

Drogo Sacramentary
845-855
https://www.wdl.org/en/item/590/
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Codex Colombino
1100-1199
https://www.wdl.org/en/item/3245/

Illustrated Manual of Acupuncture Points on a Bronze Figure
Wang Weiyi
1280-1365
https://www.wdl.org/en/item/11421/#date_created_start_year__gte=1200&page=2&date_created_start_year__lte=1299
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The Origin of Tenjin
1596-1685
https://www.wdl.org/en/item/2934/#regions=east-asia&time_periods=500-1499&page=2

Annotated Edition of “The Book of Rites”
1190-1194
https://www.wdl.org/en/item/11379/#q=++Annotated+Edition+of+%E2%80%9CThe+Book+of+Rites%E2%80%9D
Monumental Jaguar Sculpture
600-900
https://www.wdl.org/en/item/2659/#q=Monumental+Jaguar+Sculpture