First day of class – Connecting with Primary Sources

9-12 Grades Modern World History

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

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 – five more than the number of students.

Activity Goals

A. Focus Question: What types of societies and developments will we be studying this year? Is there anything that might be of interest to me?
B. Context: This will be used on the first day of class.
C. Objectives: Students will investigate relevant source material, make observations, reflect on what they see and their own interests, and develop questions for further investigation.
D. Assessment: Students will share with the class why they picked the source they did, one or two important observations, reflections, and questions. This activity is meant to foster participation in class discussion.

Virginia SOLS

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

A. Primary Sources: see below

B. 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.

C. What you will need before implementing: You will need color copies of every document and description information on the back.
Improving Historical Thinking Skills through Source-Based Instruction
Paige K Solomon, Norfolk Collegiate

Qinghe Station
1906-1909
Tongsheng Photo Studio
https://www.wdl.org/en/search/?q=Qinghe+Station

Panoramic View of a Train Passing the South Tunnel of the Juyongguan Pass
early 1900s
1905-1909
Tongsheng Photo Studio
https://www.wdl.org/en/item/14620/#q=Panoramic+View+of+a+Train+Passing+the+South+Tunnel+of+the+Juyongguan+Pass
Diagrams and Explanations of the Wonderful Machines of the Far West, in Three Juan
Deng Yuhan and Wang Zheng
1634

Collection of the Essential Medical Herbs of Materia Medica
Liu Wentai
1505
https://www.wdl.org/en/item/13513/view/1/59/
Colored Waterway Map of the Grand Canal from Yueyang to the Yangtze River Estuary and from Jiangyin to the Forbidden City of Beijing
1736-1861
https://www.wdl.org/en/item/13531/#q=Colored+Waterway+Map+of+the+Grand+Canal+from+Yueyang+to+the+Yangtze+River+Estuary+and+from+Jiangyin+to+the+Forbidden+City+of+Beijing

Serat Damar Wulan
1775-1799
https://www.wdl.org/en/item/14282/#regions=southeast-asia&page=3

An Actor in the Role of Sato Norikiyo who Becomes Saigyo: An Actor in the Role of Yoshinaka Kuniyoshi Yutigawa
1850
https://www.wdl.org/en/item/10/view/1/1/
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Yaks in the Pasture
Ovshe M. Norzunov
1900
https://www.wdl.org/en/item/11647/view/1/1/

Ornamental Gateway (Pailou) from Han Dynasty (202 BCE – 220 CE) across a Street Lined with Small Shops. Hanzhong, Shaanxi Province, China, 1875
Adolf Erazmovich Boiarskii
1875
https://www.wdl.org/en/item/2092/
Bernardino de Sahagún
1577
https://www.wdl.org/en/item/10612/#q=General+History+of+the+Things+of+New+Spain+by+Fray+Bernardino+de+Sahag%C3%BAn%3A+The+Florentine+Codex.+Introduction%2C+Indices%2C+and+Book+I%3A+The+Gods&qla=en

Monument of the Ancient Mayan Race, Quiriguá, Guatemala
Frank G. Carpenter and Frances Carpenter
1890-1925
https://www.wdl.org/en/item/377/view/1/1/
Guidance for Families on How to Emigrate to Brazil
Federation of Immigration Associations
1932
https://www.wdl.org/en/item/7377/

The Book of Horses
ʻAbd Allāh KhānBahādur Fīrūz
1628-1658
https://www.wdl.org/en/item/10668/
Second View of the City of Mecca over the Northwest (Right) and Southwest (Left) Side of al-Sayyid ʻAbd al-Ghaffār 1889
https://www.wdl.org/en/item/11698/#q=Second+View+of+the+City+of+Mecca+over+the+Northwest+Right+and+Southwest+Left+Side+of+the+Mosque&gl=en

Image of the City of Constantinople, Which the Turks Call Istanbul, Portrayed as it is in Reality Pieter van den Keere 1616
https://www.wdl.org/en/item/14391/#q=Image+of+the+City+of+Constantinople+Which+the+Turks+Call+Istanbul+Portrayed+as+it+is+in+Reality

Dahomey and the Dahomans: Being the Journals of Two Missions to the King of Dahomey, and Residence at His Capital, in the Year 1849 and 1850 Frederick E. Forbes 1851
http://www.wdl.org/en/item/2527/
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Nautical Astrolabe
1500-1520
https://www.wdl.org/en/item/13057/

Great Trading Routes of the Sahara
Edouard Blanc
1890
http://www.wdl.org/en/item/100/#ddc=960

Thatched Roof Building in Palm Grove with People Gathered Around Trees and Building
United States Army Air Forces
1946
http://www.wdl.org/en/item/696/#ddc=990
Tawhiao, the Maori king
1900-1923
http://www.wdl.org/en/item/494/#ddc=990

It is Nice in the Surf but What about the Men in the Trenches? Go and Help
David Henry Souter
1917
http://www.wdl.org/en/item/244/
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New Physical, Political, Industrial and Commercial Map of Central America and the Antilles: With a Special Map of the Possessions of the Belgian Colonization Company of Central America, the State of Guatemala
Nicolas Dally
1845
https://www.wdl.org/en/item/168/#q=New+Physical%2C+Political%2C+Industrial+and+Commercial+Map+of+Central+America+and+the+Antilles%3A

Gathering Rubber Sap, Java, Indonesia
Frank G. Carpenter and Frances Carpenter
1890-1925
https://www.wdl.org/en/item/399/#regions=southeast-asia
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Paige K Solomon, Norfolk Collegiate

Sketch of Equatorial Africa: Containing the Latest Information Collected by Agents of the International Society of the Congo
International Association of the Congo
1884
https://www.wdl.org/en/item/320/#q=Sketch+of+Equatorial+Africa%3A+Containing+the+Latest+Information+Collected+by+Agents+of+the+International+Society+of+the+Congo

View of the monastery from Svetlitsa
Prokudin-Gorskiĭ, Sergeĭ Mikhailovich
1910
http://www.loc.gov/pictures/item/prk2000002624/
Journey to the East Indies and China, Undertaken at the King's Command, from 1774 until 1781: In Which the Religious Mores, Sciences, and Arts of the Indians, the Chinese, the Pegouins, and the Madegasse are Discussed.
Pierre Sonnerat
1782
https://www.wdl.org/en/item/663/#regions=southeast-asia