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# VOYAGES

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The Voyages Unit is designed to educate middle school students about world cultures, geographic features, and environmental sustainability while teaching educational concepts and skills such as primary and secondary source analysis. Students will complete their own investigation by developing a travel itinerary that will be shared within the school community and globally through Google Earth. This unit is designed to be used in the Social Studies, classroom while targeting additional standards in English Language Arts and Science.

Approximate Unit Length:

10 weeks

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# Unit UbD Template

## Stage 1: Desired Results

### Performance Expectations

(Established Goals including Standards, and measurable aspects of the School Philosophy)

- D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- D2.Geo.5.6-8 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- D2.Geo.6.6-8 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- D2.Geo.7.6-8 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.
- D2.Geo.8.6-8 Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.
- D2.His.4.6-8 Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D2.His.5.6-8 Explain how and why perspectives of people have changed over time.
- D2.His.6.6-8 Analyze how people's perspectives influenced what information is available in the historical sources they created.
- D2.His.9.6-8 Classify the kinds of historical sources used in a secondary interpretation.
- D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
- D2.His.11.6-8 Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- D2.His.12.6-8 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- D2.His.13.6-8 Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
- D3.1.6-8 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D3.2.6-8 Evaluate the credibility of a source by determining its relevance and intended use.
- D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- D3.4.6-8 Develop claims and counterclaims while pointing out the strengths and limitations of both.<sup>1</sup>

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<sup>1</sup> (National Council for the Social Studies 2017)

Enduring Understanding	Essential Question & Problem
<p><i>What are the big ideas?</i></p> <ul style="list-style-type: none"> <li>▪ Geography influences the inhabitants of specific locations as much as the inhabitants change the geographic features of their region.</li> <li>▪ Global travel and exploration transformed the way communities and individuals interact with space, place, and each other.</li> <li>▪ Preservation and conservation are necessary to maintain and retain locations of cultural and environmental significance for future explores.</li> </ul> <p><i>What specific understandings about them are desired?</i></p> <ul style="list-style-type: none"> <li>▪ Individuals create artifacts that are related to their time and location and these artifacts help us understand the communities, civilizations, and citizens who lived in a region.</li> <li>▪ In the centuries since the Age of Exploration individuals have moved around the globe and created innovations to facilitate the movement of peoples, artifacts, and ideas.</li> <li>▪ Conservation is a larger concept that has meaning beyond ecology.</li> </ul> <p><i>What misunderstandings are predictable?</i></p> <ul style="list-style-type: none"> <li>▪ Artifacts are only physical things that people can hold.</li> <li>▪ Travel and transportation are only ecologically harmful.</li> <li>▪ Preservation only occurs when we limit human impact and influence on a specific geographic region.</li> </ul>	<p>Why do people go on voyages around the world?</p> <p>What efficient systems of communication and transportation can we use to move people, goods, or ideas around the globe?</p> <p>How do we protect while we also promote places that are important to cultural and environmental diversity?</p>

Discipline Practices	Cross Curricular Concepts
<p>(SWBAT...)</p> <p>Students will be able to use geospatial and related technologies to display and explain the spatial patterns of cultural and environmental characteristics</p> <p>Students will be able to use maps and other visual representations to explain the relationships between locations, regions, and their political, cultural or transportation dynamics.</p> <p>Students will be able to find, interpret, and incorporate primary sources in their analysis to explain the relationship between locations, regions, and their cultural and environmental characteristics.</p> <p>Students will be able to design a travel transport scheme that can sustainably move people from point a to point b while maximizing efficiency.</p> <p>Students will be able to write and present a</p>	<p>CC.6-8.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.6-8.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CC.6-8.R.H.3 Key Ideas and Details: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CC.6-8.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.6-8.R.H.5 Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CC.6-8.R.H.6 Craft and Structure: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CC.6-8.R.H.7 Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.6-8.R.H.8 Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.6-8.R.H.9 Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.6-8.R.H.10 Range of Reading and Level of Text Complexity: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>CC.6-8.W.HST.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>CC.6-8.W.HST.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.6-8.W.HST.9 Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research.<sup>2</sup></p> <p>Empowered Learner-1-Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</p>

<sup>2</sup> (Common Core State Standards 2020)

<p>compelling itinerary that persuasively garnishes support and interest from peers and faculty.</p>	<p>Knowledge Constructor-3-Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <p>Creative Communicator-6-Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.<sup>3</sup></p> <p>MS.ETS.1.1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p> <p>MS.ETS.1.2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p> <p>MS.ETS.1.3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <p>MS.ETS.1.4 Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.<sup>4</sup></p> <p>INQUIRE: Create: 1. Using evidence to investigate questions. 2. Devising and implementing a plan to fill knowledge gaps 3. Generating products that illustrate learning.</p> <p>INCLUDE: Create: 2. Evaluating a variety of perspectives during learning activities. 3. Representing diverse perspectives during learning activities.<sup>5</sup></p>
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<sup>3</sup> (International Society for Technology in Education (ISTE) 2020)

<sup>4</sup> (Next Generation Science Standards 2017)

<sup>5</sup> (American Association of School Librarians 2018)

## Stage 2: Model Assessments & Tentative Schedule

### *Summative Performance Task(s)*

Should be a grade appropriate, rigorous and authentic task in which students will demonstrate their understandings. They should also connect to the performance expectations above.

- Students will work collaboratively to create a Google Earth Itinerary and Travel Plan which highlights a unique region/culture on 5 of the seven continents.
- Students will individually create a Google Earth Project for a specific location which includes primary and secondary sources.
- Students will draft and test a sustainable travel plan.

### *Formative Assessments:*

What other opportunities will students have to show understanding of the desired results and indicate that they are prepared for the summative task?

- Primary Source Postcard (Activity 1)
- In my own words... (Activity 3-from English Teacher)
- Transportation: The Environmental Cost of Planes, Trains, & Automobiles (Activity 7-from Science Teacher)

Below is the lesson and activity outline for the unit. For the purpose of this class please use Activity 2 as the reference for the specific Lesson/Activity Description, Prerequisites, Materials, Overview, Procedures, and the LOC inspired Formative Assessment. The summative assessment rubric is included, but it is not directly connected to the LOC Resource lesson.

Potential Activity #	Lesson/Activity Focus
1	Voyages Project Introduction: Project Overview (No LOC Resources Used)
2	Primary/Secondary Sources (LOC Resource Aligned Lesson)
3	Transportation Investigation (No LOC Resources Used)
4	World Geography (No LOC Resources Used)
5	Political Geography (No LOC Resources Used)
6	Biodiversity & Geographic Distribution (No LOC Resources Used)
7	Conservation & Location (No LOC Resources Used)
8	Culture Preservation & Pollination (No LOC Resources Used)
9	Around the World (No LOC Resources Used)
10	Individual Project Tours (No LOC Resources Used)

## Activity 2: Finding and Using Primary Sources

### Activity Description

In Activity 1 we spent our time working together to understand what it means to take a voyage, why people travel, and what people learn about when they do go off on an adventure to parts unknown. Students were introduced to the idea of Geopolitical Vacuums through a PowerPoint presentation. As a class we discussed the that civilizations developed interdependently. This theory comes from the analysis of Jane Burbank and Frederic Cooper, historians, who propose the theory that Empires and civilizations form at the geographic edge of civilizations in decline. When one civilization fell it created a geographic vacuum that was then filled by another; and so, the spheres of influence moved around the globe.

Students were introduced to the idea that in order to understand the people and cultural practices which originated in a specific geographic region you need to study what came before, when the culture/civilization rose to prominence, and what happened after. In this way students have a contextualized view of history that is very much also tied to location. This activity moves on from the initial framework of civilization and geographic footprint to help students identify, analyze, and incorporate the artifacts left behind into their final Google Earth Voyage.

Primary sources are the artifacts that historians use to understand the past. Without primary sources social scientists cannot create an understanding of individuals who lived in the past or present. This activity is designed to inform students about the Library of Congress resources and help students understand how to find, interpret, and incorporate primary sources into their Voyages final project. Students will first be introduced to a primary source identified by the instructor. All students will work in groups to analyze this source then they will be tasked with finding their own primary source for use in a future activity. This lesson is inspired by the Library of Congress lesson [Around the World in 1896](#).

<b>Topics:</b> Question Generation, Primary Source, Search Terms, Image Analysis, (Re)search	<b>Learning Objectives</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>▪ Use the Historical Document Analysis Template to dissect a primary source</li><li>▪ Find an artifact using the Library of Congress Collections</li><li>▪ Evaluate visual sources in order to determine key information.</li></ul>
<b>Grade Level:</b> Mixed ages for students in grades 6-8	
<b>Approx. Time Required:</b> 1.5 hours  Including Scheduled: 45 min class on Monday  Menu Time: 45 minutes Scheduled throughout the week with students to work One-on-One	<b>Delivery Method:</b> <ul style="list-style-type: none"><li>▪ Asynchronous online discussion through Flipgrid at student's leisure</li><li>▪ 40 minutes online in direct instruction</li><li>▪ 45 mins one-on-one as needed for in Menu Time</li></ul>

### Materials Required

1. Finding and Using Primary Sources PowerPoint (See slides inserted in Appendix: Slides)
2. Historical Document Analysis Worksheet distributed to students in Google Classroom (See document outline in Appendix: Student Materials)
3. Students will need devices with Google Meet, Google Classroom and access to the internet
4. Digital Pen Tablet and Digital Whiteboard

### Asynchronous Warm-Up Activity: (10 minutes)

Students will complete an online discussion through Flipgrid prior to class during their menu time. This activity will begin by asking students prior to class to respond to the following prompt:



Culture is defined as: “The distinctive ideas, customs, social behavior, products, or way of life of a particular nation, society, people, or period.”<sup>6</sup> With that in mind, this discussion has one critical question you need to answer:

“How do we learn about the cultures existed in the past?”

All students will compose one response to the Flipgrid using the information presented as part of our PowerPoint and class discussion in Activity 1. Flipgrid responses should be no more than 1:30 long. For the purposes of this activity students will not be responding to others. This activity provides students with an opportunity to reflect on the ideas of the previous week.

## Live Google Meet Instructional Method (45 minutes)

The study of primary sources will begin with a PowerPoint integrated with Pear Deck to outline and narrate the types and purposes of different methods of evaluating primary sources.

1. Share 1 or 2 student Flipgrid with responses at the start of class. (5 minutes)
  - a. Provide students with an opportunity to ask questions and discuss the perspectives presented.
  - b. As Flipgrid are prerecorded students can go and watch them at their leisure if they are running late to the Google Meet.
2. Instructional methods PowerPoint provides direct instruction Introduction. (10 minutes)
  - a. Types of Sources
  - b. Interpreting Sources
3. All students will work collaboratively using the Primary Source *Historical Document Analysis Worksheet* to analyze a Historical Document. (15 minutes)
  - a. In groups of 3-4 students use the links provided to navigate to a unique Group Google Meet and their assigned Google Doc to work together to begin to evaluate the Historical Document assigned.
  - b. The same Historical Document has been provided to all groups.
  - c. All groups have their own Google Doc to complete.
  - d. Prompts and Questions for Historical Document Analysis provided in the Google Doc.
  - e. Teacher will be present in Multiple Google Meet to answer questions, provide support and prompt students in the right direction.
4. Final PowerPoint Slides (10 minutes)
  - a. Finding Sources: Includes a include a brief overview which includes how to find Images, Posters, and Prints using the LOC databases.
  - b. Outline of Using Sources to complete the Postcard Assessment

Once we have thoroughly evaluated one image and one historical document students will have the opportunity to create their unique digital postcard.

## Menu Time After the Lesson (45 minutes)

Students will complete the LOC Primary Source Postcard Assignment students by working independently or meeting one-on-one with the instructor (as needed) during menu time to use the LOC resources to find two images, one from the LOC and one from Present Day.

The LOC Image:

1. Must be an Image tied to a specific Geographic Location
2. You must include a Chicago citation for your LOC resource on the Reverse of the Postcard
3. Students will create a thoughtful notation analyzing the image and its companion using the Primary Source Analysis steps outlined in class.

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<sup>6</sup> (Oxford University Press 2020)

The Present-Day Image:

1. Must give credit to the creator.
  - a. Credit can be in the form of an Instagram username or Copyright Holder
2. Identify the year it was taken
3. Location (if not clearly identical to the location in the source image)

## LOC Primary Source Postcard Formative Assessment Rubric

Students will be evaluated using the following rubric for the out of class formative assessment. Students who successfully complete this assessment will be able to be marked as Developing on the standards listed below the rubric.

Criteria for Postcard Evaluation	
Competent (1 point)	Beginning (0 points)
<i>Note to Recipient</i>	
<p>Student takes the time to write a thoughtful and detailed note incorporating most of the Historical Source Analysis steps. Student takes time to summarize, assess, and reflect on both images. The note concisely presents fresh, original ideas that elaborate on the central idea of the image. Precise, descriptive language is used to complement the image.</p>	<p>No facts are reported, or most are inaccurate. Much of the reported information or analysis is unclear or fails to summarize, assess or reflect on the image. The central focus is unclear. The word choice is weak, and explanations do not suit the image, what it represents, or is inconsistent with its place in history.</p>
<i>Image Impact</i>	
<p>The image clearly represents the central idea that an image can replace 1000 words as it represents a specific location. The image brings out emotions in the viewer. The image "speaks for itself."</p>	<p>There is no clear relationship between the two images. The image does not convey a clear message it does not represent a clear geographic location. No clear relationship exists between the two images selected.</p>
<i>Citation</i>	
<p>The citation intentionally uses standard English conventions of usage and mechanics while attending to the norms of the Chicago Style Form.</p>	<p>Citation is not included for the image. May be incomplete or not formatted according to Chicago Style Norms</p>
<b>Totals (3 points)</b>	

### Standards targeted by this Formative Assessment

D2.Geo.5.6-8 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

D2.His.6.6-8 Analyze how people's perspectives influenced what information is available in the historical sources they created.

D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.

D2.His.11.6-8 Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

D3.2.6-8 Evaluate the credibility of a source by determining its relevance and intended use.

CC.6-8.R.H.7 Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CC.6-8.W.HST.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## Unit Rubrics

### Google Earth Project Guidelines<sup>7</sup>

All students will work in groups of 2-4 to create a Google Earth Project Itinerary and travel around the world. As part of this itinerary you will need to:

1. Create site specific excursions in Google Earth Project
2. Include your Primary Source Postcard as one of your Slides in your Google Earth Project.
3. Identify methods of transportation

### Google Earth Group Itinerary Rubric:

Standard Area	Mastered	Developing	Novice
HUMANS AND ENVIRONMENT	Thoroughly explains interactions and relationships between people's culture and decisions in a particular place or region and the Environmental characteristics of that place or region. Includes impact of economic or political decisions on environmental characteristics.	Make explicit connections between people's daily lives and cultural patterns in a place or region and the environmental characteristics of that place or region.	Describe people's' culture and/or daily life in a place or region and its environmental characteristics.
EXPLAINS THE PROBLEM	Clearly and thoroughly defines and analyzes a problem to understand its characteristics and causes, using relevant examples from different contexts. Clearly explains and prioritizes opportunities and challenges in addressing problem.	Clearly defines and explains a problem, generally identifying its characteristics or causes, using relevant examples of the problem from different contexts. Explains opportunities and challenges in addressing problem.	Discusses a problem generally, using a relevant example. Identifies an opportunity or challenge in addressing the problem.
RECOMMENDS APPROPRIATE ACTION	Generates and thoroughly assesses options for individual and collective action to address a social problem, in terms of multiple factors, including potential outcomes, and effective strategies, and recommends specific action(s) consistent with that evaluation.	Generates and assesses options for individual and collective action to address a social problem, in terms of multiple factors, including possible outcomes, and recommends an action consistent with that assessment.	Generates and assesses option for individual or collective action to address a social problem, in terms of multiple factors, including possible outcomes, and recommends an action loosely related to that assessment.

### Individual Google Earth Project Collection:

Standard Area	Mastered	Developing	Novice
SOURCES & SOURCING	Consults multiple relevant sources of various types (e.g. primary, secondary, print, digital, visual, graphic) that represent varied and significant points of view.  Uses the dates and origins of sources, (e.g. intended audience, place, author), to introduce sources, accurately interpret and	Consults sources relevant to both supporting and central research questions that mostly share point of view.  Notes date or origins of a source to introduce source and use it in relevant way.	Consults one or two relevant sources that share point of view.  Date and origins of sources have not been considered.

<sup>7</sup> (Literacy Design Collaborative 2019)

	use sources, and, as appropriate, interpret the authors' perspectives and purposes.		
CONTEXTUALIZING	Explains connections to relevant contexts— political, social, or economic circumstances of the time and place, and/or prior historical events, ideas, or conditions.	Makes a connection between related events or developments and correctly identifies the relevant times and places.	Correctly identifies the relevant time and place of an event or development.

# Links and Notes on Additional Resources

## **Library of Congress**

The Library serves as the research arm of Congress and is recognized as the national library of the United States. Its collections comprise the world's most comprehensive record of human creativity and knowledge. Access digital collections open to all through the LOC website. Open to those age 16 and older without charge or special permission, it is the world's largest library and a great resource to scholars and researchers.

<https://www.loc.gov/>

## **World Digital Library**

A project of the U.S. Library of Congress and the United Nations to digitize and collect resources of global importance. Open to all to access collections through the website.

<https://www.wdl.org/en/>

## **British History Online**

British History Online is a digital library based at the Institute of Historical Research in the U.K. This catalog brings together resources from museums, libraries, universities, and government archives.

<https://www.british-history.ac.uk/>

## **Artstor**

Use the public collections to find art, images, and multimedia from collections around the United States through the Public Collections site.

<https://www.artstor.org/>

## **Core Knowledge Curriculum**

Digital sourcebooks are free to access for teachers and students. It is recommended that all teachers download the individual world history books and provide these resources to students directly.

<https://www.coreknowledge.org/curriculum/>

## **World Book Online**

Students accessed online through local library resources. Can be purchased directly through the World Book link below as an individual or teacher license. Particularly useful for K-5 students in searching for biographical information on Changemaker

<https://www.worldbook.com/student-online-encyclopedia>

## **EBSCO Explora**

Students accessed online through local library resources. Can be purchased directly through the EBSCO Explora link below as an institutional license. Useful for K-12 in searching for biographical information on Changemaker.

<https://www.ebsco.com/products/explora>

## **Scholastic Online**

Students accessed online through local library resources. Can be purchased directly through the Scholastic link below as an institutional license. Particularly useful for 3-8 students in searching for biographical information on Changemaker.

<http://emea.scholastic.com/en/grolier-online>

### **Gale Databases**

Students accessed online through local library resources. Can be purchased directly through the Gale Databases link below as an institutional license. Particularly useful for 7-12th grade students in searching for biographical information on Changemaker.

<https://www.gale.com/databases/gale-in-context>

### **NewsELA**

Useful in providing biographical information on current events. Must have a school license to access.

<https://newsela.com/>

### **Actively Learn**

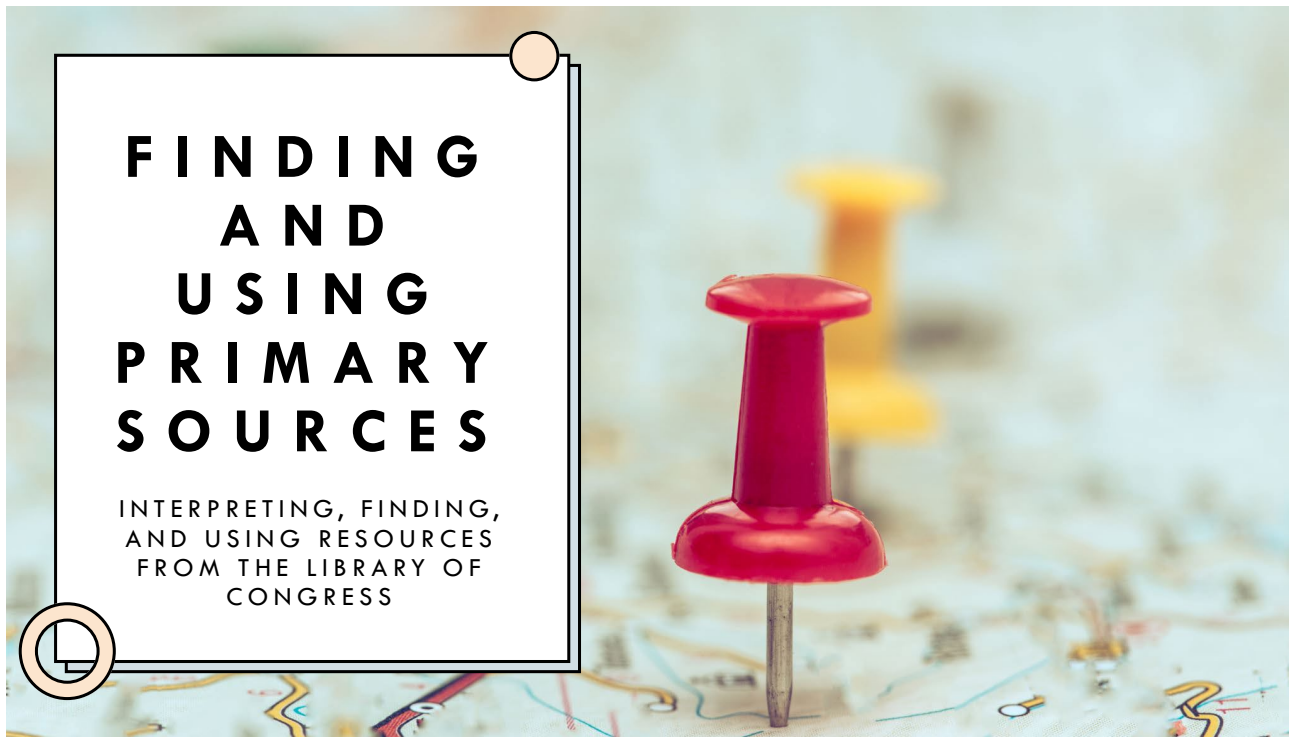
Education Level 1 accounts are free, and teachers can access content. To share and download advanced assessments you must purchase a school/classroom license. Costs vary based on school size.

<https://www.activelylearn.com/>

## Bibliography

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## Appendix 1: PowerPoint Slides

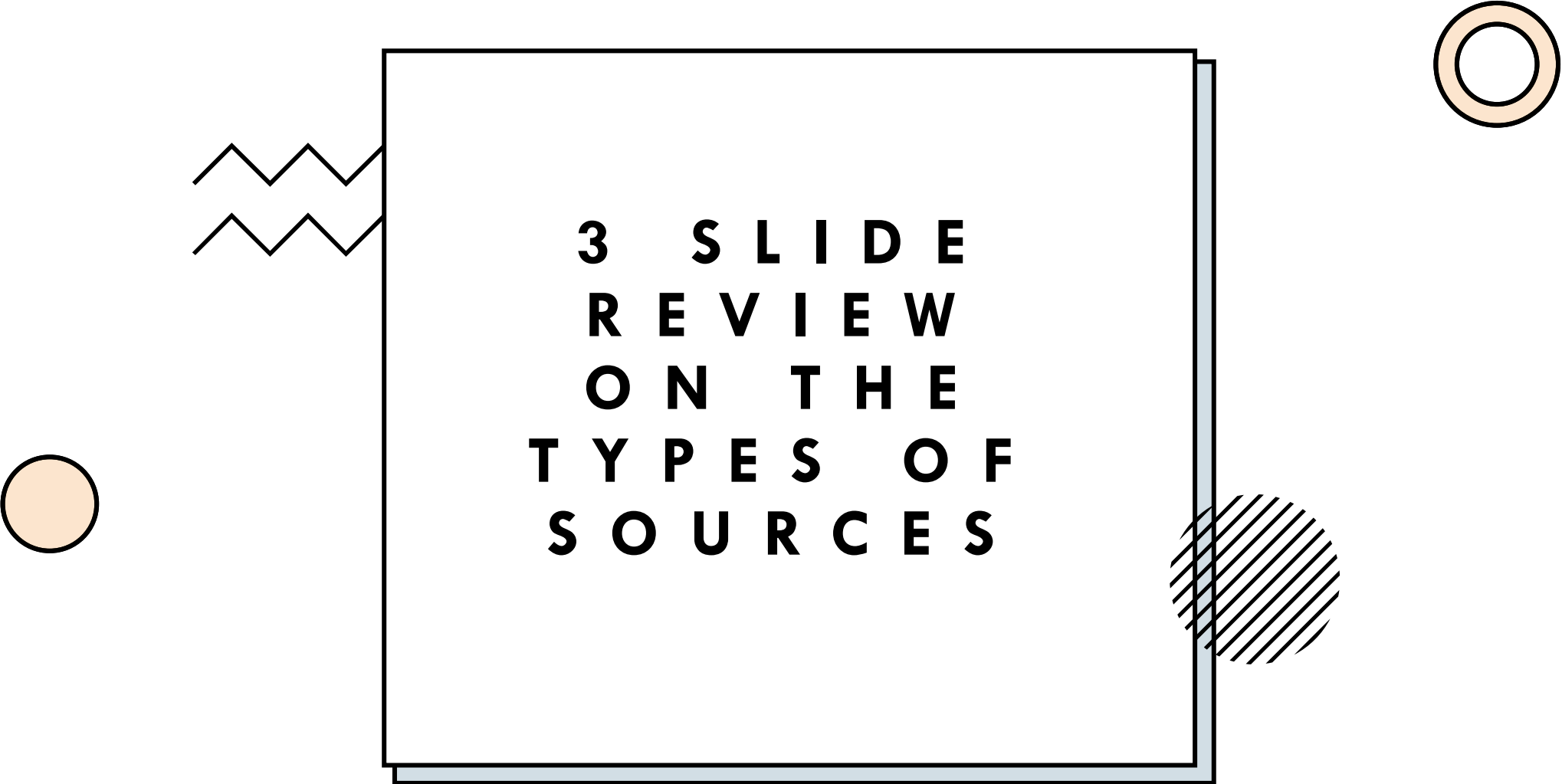






# FINDING AND USING PRIMARY SOURCES

INTERPRETING, FINDING,  
AND USING RESOURCES  
FROM THE LIBRARY OF  
CONGRESS



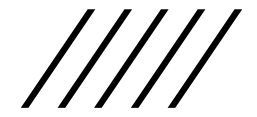
**3 SLIDE  
REVIEW  
ON THE  
TYPES OF  
SOURCES**



# Primary Source

Primary sources are materials directly related to a topic by time or participation. The most common definition of a primary source is that which is written or produced in the time period.

*Examples of primary sources include:*

1. speeches
  2. diaries
  3. newspaper articles from the time
  4. oral history interviews
  5. documents
  6. photographs
  7. artifacts
  8. survey responses
  9. raw data and accompanying original data analysis
  10. anything else that provides first-hand accounts about a person or event
- 



# Secondary Source

Secondary sources are usually published books or articles by authors who were not eyewitnesses or participants in the historical event or period and who base their interpretation on primary sources, research, and study. These sources provide context for a historical event.

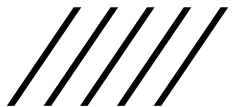
*Examples of secondary sources include:*

1. high school history textbooks
2. biographies
3. retrospective newspapers
4. other history books about a particular topic



# Tertiary Source

- -Tertiary sources are summaries and collections of primary and secondary sources. These sources provide ideas for topics and further investigation.
- *Examples of tertiary sources include:*
  1. almanacs
  2. encyclopedias
  3. dictionaries
  4. guidebooks
  5. manuals
  -



I N T E R P R E T I N G  
P R I M A R Y  
S O U R C E S



A PEGAN PLAY TIPI

*From Copyright Photograph, 1900, by L.P. Harris*

[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

# Six Steps to Interpret *any* Primary Source

Step 1

Identify the type of source

Step 2

Identify the date/period of the source

Step 3

Identify the author/creator of the sources

Step 4

Summarize what the source is-what is it trying to explain, present, or show for a modern audience.

Step 5

Assess the usefulness of the source-What makes it a valid primary source? Is the author/creator a credible source of information, why? How reliable is this source in providing a glimpse into the period?

Step 6

Reflect on this source and how you will use it in the analysis you are tasked with completing today and in the future.

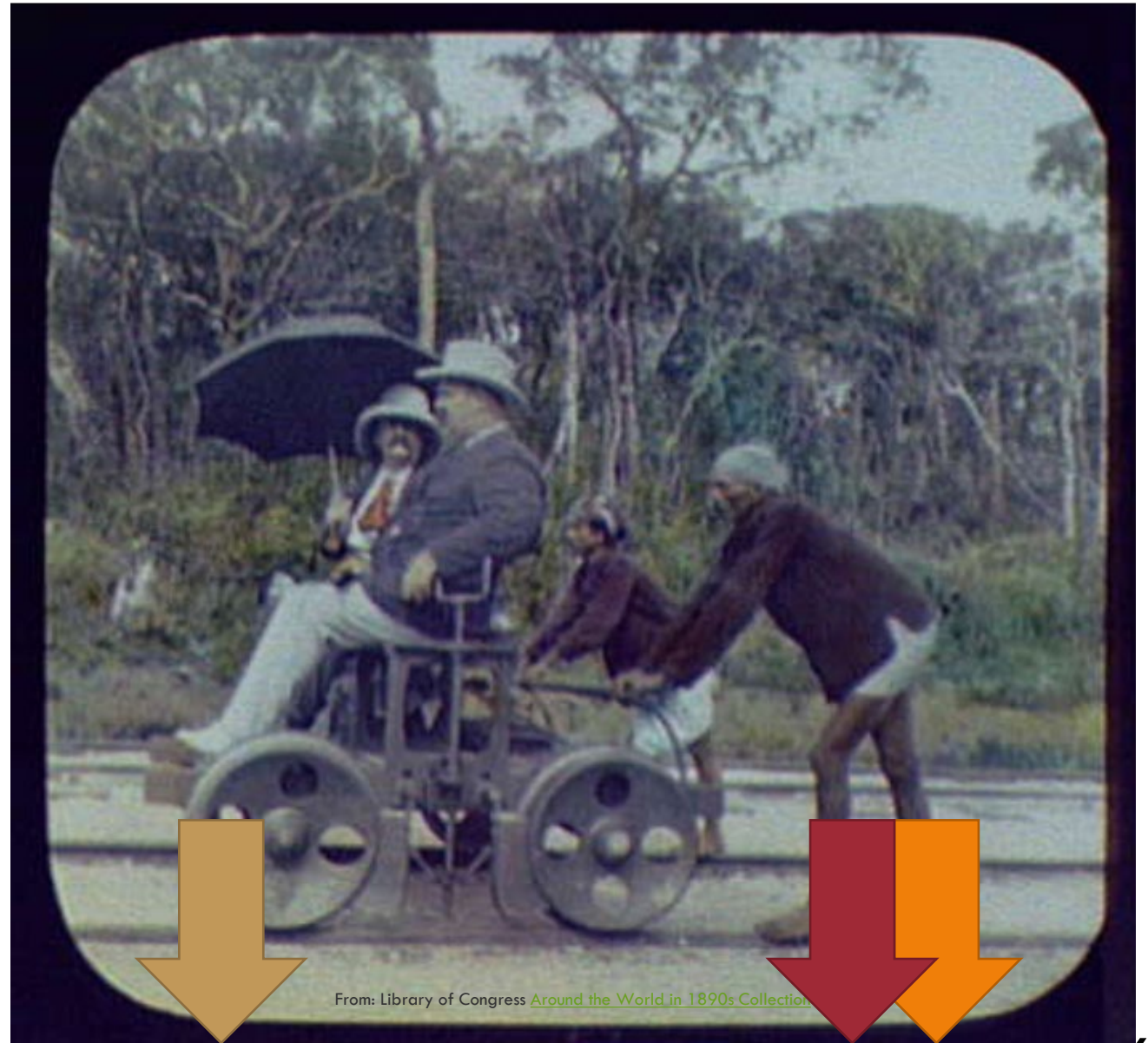




## Let's Try it Out

We are going to follow the steps together to look at the primary source to the right:

1. Identify the type of source
2. Identify the date/period of the source
3. Identify the author of the sources
4. Summarize what the source is
  1. What is it trying to explain, present, or show for a modern audience?
5. Assess the usefulness of the source
  1. What makes it a valid primary source? Is the author/creator a credible source of information, why?
  2. How reliable is this source in providing a glimpse into the period?
6. Reflect on this source
  1. How you could use it in the analysis you are tasked with completing today and in the future.
  2. What questions do you still have?
  3. What do you still need to find.



From: Library of Congress [Around the World in 1890s Collection](#)

Jackson, William Henry, photographer. *Pangborn on Railway Section Car*. Sri Lanka, 1895. Photograph. <https://www.loc.gov/item/2004707614/>.





# Quick Review: How to Analyze a Historical Document

When looking at a document that originates in the past you take an extra step to analyze it by completing these steps:



## Annotations:

Notes of explanation or comments to clarify and evaluate parts of the document.



## Summarization:

A 2-3 sentence summary of what the document says for a modern audience.



## Inclusions:

Notes identifying the individuals and ideas that influence a particular part of the passage. Explain what specific concept they present.

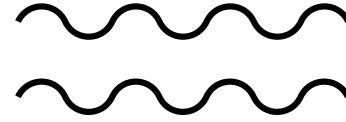
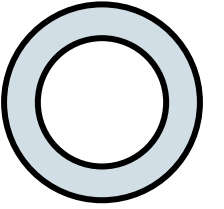
Ex: John Locke-Rights of Man



## Intent:

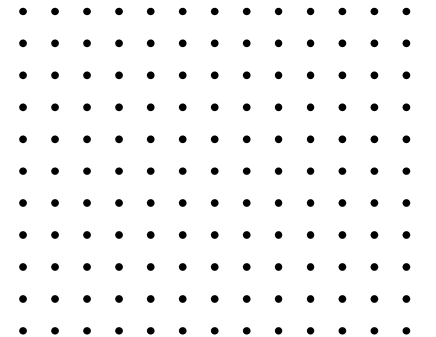
A 2-3 sentence statement of intent explaining what you think is the purpose of the document.





1. Identify the type of source
2. Identify the date/period of the source
3. Identify the author of the sources
4. Complete Historical Document Analysis
  1. Annotations
  2. Summarization
  3. Inclusions
  4. Intent
5. Assess the usefulness of the source
  1. What makes it a valid primary source? Is the author/creator a credible source of information, why?
  2. How reliable is this source in providing a glimpse into the period?
6. Reflect on this source
  1. How you could use it in the analysis you are tasked with completing today and in the future.
  2. What questions do you still have?
  3. What do you still need to find.

# Try it Out in Groups: Historical Documents





# Finding Primary Sources Using the LOC





# What is the LOC?

- The Library serves as the research arm of Congress and is recognized as the national library of the United States.
- Its collections comprise the world's most comprehensive record of human creativity and knowledge.
- It is open to those age 16 and older without charge or special permission-to check out materials.
- It is the world's largest library and a great resource to scholars and researchers.



# Why Should I Use it?

- Today's Library of Congress is an unparalleled world resource.
  - The collection of more than 162 million items includes more than 38.6 million cataloged books and other print materials in 470 languages; more than 70 million manuscripts; the largest rare book collection in North America; and the world's largest collection of legal materials, films, maps, sheet music and sound recordings.
- More than 18 million records describing these collections are located in the LC Online Catalog.
- You can search these records by keyword or browse by authors/creators, subjects, name/titles, uniform titles, and call numbers.



# ○ What are Digital Collections?

- Digital collections are collections of resources that have been digitized and made available to view and access online digitally
  - Books
  - Movies
  - Sound Recordings
  - Images & Prints
  - Photographs
  - Architectural Prints
  - Maps



# ○ Featured Digital Collections:

- American Memory American History & Culture
  - A digital library of historic maps, photos, documents, audio and video from American Memory.
- Chronicling American Historic Newspapers
  - Enhanced access to America's historic newspapers through the Chronicling America project.
- National Jukebox Historic Sound Recordings
  - The National Jukebox features over 10,000 78rpm disc sides issued by the Victor Talking Machine Co. between 1900 and 1925.
- Performing Arts Encyclopedia
  - Collections, articles, and special presentations on music, theater and dance materials from the Performing Arts Encyclopedia.
- Prints and Photographs
  - Catalog of about half of the Library's pictorial holdings with over 1 million digital images.
- Veterans History Project
  - Experience first-person stories of wartime service through personal artifacts, audio and video interviews.
- United States Legislative Information-
  - Congress.gov provides legislation from the 93rd Congress (1973) to the present, member profiles, and more.
- Web Archiving
  - Collections of archived web sites selected by subject specialists to represent web-based information on a designated topic.





# How do I Use the Site?

**Step 1:** Go to [Loc.gov](https://www.loc.gov) and access the Digital Collections

**Step 2:** Search for something related to your topic

**Step 3:** Refine your Results by looking at a specific subject, format, or collection

**Step 4:** Adjust your View to see more/less items, descriptions, or information on your page

The screenshot shows the Library of Congress Digital Collections website. The browser address bar is highlighted in orange, showing the URL <https://www.loc.gov/collections/>. The search bar is highlighted in purple, containing the text "Digital Collections" and "Search Loc.gov". The "LIBRARY OF CONGRESS" logo is visible in the top left. Below the search bar, the page title "Library of Congress » Digital Collections" and a "Share" button are shown. The main content area is titled "Digital Collections" and features a "Featured Content" section with four items: "Historic American Buildings Survey/Historic American Engineering...", "Chronicing America: Historic American Newspapers", "Farm Security Administration/Office of War Information...", and "Cities and Towns". Below the featured content, there are filters for "Results: 1-40 of 434" and "Refined by: Part of: Digital Collections" and "Available Online". A "Refine your results" sidebar is highlighted in red, listing subjects such as "American History" (151), "Government, Law & Politics" (132), "World Cultures & History" (99), "Performing Arts" (94), "War & Military" (79), and "Local History & Folklife" (58). The "Digital Collections" section is highlighted in green, showing a "View" dropdown set to "Gallery" and a "Sort By" dropdown set to "Select". Below this, there are three preview images of historical documents and photographs.







# Using LOC Resources

Create a Primary Source Postcard using 1 source from the LOC and 1 source from *Modern Day*

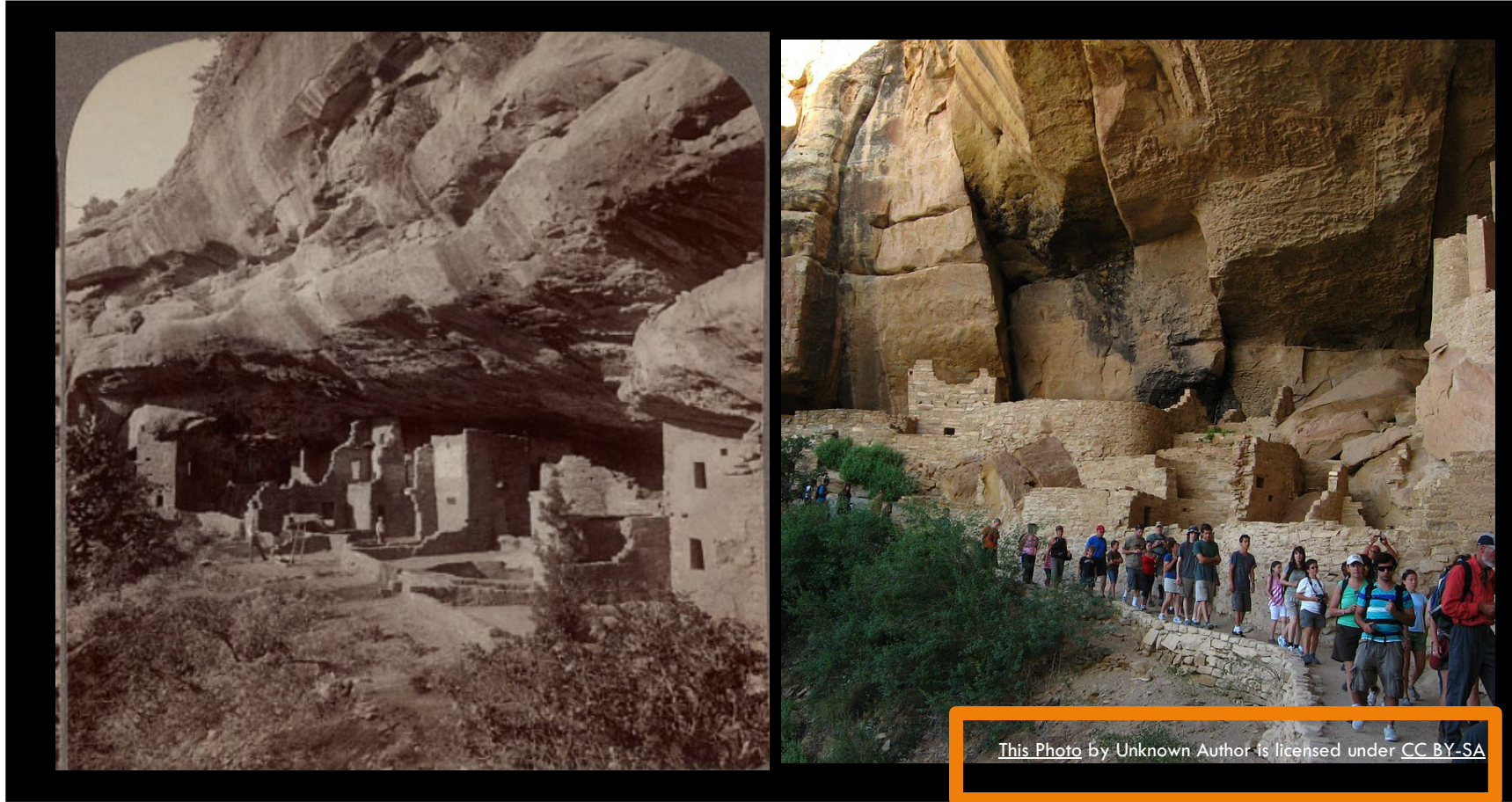


# ○ Are Pictures Worth 1,000 Words?

- They say that one picture is worth 1,000 words. What does that really mean? Does it mean that a complex idea can be conveyed with a single image, or that the subject of the image conveys its own meaning more accurately than a description? Is the answer somewhere between the two?
- Let's say we accept that a picture is worth at least 1,000 words, then we can use images to tell the stories of history. What better way to investigate a culture's connection to location than to look at pictures and images linked to place. Pictures begin to tell narratives and images shape our impressions of the world beyond artificial political boundaries.



## ○ Create a Post Card (Front)



On the front lower corner you add the Credit/Citation for to the modern image.

The image on the left is from 1910 and found in the LOC collection

The image on the right is from 2019 and from the Creative Commons



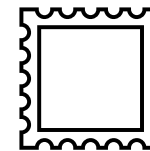


## Create a Post Card (Back)

*This photograph of Mesa Verde was published by Underwood and Underwood in 1910 as part of their photo collection of National Parks. This image shows the cliff dwellings which had only recently been discovered.*

*There is only one person in the historical image, but significantly more people in the modern image. I think Mesa Verde must have been much harder to get to back in the early 1900's. I wonder what it was like for the people who lived there? It looks like there is damage to the underside of the rocks in the modern image. Was there a fire at the site since the first picture was taken?*

*I am surprised at how little the structures have changed. Although it appears now there is now a wall and a clear walking path next to the dwellings. Who lived in the dwellings? When was it abandoned? I wonder if the person on the historical image is an archeologist, or is he just a tourist? Did he "discover" or work at the site?*



Underwood And Underwood,  
Publisher. *Cliff Dwellings at Mesa Verde.*  
Colorado, 1910. Photograph.  
[https://www.loc.gov/item/2018647903/.](https://www.loc.gov/item/2018647903/)

On the back you will write an analysis  
of the LOC Image and your Modern  
Image.

You will include your Citation of the  
LOC image on the back of the  
Postcard



# ○ Remember:

## **LOC Image**

- Must be an image tied to a specific geographic location
- You must include a Chicago citation for your LOC resource on the back of the postcard
- You will create a note which analyzes and reflects on the image while comparing it to present day

## **Modern Day Image**

- Must give credit to the creator.
  - Credit can be in the form of an Instagram username or copyright holder
- Identify the year it was taken-if available
- Location (if not clearly identical to the location in the source image)



# Appendix 2: Student Documents

## Historical Document Analysis Template for Google Docs

### HISTORICAL DOCUMENTS

Each group will analyze the historical document below. As a group you should use the Comments features to write directly on the text portions as you complete the Historical Document Analysis.

Document Link:	<a href="#">ChronicleAmerica: Omaha Daily Bee-Beautiful Park in Colorado Shows Evidences of Ancient Civilization</a>
Identify the type of source:	
Identify the author of the sources:	
Identify the date/period of the source:	
Complete Historical Document Analysis. Use the comment features to comment on the document text below.	<ol style="list-style-type: none"> <li><b>Annotations:</b> Notes of explanation or comments to clarify and evaluate parts of the document.</li> <li><b>Summarization:</b> A 2-3 sentence summary of what the document says for a modern audience.</li> <li><b>Inclusions:</b> Notes identifying the individuals and ideas that influence a particular part of the passage. Explain what specific concept they present. Ex: John Locke-Rights of Man</li> <li><b>Intent:</b> A 2-3 sentence statement of intent explaining what you think is the purpose of the document.</li> </ol>
Document Text:	

<p>Assess the usefulness of the source</p> <p>What makes it a valid primary source? Is the author/creator a credible source of information, why?</p> <p>How reliable is this source in providing a glimpse into the period?</p>	
<p>Reflect on this source</p> <p>How you could use it in the analysis you are tasked with completing today and in the future.</p> <p>What questions do you still have?</p>	



# HISTORICAL DOCUMENTS

Each group will analyze the historical document below. As a group you should use the Comments features to write directly on the text portions as you complete the Historical Document Analysis.

## PART 1: IDENTIFYING INFORMATION

Document Link:	<a href="#">World Digital Library: A General Collection of the Best and Most Interesting Voyages and Travels, Volume 12</a> Text taken from The Author's Preface on Page 10-11
Identify the type of source:	
Identify the author(s) of the source	
Identify the date/period of the source	

## PART 2: HISTORICAL DOCUMENT ANALYSIS

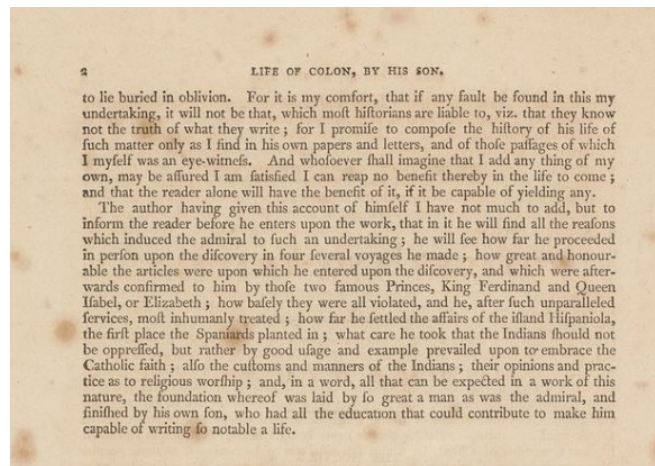
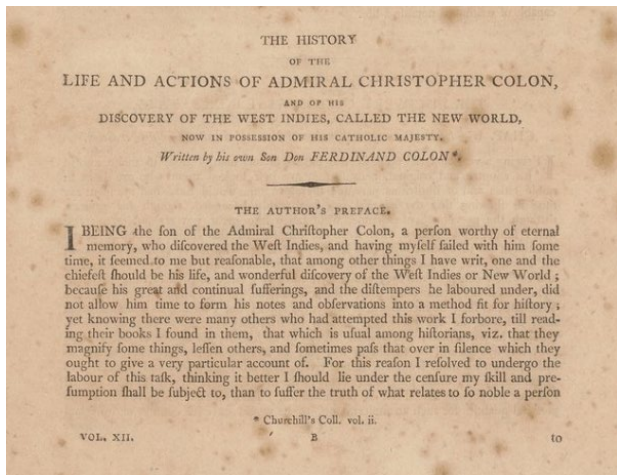
Using the comments feature, add comments to the text provided. You do not have to have the RIGHT answer. The Text of the document is included for your reference below. Each group member should make at least 1 Annotation and 1 Inclusion. As a group you should provide a cohesive Summary and Identify the Intent of the document.

<p><b>Complete Historical Document Analysis.</b> <i>Use the comments features to comment on the document text below.</i></p>	<ol style="list-style-type: none"> <li><b>Annotations:</b> Notes of explanation or comments to clarify and evaluate parts of the document.</li> <li><b>Summarization:</b> A 2-3 sentence summary of what the document says for a modern audience.</li> <li><b>Inclusions:</b> Notes identifying the individuals and ideas that influence a particular part of the passage. Explain what specific concept they present. Ex: John Locke-Rights of Man</li> <li><b>Intent:</b> A 2-3 sentence statement of intent explaining what you think is the purpose of the document.</li> </ol>
<p><b>Document Text:</b></p>	<p>The History of the Life and Actions of Admiral Christopher Colon and of his Discovery of the West Indies, Called the New World, Now in Possession of His Catholic Majesty. Written by his own Son Don Ferdinand Colon</p> <p>I being the son of Admiral Cristóbal Colón, a person worthy of eternal memory, who discovered the West Indies, and having myself sailed with him some time, it seemed to me but reasonable, that among the other things I have writ, one and the chiefest should be his life, and the wonderful discovery of the West Indies or New World; because his great and continual sufferings, and the distempers he labored under, did not allow him time to form his notes and observations into a method fit for history; yet knowing there were many others who had attempted this work I forbore, till reading their books I found in them, that which is usual among historians. That they magnify some things, lessen others, and sometimes pass that over in silence which they out to give a very particular account of. For this reason I resolved to undergo the labour of this task, thinking it better I should lie under the censure my skill and presumption shall be subject to, than to suffer the truth of what relates to so noble a person to lie buried in oblivion.</p>
<p><b>Summary</b></p>	
<p><b>Intent of Document</b></p>	

## PART 3: HISTORICAL DOCUMENT ANALYSIS

As a group use the questions in the column on the left to Assess the Usefulness of the source and Reflect on how, when or if you could use the information presented.

<p><b>Assess the usefulness of the source</b></p> <p><i>What makes it a valid primary source?</i></p> <p><i>Is the author/creator a credible source of information, why?</i></p> <p><i>How reliable is this source in providing a glimpse into the period?</i></p>	
<p><b>Reflect on this source</b></p> <p><i>How you could use it in the analysis you are tasked with completing today and in the future.</i></p> <p><i>What questions do you still have?</i></p>	





# Postcard Document Template for Google Docs

## PRIMARY SOURCE POSTCARD

They say that one picture is worth 1,000 words. What does that really mean? Does it mean that a complex idea can be conveyed with a single image, or that the subject of the image conveys its own meaning more accurately than a description? Is the answer somewhere between the two ideas?

Let's say we accept that a picture is worth at least 1,000 words, then we can use images to tell the stories of history. What better way to investigate a culture's connection to location than to look at pictures and images linked to place. Pictures begin to tell narratives and images shape our impressions of the world beyond our national boundaries.

For this task, you are going to find two images that represent the one location. These images can be photographs, posters, paintings, or drawings from the past. You will need to find your historical image using the LOC collection and cite it with a Chicago style citation, but your modern image can be from anywhere as long as you cite it.

### YOUR LOC IMAGE:

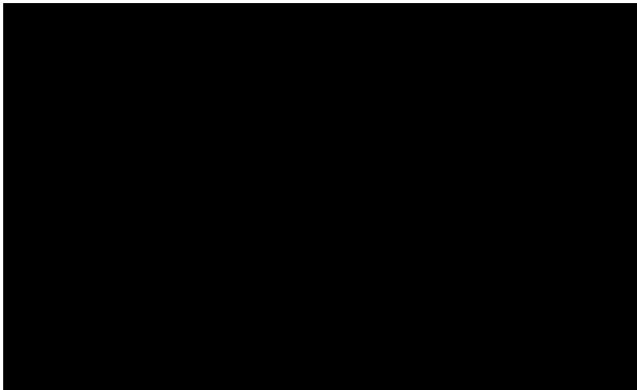
1. Must be an image tied to a specific Geographic Location
2. You must include a Chicago citation for your LOC resource on the Reverse of the Postcard
3. Students will create a thoughtful note analyzing the image and its companion using the Primary Source Analysis steps outlined in class. Your Present-Day Image:

### YOUR PRESENT-DAY IMAGE

1. Must give credit to the creator.
  - a. Credit can be in the form of an Instagram username or Copyright Holder
2. Identify the year it was taken
3. Location (if not clearly identical to the location in the source image)

Criteria for Postcard Evaluation	
Competent (1 point)	Beginning (0 points)
<i>Note to Recipient</i>	
Student takes the time to write a thoughtful and detailed note incorporating most of the Historical Source Analysis steps. Student takes time to summarize, assess, and reflect on both images. The note concisely presents fresh, original ideas that elaborate on the central idea of the image. Precise, descriptive language is used to complement the image.	No facts are reported, or most are inaccurate. Much of the reported information or analysis is unclear or fails to summarize, assess, or reflect on the image. The central focus is unclear. The word choice is weak, and explanations do not suit the image, what it represents, or is inconsistent with its place in history.
<i>Image Impact</i>	
The image clearly represents the central idea that an image can replace 1000 words as it represents a specific location. The image brings out emotions in the viewer. The image "speaks for itself."	There is no clear relationship between the two images. The image does not convey a clear message it does not represent a clear geographic location. No clear relationship exists between the two images selected.
<i>Citation</i>	
The citation intentionally uses standard English conventions of usage and mechanics while attending to the norms of the Chicago Style Form.	Citation is not included for the image. May be incomplete or not formatted according to Chicago Style Norms
<b>Totals (3 points)</b>	

### FRONT OF POSTCARD



### BACK OF POSTCARD

Note to Recipient

Citation

# PRIMARY SOURCE POSTCARD

They say that one picture is worth 1,000 words. What does that really mean? Does it mean that a complex idea can be conveyed with a single image, or that the subject of the image conveys its own meaning more accurately than a description? Is the answer somewhere between the two ideas?

Let's say we accept that a picture is worth at least 1,000 words, then we can use images to tell the stories of history. What better way to investigate a culture's connection to location than to look at pictures and images linked to place. Pictures begin to tell narratives and images shape our impressions of the world beyond our national boundaries.

For this task, you are going to find two images that represent the one location. These images can be photographs, posters, paintings, or drawings from the past. You will need to find your historical image using the LOC collection and cite it with a Chicago style citation, but your modern image can be from anywhere as long as you cite it.

## YOUR LOC IMAGE:

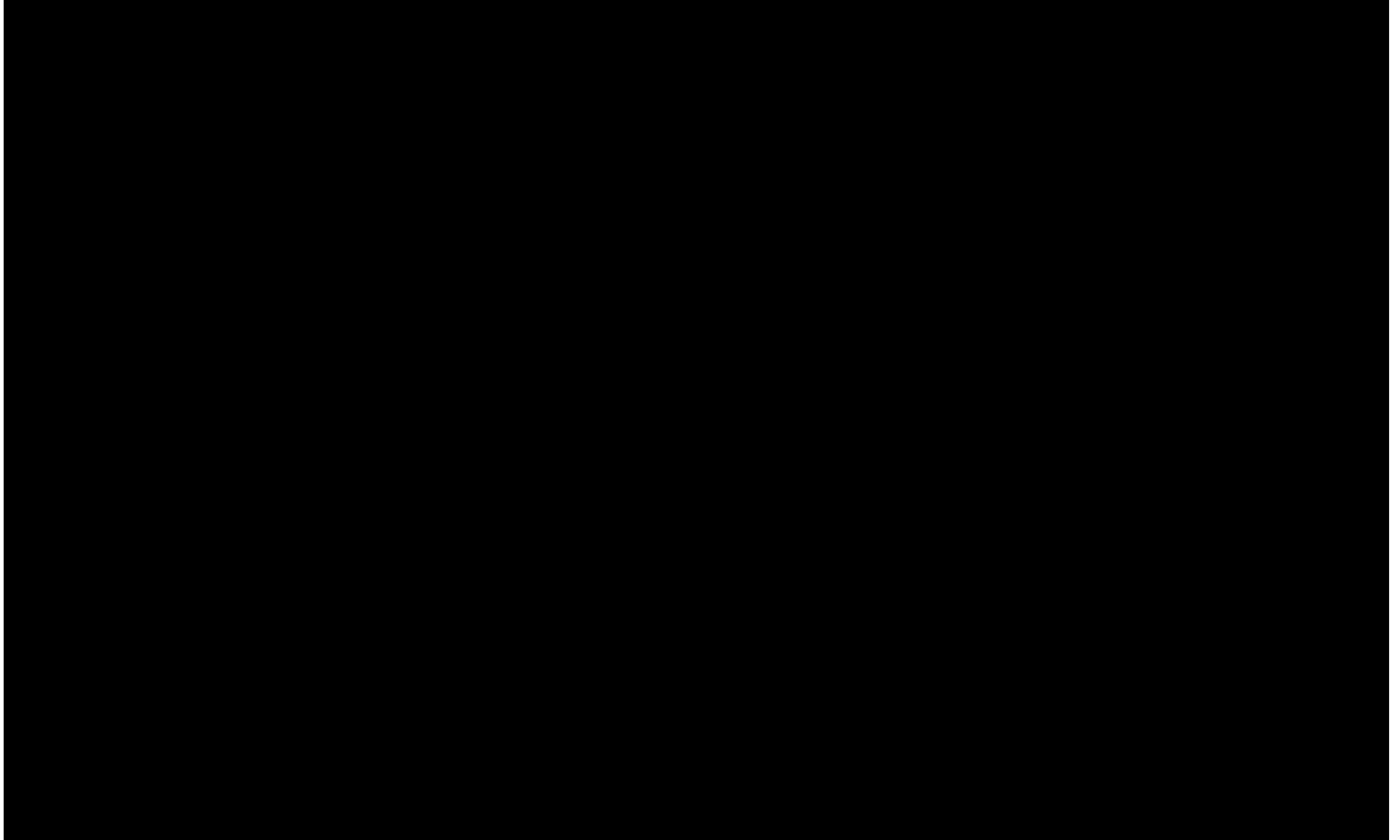
1. Must be an Image tied to a specific Geographic Location
2. You must include a Chicago citation for your LOC resource on the Reverse of the Postcard
3. Students will create a thoughtful note analyzing the image and its companion using the Primary Source Analysis steps outlined in class. Your Present-Day Image:

## YOUR PRESENT-DAY IMAGE

1. Must give credit to the creator.
  - a. Credit can be in the form of an Instagram username or Copyright Holder
2. Identify the year it was taken
3. Location (if not clearly identical to the location in the source image)

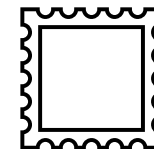
Criteria for Postcard Evaluation	
Competent (1 point)	Beginning (0 points)
<i>Note to Recipient</i>	
Student takes the time to write a thoughtful and detailed note incorporating most of the Historical Source Analysis steps. Student takes time to summarize, assess, and reflect on both images. The note concisely presents fresh, original ideas that elaborate on the central idea of the image. Precise, descriptive language is used to complement the image.	No facts are reported, or most are inaccurate. Much of the reported information or analysis is unclear or fails to summarize, assess or reflect on the image. The central focus is unclear. The word choice is weak, and explanations do not suit the image, what it represents, or is inconsistent with its place in history.
<i>Image Impact</i>	
The image clearly represents the central idea that an image can replace 1000 words as it represents a specific location. The image brings out emotions in the viewer. The image "speaks for itself."	There is no clear relationship between the two images. The image does not convey a clear message it does not represent a clear geographic location. No clear relationship exists between the two images selected.
<i>Citation</i>	
The citation intentionally uses standard English conventions of usage and mechanics while attending to the norms of the Chicago Style Form.	Citation is not included for the image. May be incomplete or not formatted according to Chicago Style Norms
<b>Totals (3 points)</b>	

FRONT OF POSTCARD



BACK OF POSTCARD

Note to Recipient



Citation