

Sample Pages from



Created *by* Teachers *for* Teachers and Students

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**Primary Sources:
Continents—
The Americas, Europe,
and Australia**

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Table of Contents** (2 pages)
- How to Use This Product** (3 pages)
- Lesson Plan** (6 pages)
- Primary Source Document** (1 page)

To Create a World ⁱⁿ which
Children **love** to Learn!

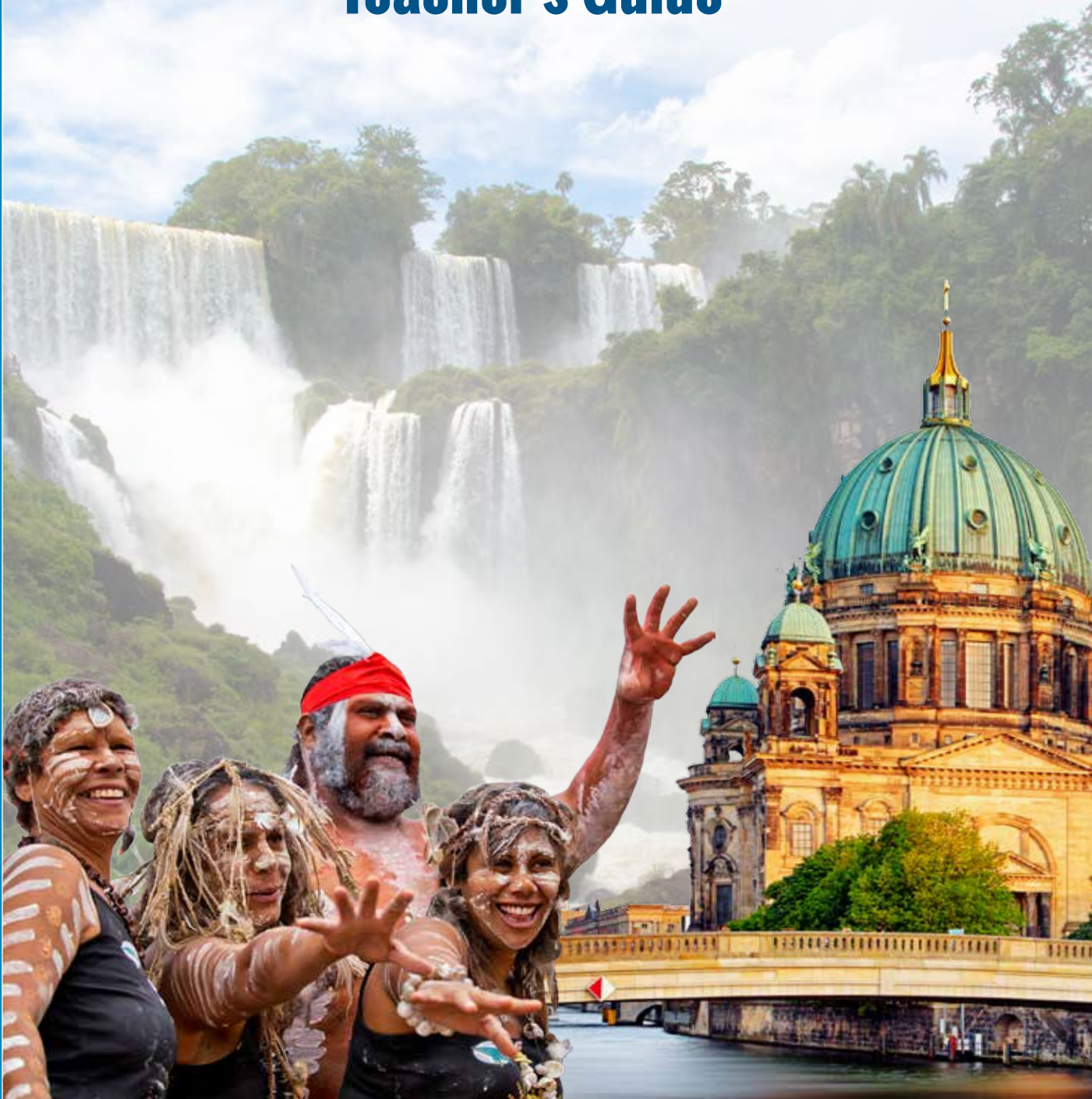
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— PRIMARY SOURCES —

Continents

The Americas, Europe, and Australia

Teacher's Guide



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the Primary Sources series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

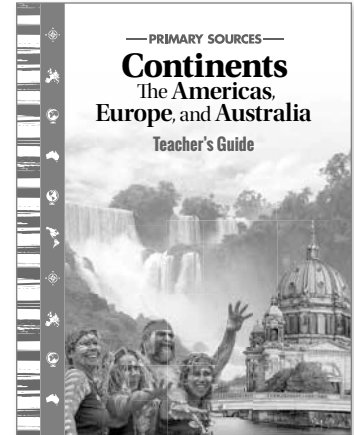
- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

How to Use This Product *(cont.)*

Teacher's Guide

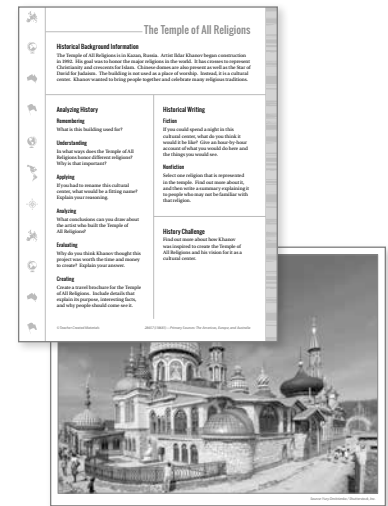
The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- extension activities
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary
- suggested literature and websites



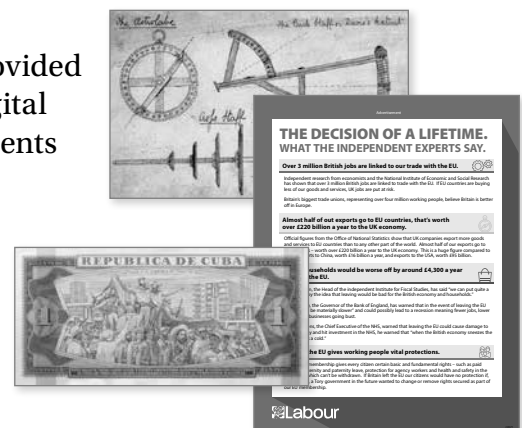
Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. The lesson plans do not refer to each of the sections on the backs of the photograph cards. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes: a primary source image with historical background information; Bloom's taxonomy questions or activities; historical writing prompts (fiction and nonfiction); and a history challenge featuring an engaging and challenging activity.



Primary Source Documents

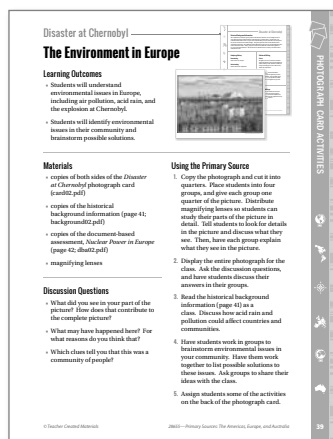
Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.



How to Use This Product *(cont.)*

Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* on pages 124–125 has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.

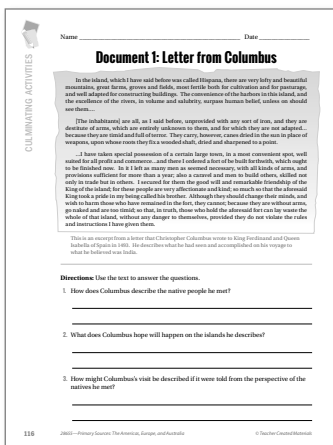


Culminating Activities

Culminating activities are provided to help students synthesize the information they have learned throughout this unit of study. First, students will complete a document-based question task (DBQ). A DBQ is a special type of essay question. Documents are provided for students to analyze and use to support their responses to the question or prompt. When writing a response to a DBQ, students use general information they have learned along with specific evidence from the documents. The purpose of a DBQ is to help students think like historians. Analyzing and using primary sources is an effective way to practice this skill.

DBQs also help students improve their writing skills. Students have to write strong theses, use evidence to support arguments, and make connections between different pieces of evidence. They will also be better able to analyze the author's purpose, point of view, and bias.

Finally, students will complete a culminating group activity. This fun activity allows students to draw upon what they have learned throughout the unit of study.



Digital Resources

The Digital Resources include: digital copies of the photographs and primary source documents; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets discussed on pages 10–20; and a detailed listing of the original locations of all primary sources in the collection. See page 128 for more information.



The Cuban Revolution



Learning Outcomes

- Students will examine the Cuban Revolution and Cuba's relationship with the United States.
- Students will create comic strips supporting viewpoints on the Cuban Revolution.

Materials

- copy of the facsimile *Cuban Banknote* (doc03.pdf)
- copies of the historical background information (page 81; background11.pdf)
- copies of *Text of the Cuban Banknote* (page 82; banknote.pdf)
- copies of *Taking Sides* (page 83; activitiesheet03.pdf)
- copies of the document-based assessment, *Visiting Cuba* (page 84; dba11.pdf)
- highlighters of different colors

Discussion Questions

- Who appears to be the leader in this picture? How do you know?
- What do all the people who surround this leader have in common? What is their status in society? How do you know?
- Does this image evoke positive or negative emotions? Explain your thinking.

Using the Primary Source

1. Display the facsimile *Cuban Banknote* for students. Have students closely examine the details of the picture. You may wish to distribute copies of *Text of the Cuban Banknote* (page 82) for students to read the English translation. Then, ask the discussion questions. Explain to students that this is a 1986 Cuban banknote (money).
2. Distribute copies of the historical background information (page 81) to students, and have them read it silently. Then, read it aloud to the class, encouraging students to use two different colored highlighters to note when they see a pro or a con of the Cuban revolution. As a class, discuss these pros and cons.
3. Distribute copies of *Taking Sides* (page 83) to students. Tell students they will choose to support or oppose the revolution. (Or you can assign half the class to support it and the other half to oppose it.) Then, have each student create a comic strip to show that viewpoint.



The Cuban Revolution *(cont.)*

Extension Idea

- Have students further investigate relations between the United States and Cuba today. What has changed since the 1960s? What has stayed the same? What is likely to happen next?

Document-Based Assessment

1. Distribute copies of *Visiting Cuba* (page 84) to students. A digital copy of the photograph is provided in the Digital Resources ([visiting.jpg](#)).
2. Tell students to use what they learned about relations between the United States and Cuba to respond to the questions.
3. Use the answer key below to review student responses as a class. Discuss how students can use strong evidence from the primary source to most effectively respond to the questions.

Answer Key

Taking Sides (page 83)

- Students should take a position on the revolution and show it in their cartoon strips.

Visiting Cuba (page 84)

1. Answers may include that Cubans are welcoming Barack Obama and Americans to Cuba.
2. Responses may include that this visit helped restore relations and end Cold War tension.
3. Answers may include that she feels hopeful due to partly restored relations or anxious for the visit to go well.





The Cuban Revolution *(cont.)*

Historical Background Information

In 1953, a group of rebels began a campaign to overthrow the Cuban dictator, Fulgencio Batista. The Cuban people were poor. Yet Batista **embezzled** money and made himself rich. He also controlled the press and Congress. So Cuban rebels, led by Fidel Castro, started a revolt. Many people joined the rebels because they did not like Batista. By 1959, they had ousted the president and took over the country. They arrested people who supported Batista. They even killed some of his supporters. The country turned **communist**, and Fidel Castro became Cuba's leader.

The new Cuban government did not allow **protests** or free press. The government became the only source of news for Cubans. Castro did not allow people to own businesses. He limited how much land they could own. He also did not hold elections. Yet the government improved healthcare and hospitals. Schools improved, too. Women and black people were given better education and good jobs. This was something they did not have before because of **discrimination**.

Castro's regime had a big effect on the United States. Before the takeover, the United States and Cuba traded goods. Sugarcane was Cuba's largest **export**. The United States also owned some businesses and land in Cuba. When Castro took over, he declared that these belonged to the Cuban government.

The United States did not approve of the communist government. So it placed an **embargo** on goods from Cuba. This meant that Cuba could not trade

sugarcane or any other goods with the United States. The United States also tried to convince other nations not to trade with Cuba. Even though Cuba is only 90 miles (145 kilometers) from Florida, Americans were not allowed to travel there anymore. The Soviet Union, who was also communist, stepped in and became close allies with Cuba. They bought all the sugarcane so that Cuba's economy would not fail. The Soviet Union also gave them other goods and weapons.

The United States wanted to overthrow Castro. The U.S. government trained Cuban exiles to go back and invade the country. The United States gave them the money and weapons they needed for the invasion. In 1961, these fighters invaded Cuba at the Bay of Pigs. The invasion failed, and the United States looked foolish.

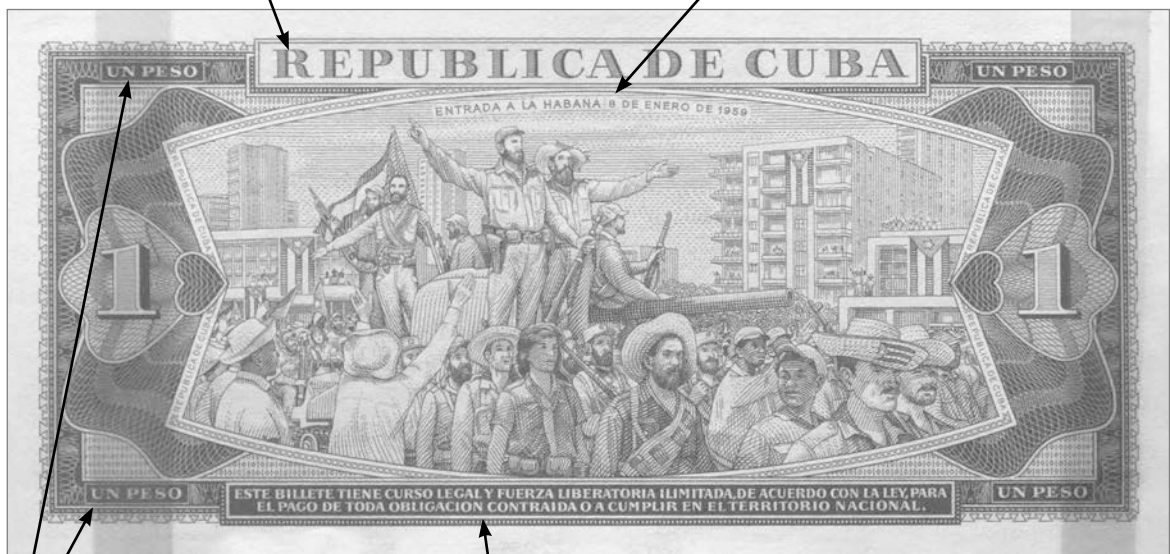
In 1962, Cuba allowed the Soviet Union to build nuclear missiles in Cuba. This made Americans nervous since it was so close to U.S. soil. President John F. Kennedy demanded that the Cubans remove the missiles. He ordered the navy to set up a blockade around Cuba. After a tense couple of weeks, the Soviet Union agreed to remove the missiles.

Relations between the United States and Cuba did not change much until 2016. Both countries decided to begin restoring relations. President Barack Obama became the first president to visit Cuba in more than 80 years. Americans are now allowed to travel there. But relations are still not completely restored.

Text of the Cuban Banknote

REPUBLIC OF CUBA

ENTRANCE TO HAVANA, JANUARY 8, 1959



ONE PESO

THIS NOTE IS UNRESTRICTED LEGAL TENDER ACCORDING TO LAW FOR THE PAYMENT OF ALL DEBT INCURRED OR TO BE REQUITED IN NATIONAL TERRITORY.



Name _____ Date _____

Taking Sides

Historical Background Information

The Cuban Revolution had positive and negative effects for the Cuban people. As Fidel Castro rose to power, it changed many people's lives. Although Cubans had more access to better healthcare and schools, they did not have much freedom. This 1986 banknote shows Castro and the people supporting the revolution.

Activity

Directions: Think about the pros and cons of the Cuban Revolution. Take one side. Then, use the frames to create a comic strip about the revolution. Include details that show your position.

Challenge

Find out what has happened to Fidel Castro, the long-time ruler of communist Cuba.



Name _____ Date _____

Visiting Cuba



This is a photograph of a poster showing U.S. President Barack Obama’s visit to Cuba in 2016. This was the first time a U.S. president had visited Cuba since 1928. The poster has a picture of Obama and Cuban president Raúl Castro. The caption says, “Welcome to Cuba” in Spanish.

Directions: Use the photograph to answer the questions.

1. What is the message of the poster?

2. What does this visit mean to Cuba and the United States?

3. How do you think the woman in front of the poster feels? Why?

UN PESO

REPUBLICA DE CUBA

UN PESO

ENTRADA A LA HABANA: 8 DE ENERO DE 1959



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UN PESO

ESTE BILLETE TIENE CURSO LEGAL Y FUERZA LIBERATORIA ILIMITADA, DE ACUERDO CON LA LEY, PARA EL PAGO DE TODA OBLIGACION CONTRAIDA O A CUMPLIR EN EL TERRITORIO NACIONAL.

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