

**Course of Study:**

Any History or Social Science Course – World History, US History, Government, Sociology, or Economics

**Unit:**

May vary according to teacher needs and curriculum goals

**Topic:**

*Travel – Comparisons and Challenges*

**Vital Theme(s):**

**Values, beliefs, political ideas, and institutions:** - the basic principles of influential religions, philosophies and ideologies. The interplay among ideas, moral values, and leadership, especially in the evolution of democratic institutions. The tensions between freedom and security, liberty and equality, diversity and commonality in human affairs.

“Vital Themes and Narratives,” *Building a United States History Curriculum*. Westlake, OH: National Council for History Education, 2005, pp. 10-11.

**Lesson:**

*Using primary sources to understand the shared humanity and the geographic challenges based on time and place.*

**Rationale for lesson and the use of *Vital Themes*:**

Using the Theme of *Values, Beliefs, Political Ideas and Institutions*, the various reasons for travel can easily be examined and discussed. A study of travel through the lens of this *Vital Theme* will present students with the opportunity to understand shared humanity while examining the diversity of people across time and place.

This lesson allows teachers the flexibility to use several unique primary sources in *Lapham's Quarterly* to best suit the needs of their students. Students will appreciate the work historians do in making comparisons and seeing commonalities and differences. A better understanding of geography and its role in history will also surface.

**Student Objectives:**

Students will be able to:

- Appreciate the work of an historian by “doing history” in the classroom
- Recognize broad themes in various primary sources
- Identify similarities and differences across time and place
- Evaluate and analyze primary source documents

**Benefits for Teachers:**

- Providing a specific focus for a broad topic through the use of NCHE’s *Vital Themes*
- Challenge students to be historians rather than passive recipients of information

**History’s Habits of the Mind:**

- Acquire at one and the same time a comprehension of diverse cultures and of shared humanity
- Understand the relationship between geography and history as a matrix of time and place, and as a context for events

“History’s Habits of the Mind,” *Building a United States History Curriculum*. Westlake, OH: National Council for History Education, 2005, p. 9.

**Materials:**

- Any document found in the *Travel* issue of *Lapham's Quarterly* or on the *Lapham's Quarterly* website.
- ADAPT, Written analysis sheets, and/or Image analysis sheets

### Lesson Activities:

#### *Prerequisites:*

- Discussion of the terms “inconvenience,” “disagreeable” and “unreasonable.”
- Understanding of how historians analyze and interpret a primary source document.

#### *Motivation for Student Learning:*

Open class with a discussion of the meaning of this quote, “If the traveler exercise a little patience, he will often find that ways which strike him as unreasonable or even disagreeable are more suitable to the environment than those of his own home would be.”

The quote is from *1893 – United States* -Baedeker’s United States (p. 118) as featured in *Lapham's Quarterly*. Explain that moving from one place to another – permanently or temporarily - often results in social, physical or emotional discomfort. However, there are ways to overcome such inconveniences. Ask students to read and analyze the full text of the document.

- These questions may serve as a discussion basis for the above document:
  1. Does the author seem to believe that there is a remedy for the inconveniences of travel?
  2. Cite three specific examples from the document to support the author’s assertion.
- For closure, the teacher may want to have students write a paragraph describing the author’s point of view/perspective.

#### *Activity / Application:*

When the above activity is finished, distribute any number of documents to the students (at teacher’s discretion or allow students to choose their own from the issue). Additional documents can be found in *Lapham's Quarterly* or on the website.

Depending on personal, district, or state goals, teachers may want to select documents that span a vast period of time or documents that are restricted to a specific era. Documents that are specific to a particular region, documents from all over the world or any combination of the aforementioned will work depending teacher preference. The more diverse the time periods, the regions, and the authors, the more challenging the lesson may be.

Each student should complete a written document analysis or A.D.A.P.T for each document. In order to have students read with a purpose, students should be sure to note *with specific passages* the similarities and differences in why people travel and the challenges and obstacles faced in traveling. In addition, students should note whether the selected documents reflect a given time period, a given area, or vary in one or both categories.

In addition to the above or as a replacement, the teacher may use some of the images or maps and have students complete an image analysis sheet. The same discussion as above should be followed.

#### **Possible Documents:**

- Documents from *Lapham's Quarterly* can be chosen at teacher’s discretion OR
- Allow students to choose (depending on classroom needs)

#### *Assessment:*

1. **Comprehension:** Using all of the documents presented as evidence, have students complete the attached chart.\* Students may also complete a Venn Diagram.
2. **Analysis and Comprehension:** Have students, in essay format, use documents to support or refute the assertion that the reasons for travel across time and place tended to be more similar than different or that geography could either hinder or facilitate the traveler's experience. Specific evidence from each document should be used to avoid having students argue using abstract generalizations.
3. **Further Research:** Have students (individually or in small groups) examine other written documents in *Lapham's Quarterly* (or the Quarterly's website) and choose any document. As if they were making a travel brochure, students could then attempt to find an image in *Lapham's Quarterly*, in a text or on line that could be paired with that written source. As an alternative, teachers could provide an image, and students could attempt to find a written source from *Lapham's Quarterly* to match the image provided by the teacher. For example, using the image of the stagecoach from 1875, students could locate a written account of a traveler's experience traveling across the continent.

**\*Chart**

Observation	Evidence - Cite documents and specific evidence.
All travelers travel for a reason.... (list reasons)	
Those reasons are similar in that they all...	
Those reasons are different in that they all...	
All travelers confront challenges such as....	
Those challenges are similar in that they all...	
Those challenges are different in that they all...	
The geography in each instance is similar in the fact that it...	
The geography in each instance is different in that it...	