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“My Darling Sheik…”

So opens a letter dated August 31, 1927, from Catherine Borup to her paramour, Anthony DiLieto. A native of the Bronx, 24-year-old Borup was the daughter of Irish and Danish immigrants, while trolley-car driver DiLieto, aged 27 and also from New York, was a first-generation American of Italian stock. Borup was away from her “Darling Sheik” and used pen and paper to express her feelings of loneliness at their separation.

The sentiment of the letter from Borup to DiLieto evokes a kind of vintage language from the time period. The reference to the “Sheik” refers to silent screen star Rudolph Valentino, the Brad Pitt of his day. There is a discussion about train schedules and a potential rendezvous. But so what? What’s the big deal about a letter between two anonymous lovers of the Roaring 20s? Well, they were my maternal grandparents, and upon the 1986 death of my grandfather, Anthony DiLieto, their letters were turned over to me for my care. Since then, I have occasionally shared these letters with my students when we are studying the 1920s. When I read the aforementioned letters to my students, I gently slip each one out of its original envelope, complete with its two-cent stamp, and the 1920s speak to us across a chasm of more than 90 years.

Primary sources are powerful learning and teaching devices that provide students, teachers, and scholars with a window to the past unlike any other kind of resource. In some ways, just about everything around us can be deemed a primary source. A primary source is any documentation of an event from a person who actually participated in the event. Such sources give us firsthand looks at the past.

At our school, students compile a slide show for the senior prom that is really a visual record of their four years of high school. Like the letters from my grandparents, these documents help the students define who they are and provide us direction for the future.

I have a sign on the podium in my classroom that has a quotation from an anonymous British source. It reads, “A present tense culture that disdains the past has no future.” Let’s consider what might happen with the senior prom slide show should it be analyzed and interpreted by a historian 100 years from now. Not only would the images speak about our school at a particular time and place but also in a broader sense it would provide historians with a glimpse into life in the United States from today, offering a kind of global appreciation of trends and change over time. I like to point out to my students that fashion can also be a primary source. My students and I chuckle together when I relate the story of the kinds of tuxedos my peers and I wore to our proms in the 1970s—pastels and polyester.
With an array of primary sources at your disposal, you can help connect students to the past in ways that are unimaginable. “The past,” William Faulkner once wrote, “is not dead. It isn’t even the past.” So, your teaching through use of primary source materials will not only enrich your students’ understandings and give the past meaning, but it will also enrich your repertoire of teaching tools by providing relevance. With primary sources at your side, you can easily answer the oft-heard query “So what?” that comes from those students chasing away the “I hate history” blues.

Where do you begin? Let me help you. Much of the material presented here is based on the important groundwork on teaching with primary sources developed by the Education Staff of the National Archives and Records Administration (www.archives.gov/education/index.html).

In addition, keep in mind that using primary sources helps to create a greater sense of participatory democracy in the United States. This is particularly true when you are working with documents that are related to the United States government, such as the kind housed in repositories like the National Archives and Records Administration or the Library of Congress (www.loc.gov). The Using Primary Sources in the Classroom section of this book (pages 10–20) is reproduced as student activity sheets. These activity sheets can be completed electronically or printed and distributed to students. They are located in the Teacher Support Files folder within the Digital Resources. See page 128 for more information.

To get your students warmed up to the idea of using primary source material, consider doing the following exercise with your class shortly after the school year begins. As a homework assignment, direct your students, with the help of a family member or adult who is close to them, to look through souvenirs of their lives that have been saved as they have grown. These might include photographs, letters, diaries, newspaper clippings, birth certificates, report cards, or library cards.
Introduction to Primary Sources (cont.)

Before students bring their selected primary sources to class, have them respond to the following questions as a warm-up to the activity that you will lead: What do the primary sources have to do with the students? What do the items say about students' lives? and Where did the primary sources come from?

During the follow-up class meeting, have students share with the class their selected documents. As they present their documents, students should provide answers to the following questions: What type of primary source is this? What is the date of the primary source? How was the primary source saved, and who saved it? Who created the primary source? and How does the primary source relate to the student and the class?

Next, have students record for their documents and the documents of their classmates their responses to the following questions: What does the existence of the primary source say about whoever created it? What does the existence of the primary source say about whoever saved it? and What does the existence of the primary source say about life in this era? Reproducible student pages for this activity are provided in the Teacher Support Files folder within the Digital Resources (introact.pdf).

Your Own Primary Sources Activity Sheets

Once you have prepared your students with this strategy, you will be well on your way to introducing them to the work of historians as they make valid inquires into the past.

No matter how you use primary sources, you will find that they will invigorate your classroom, engage your students, and lead to student achievement. Effective use of primary sources can help you challenge your students to question their assumptions about the past. Primary sources breathe life into one of the most exciting disciplines of all—history—because they reflect individual human spirit through the ages. There are myriad ways you can utilize primary sources in your teaching repertoires. Let the adventure begin!
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.
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.
Dome of the Rock and the Western Wall

Jerusalem: The Holy City

Learning Outcomes

■ Students will compare and contrast the prominent religions in the Middle East.

■ Students will create Venn diagrams to compare and contrast Islam and Judaism.

Materials

■ copies of both sides of the Dome of the Rock and the Western Wall photograph card (card05.pdf)

■ copies of the historical background information (page 53; background05.pdf)

■ white construction paper or legal-sized paper

■ copies of the document-based assessment, Church of All Nations (page 54; dba05.pdf)

Discussion Questions

■ What details stand out to you in this photo and why?

■ What clues indicate where the photograph was taken?

■ Why are so many people in this location?

Using the Primary Source

1. Display the photograph card Dome of the Rock and the Western Wall for the class, and ask students the discussion questions. Have students discuss their answers with partners. Then, share their thoughts with the class.

2. Distribute copies of the historical background information (page 53) and read it aloud. Ask students to think about how culture is expressed where they live. They should analyze the languages, the religions, and the holidays that are celebrated. Explain that many cultures may be present in a single community, and encourage students to consider which cultures are represented in their own communities. Have students discuss their ideas in small groups.

3. Place students into small groups of four to five students. Give each group a piece of paper. Have students create Venn diagrams comparing and contrasting Islam and Judaism. Encourage students to research and find additional information about each religion.

4. Assign students some of the activities on the back of the photograph card.
Dome of the Rock and the Western Wall

Jerusalem: The Holy City (cont.)

Extension Idea

- The third major religion of the world is Christianity. Have students research this religion and compare and contrast it with Judaism and Islam.

Document-Based Assessment

1. Distribute copies of *Church of All Nations* (page 54) to students. A digital copy of the photograph is provided in the Digital Resources (church.jpg).

2. Tell students to use what they learned about Judaism and Islam 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

**Photograph Card**

**Remembering:** Judaism and Islam

**Understanding:** Each site has a religious meaning to a group of people.

**Applying:** There are many diverse people visiting the sites, so they come from all over the world to visit.

**Analyzing:** Both are religious sites and were built a long time ago. The Western Wall is only a remnant of what once was, and it is a simple wall. The Dome of the Rock is intact and very ornate.

**Evaluating:** Each site belongs to a different religion. This could cause strife and disagreement.

**Nonfiction:** A mosque is built as a place for Muslims to worship and pray. A shrine is built to honor and remember a particular person or event.

**History Challenge:** The rock is said to be the place where Abraham almost sacrificed his son, Isaac, and also where Jacob wrestled with God.

**Church of All Nations** (page 54)

1. Christians from any country would most likely attend this church because it is a Christian church.

2. Responses will vary but could include Christian symbols such as a cross, images of Jesus, and an altar.

3. Answers may include that the church wants to be open and welcome all people of all nations.
Historical Background Information

Judaism is the oldest **monotheistic** religion in the world. The biblical figure Abraham, who lived over 4,000 years ago, is considered to be the **patriarch** of Judaism. Abraham is also the patriarch of Islam. Abraham had two sons, Isaac and Ishmael. According to the scriptures, Isaac is said to begin the lineage of Judaism. Ishmael is said to begin the lineage of Islam. Muslims believe Allah (God) revealed the Islamic faith to the prophet Muhammad. Judaism and Islam may share a beginning, but they have branched into different belief systems.

The principles of Judaism are based on the holy writings of the Torah. The five books that make up the Torah are also the first five books of the Christian Bible. There are additional Jewish texts that make up the Pentateuch. Jerusalem is the most holy city in Judaism because, according to the scriptures, it is where Abraham was asked by God to sacrifice his son Isaac. It is also said to be the land given to the Jewish people by God after Moses led them out of Egypt. Jewish people worship in temples and face Jerusalem when they pray. They celebrate many holidays, including Rosh Hashanah and Yom Kippur.

While Muslims believe in Jewish leaders, such as Abraham and Moses, Muslim teachings come from Muhammad. Muhammad is known as the “Holy Prophet” of Islam. He lived from AD 570–632. Muhammad wrote the teachings revealed by Allah in Islam’s holy book, the Qur’an. Muslims believe the Qur’an is the final revelation from Allah. According to the Qur’an, it corrects any errors made in earlier holy writings, such as the Torah and the Bible. Muhammad was from Mecca in Saudi Arabia, so this is the most holy city in the Islamic world. Jerusalem is also important to the Islamic religion. Jerusalem is said to be where Muhammad ascended to heaven to receive instruction from Allah. Muslims worship in mosques and pray facing Mecca. They fast for an entire month during Ramadan. The end of fasting is celebrated with a holiday called **Eid al-Fitr**.

Tensions between Jewish people and Muslims have been present for hundreds of years and for many reasons. Those tensions run high, particularly in Jerusalem. This is a holy city to both religions and has many important religious landmarks for both. The Western Wall is a sacred site to Jewish people. They pray at the wall and **lament** the destruction of the second temple. Just hundreds of yards away is the Muslim site, the Dome of the Rock. This is a shrine to Muhammad.
Church of All Nations

Directions: This photograph is of the Church of All Nations, a Christian Church in Jerusalem. Use the image to answer the questions.

1. Who would most likely attend services in the Church of All Nations and why?

2. Describe what you believe the Church of All Nations looks like on the inside.

3. Why might this building be called the Church of All Nations?
Dome of the Rock and the Western Wall

Historical Background Information

Jerusalem is an ancient city located in the country of Israel. The Dome of the Rock and the Western Wall are sacred places in the city. The Dome of the Rock is part of a Muslim holy area that is known as Mount Moriah. The Dome of the Rock was completed in AD 691. It was built as a shrine to Islam’s prophet Muhammad. The dome is located on the rock Muhammad is claimed to have stood on when he ascended into heaven. The Western Wall was once the supporting wall around a temple for Jewish worship. The Romans destroyed the temple in AD 70, and only the Western Wall remained. Many Jewish people pray at the wall and mourn the temple’s destruction. For this reason, the wall is sometimes called the Wailing Wall.

Analyzing History

Remembering
What two religions worship at these sites?

Understanding
For what reasons might people visit these sacred places?

Applying
What evidence supports the idea that the Dome of the Rock and the Western Wall are important places?

Evaluating
What problems might there be by having these two places in the same city?

Creating
Write a poem about what you would mourn if you visited the Western Wall.

Historical Writing

Fiction
Write a conversation that might have occurred between a Jewish person and a Roman soldier when the temple was destroyed in AD 70.

Nonfiction
The Dome of the Rock is a shrine, not a mosque. Explain the difference between the two.

History Challenge

The actual rock that the Dome of the Rock was built on also has historical importance to Jewish people. Research to find out its significance.