



# NEWS FROM *Hemispheres*

THE INTERNATIONAL OUTREACH CONSORTIUM  
AT THE UNIVERSITY OF TEXAS AT AUSTIN

SPRING 2012

## IN THIS ISSUE: Teaching with Primary Sources

**HEMISPHERES IS PLEASED** to be the recipient of a grant from the Library of Congress's Teaching with Primary Sources (TPS) Western Regional Program to promote the use of primary sources to teach world studies. The goals of the program are to provide professional development for in-service and pre-service classroom teachers, librarians, media specialists, and educational support personnel to access, use, and develop curriculum utilizing digitized primary sources from the Library of Congress collections. We are proud to be the first recipient of this grant focused on world studies.

In August, facilitators from TPS came to Austin to present a hands-on training workshop that focused on understanding, analyzing, and teaching with primary sources; exploring the Library of Congress website; understanding ethical use of primary sources; understanding the inquiry process; and creating inquiry activities. Since then, Hemispheres has replicated that workshop at selected sites around Texas. We would be happy to provide materials on these topics to any school or district that needs them; please contact us if interested.

As part of the project, Hemispheres is working with the impressive archive of the Library of Congress—now digitized in the millions—to gather thematic collections of primary sources that help meet the needs of Texas teachers. In this issue of *News from Hemispheres*, we are introducing materials from our Annotated Resource Sets (organized collections of primary source materials with suggested learning activities) on world studies themes. The full sets are free and available for download from our website: <http://www.utexas.edu/cola/orgs/hemispheres/tps/tps.php>

Hemispheres would like to encourage Texas school districts to consider applying for a Teaching with Primary Sources grant. The grant is available at various levels and will enhance your professional development program.

### FROM THE WESTERN REGIONAL PROGRAM

#### • What are primary sources and why should I use them in the classroom?

Primary sources are snippets of history that may include letters, manuscripts, diaries, journals, newspapers, speeches, photos, and interviews. Working with primary sources requires students to be analytical, to examine sources thoughtfully, and to determine what else they need to know to make inferences. History comes alive for students motivated by primary sources. Analysis of primary sources will deepen student understanding of the curriculum through developing students' memory, reason, and imagination to foster empathy for the past, perspectives on the present, and the ability to influence the future.

#### • How can my organization participate in the TPS Western Regional Program?

The Library of Congress works with school districts, library systems, universities, foundations, cultural institutions, and other educational organizations to increase access to the Teaching with Primary Sources program to teachers across the United States. U.S. educational organizations operating where there are no TPS Consortium members can apply for grants of up to \$20,000 to incorporate Teaching with Primary Sources methods and materials into their ongoing professional development for teachers.

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<http://www.utexas.edu/cola/orgs/hemispheres/>

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## European Political Cartoons

Political cartoons, also known as editorial cartoons, have been used for centuries as a means of expressing points of view on various political, economic, or social issues. These cartoons are so effective because even those with limited reading skills are often able to understand the idea that is being communicated through the use of symbols, caricatures, and exaggeration. Understanding how to analyze political cartoons offers new insight into the thoughts and ideas surrounding a particular event or time period.

### *Suggested Inquiry Activities and Strategies:*

- Have students analyze one or more cartoons and decide the cartoonist's point of view or how much it tells about the events of the time.
- Without any background knowledge, have students analyze a cartoon. Can they decipher when it was drawn, from or about what country, and what message the cartoonist is trying to impart?

- Have students discuss the themes of the cartoons and compare to other historical or current events. Are the themes in the cartoon contemporary to that period only or do they recur?

*Sample Item (from a set of 12 political cartoons):*

***The Times*, anno (London), James Gillray, 1783**

Print shows John Bull throwing up his arms in despair as the devil flies away with a map labeled "America"; to the left are a Dutchman, a Spaniard, and a Frenchman, and in the background is a battle scene at Gibraltar. This cartoon is about the Treaty of Paris, signed at the end of the American Revolution, as well as the War of the Spanish Succession, waged concurrently in Europe.

### **More contextual information:**

<http://www.loc.gov/pictures/item/2004676762/>



**Calendar of liberty, 1852.** See full set online for additional information.



# Cartography of the Americas

After the first Europeans arrived in the Americas, explorers set out on voyages to learn more about the region while map-makers depicted what they found. Early maps reveal limited knowledge of the region, which expanded over the course of the following centuries. Comparing early maps to modern maps of the Americas will reveal the process of discovery in which Europeans were engaged, as well as the geographic features that they observed during their travels. Early maps reveal which countries dominated mapmaking, as well as which countries were interested in various regions of the Americas.

## Suggested Inquiry Activities and Strategies:

- Provide a copy of one map, with its background information, to groups of 2–3 students to have them compare it to modern maps of the same region. They should create a list of the similarities and differences.



What did early cartographers know about the Americas? What was still unknown?

- Hold a group discussion as you review each map with the class as a whole. Then focus on maps of the same area (e.g., California, Strait of Magellan, Brazil) to determine change over time.

*Sample Item (from a set of 12 historical maps):*

## A Modern and Quite Precise Depiction of America (or the Fourth Part of the World), Diego Gutiérrez, 1554

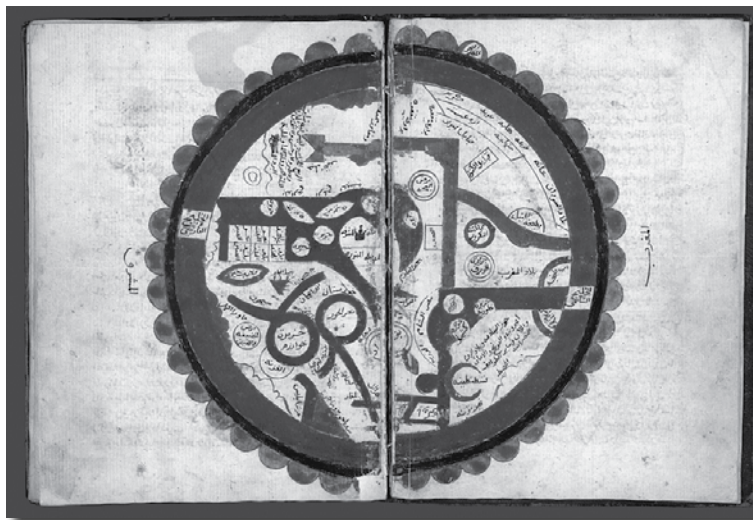
Diego Gutiérrez was appointed principal cosmographer to the king of Spain in the Casa de la Contratación. The crown commissioned the Casa to produce a large-scale map of the western hemisphere, often called the “fourth part of the world.” The purpose of the map was to assert Spain’s claims to New World territories against the rival claims of Portugal and France.

**More contextual information:**  
<http://www.wdl.org/en/item/32/>



**Map of the Americas, 1650.** See full set online for additional information.





## Writing and Knowledge in the Medieval Middle East and North Africa

During the period after the rise of Islam until around 1600, the Islamic world developed a literate, scientifically curious, artistic culture. Much of this culture was built around the Islamic (and Jewish) notion that exploring the intricacies of the world is to appreciate better God's work in creating it. Many works from ancient Near Eastern cultures were incorporated into the Islamic corpus of knowledge, as were the classics of Roman and Greek literature. This work was translated into Arabic, commented upon, and often referenced in new philosophical and scientific treatises as scholars tried to prove or disprove various theories. This production was not limited to Muslims; the period

ruled Spain is also regarded as one of the two Golden Ages of Jewish thought and cultural production.

### *Suggested Inquiry Activities and Strategies:*

- Project or display this map side by side with a modern map of the eastern hemisphere. Have students identify major features such as the Mediterranean Sea, Africa, India, Mecca, the Caspian Sea, and the Nile River.
- Have students compare this map to some of the maps in other collections (for example, the map of the Americas in 1554). How does it compare to those maps, and the modern map? How is it different?

between the tenth and twelfth centuries in Muslim-

*Sample Item (from a set of 6 images and texts):*

***Kharidat al-'Aja'ib wa Faridat al-Ghara'ib*** (The Pearl of Wonders and the Uniqueness of Things Strange), Umar bin Muzaffar Ibn al-Wardi, late seventeenth century

This is a map of the world. Properly displayed, it is "upside down" with geographic south at the top of the map. At the center of this map are the two holiest cities of Islam: Mecca and Medina. The manuscript is a cosmology, not meant to be accurate geographically, but only to present the reader with a systematic overview of the existing knowledge about the world at the time.

**More contextual information:** <http://myloc.gov/Exhibitions/EarlyAmericas/Interactives/HeavensAndEarth/html/earth/artifact8-earth.html>

## Ethnographic Landscape of Siberia

As Russian explorers and settlers expanded east across the Ural Mountains and into Siberia, they encountered many ethnic nationalities with their own languages, cultures, and traditions. For most of these nationalities, their lives would change drastically after the arrival of Russian settlers and during the Soviet period of expanding cities and industrialization. A few were able to maintain their cultural heritage and way of life. In this unit, students will explore photographs of several native cultures and discuss similarities and differences.

### *Suggested Inquiry Activities and Strategies:*

- In small groups, have students pull information from the images by making

inferences about the surroundings and attire of the people depicted.

- Have students compare native Siberian cultures with native American cultures and try to come up with reasons for similarities.
- Discuss how life in Siberia has or has not changed for some or all of the native Siberian populations from the nineteenth to the twenty-first century.

*Sample Item (from a set of 12 photographs and postcards):*

**Orochen women in front of a yurt of birch bark, Siberian Postcard collection, National Library of Russia, 1904–1917**



The Orochen people are one of the oldest ethnic groups and the fifth smallest ethnic minority in China, with a current population of 8,000. The name "Orochen" means mountain people or people of the forest. Historically, they were nomadic hunters and gatherers, associated with the reindeer of the region. The Orochen first came into contact with the Russians in the seventeenth century, as the Russians moved east across the continent.

**More contextual information:** <http://www.orochenfoundation.org/>

# Women in India: The Colonial Period to the Present

Women in India, as elsewhere in the world, have historically experienced many challenges—including poverty, colonialism, and caste discrimination—in addition to gender inequality. They also have a long history of responding to these challenges by actively fighting for gender equality, as well as for independence from British rule, workers' rights, environmental rights, and other social reforms. This resource set examines perceptions about women from a western perspective and encourages students to assess the accuracy of these perceptions in order to reach an understanding of how Indian women themselves experienced their roles within the context of colonialism and other forms of social struggles.

## *Suggested Inquiry Activities and Strategies:*

- Have students put photographs from the resource set in chronological order and explain how they determined where to place each item in the chronology. Were there any surprises? If so, what were they? How might the images help dispel stereotypes about Indian women?
- Have students categorize the images into groups by socioeconomic class: working, middle, upper. Ask the students to discuss how they came to their decisions. Did they consider what the women are wearing, what they are doing, or something else in the photograph?



*Sample Item (from a set of 24 images, news articles, and audio recordings):*

**Young woman street vendor holding measuring scales, William Henry Jackson, World's Transportation Commission photograph collection, circa 1895**

The World's Transportation Commission, organized to gather information about foreign transportation systems, began its tour

in Tunis in late 1894 and at first traveled so rapidly that Jackson had time for only a few photographs of his chief subjects—traditional and modern transportation methods and popular tourist sites. The pace slowed in Ceylon, and as the group toured India, Oceania, China, and Siberia, Jackson produced more images illustrating native life, influences of modern civilization, and picturesque scenery.

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**CITIES REFLECT THEIR SURROUNDINGS:** they are centers of population, government, economics, religion, and, ultimately, culture. Similar in basic composition but divergent in their personalities, cities mirror the characteristics and chronicles of the people who inhabit them. The highs and the lows of history are captured in our cities. They wax and wane. They are the nexus of change and development. They allow us to explore the many intersecting aspects of societies, from urban planning and architecture to art, migration, and revolution.

Join Hemispheres for a four-day workshop geared toward world cultures, world geography, and world history educators in which we'll explore the meaning and place of the city—and all that it encompasses—in human history. We will provide content lectures, teaching materials, and classroom strategy sessions to prepare you to present the city as a lens through which your students can better understand the world.

For more information and to register, please visit the Hemispheres website: <http://www.utexas.edu/cola/orgs/hemispheres/>

# *Hemispheres*

## **Summer Teachers' Institute THE CITY**

**JUNE 12–15, 2012**

*This City is what it is  
because our citizens  
are what they are.*

— PLATO

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**EDITOR: NATALIE ARSENAULT**