Grade: 6  
Subjects: World History & Geography; English/Language Arts  
Time Required: 1 50-minute class period  
Author: Ashley Armstrong, Teaching with Primary Sources—MTSU

OVERVIEW
In this activity, students study the travel scrapbooks of Frank and Frances Carpenter to learn about world tourists during the nineteenth and early twentieth centuries. Then they search for photographs to create scrapbook pages telling the story of their own imaginary tour of ancient sites.

INVESTIGATIVE QUESTION
What was it like to visit ancient sites more than a hundred years ago?

RESOURCES
The Frank and Frances Carpenter Collection, https://www.loc.gov/collections/carpenter/about-this-collection/

MATERIALS
Touring Ancient Sites Worksheet (p. 3 below)

CURRICULUM STANDARDS
Grade 6 Social Studies
Ancient Rome, c. 500 BC/BCE-500 AD/CE
6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: Aqueducts, Arches, Bridges, The Colosseum, Domes, Roads, Sanitation

English/Language Arts
Writing
6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
6.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
PROCEDURE

Step 1:  Background and Preparation: In the nineteenth and early twentieth centuries, many scholars and history enthusiasts became fascinated by the visible remnants of historic civilizations such as Rome, Greece, and Egypt. Those who could afford it visited these sites to learn about history first-hand. They also brought back photographs and journals to share with people at home. Frank Carpenter was a cultural anthropologist and geographer who took his daughter Frances on his travels with him around the world. The Library’s Frank and Frances Carpenter Collection contains many photographs and albums documenting the Carpenters’ travels around the world.

Before class, arrange for computer and internet access for each student and print out worksheet copies for each student.

Step 2:  Have students read about the “Background and Scope” section of the Carpenter Collection: https://www.loc.gov/collections/carpenter/about-this-collection/.

At the computers, have students search on “Rome” in the collection to see the Carpenters’ album pages about their trip there (see screen shot below). Lead a discussion. What sort of sites did the Carpenters photograph? What do the captions say about those photographs? What do you think the Carpenters learned from this trip?

Tell students they will be using the Carpenters’ albums as an example and selecting their own photographs of ancient Rome, Greece, or Egypt to create two album pages for their own imaginary trip.

Step 3:  See that each student has computer access and a copy of the Activity #3 Worksheet. Allow students the rest of the class time to complete the activity. Assign the completion of the activity as homework.
TOURING ANCIENT SITES WORKSHEET

NAME______________________________________

1. Choose an itinerary for your trip. Will you visit sites in Rome, Greece, or Egypt? Check one.

□ Egypt
□ Greece
□ Rome

2. Search the Library of Congress Web site for FOUR photographs from your trip. The subject index of the Carpenter Collection is a good place to start: https://www.loc.gov/collections/carpenter/index/subject/. Try subject headings like “Archaeological ruins,” or search on terms like “pyramids,” “columns,” “ruins,” or the names of countries or sites. You may also wish to search the Library’s Prints and Photographs Online Catalog (http://www.loc.gov/pictures/) for photographs from other collections, such as the G. Eric and Edith Matson Photograph Collection (https://www.loc.gov/collections/g-eric-and-edith-matson-photographs/about-this-collection/) or Photocrom Prints (http://www.loc.gov/collection/pgz/). Write the title of each photo (shortened, if you need) so you can find it again in future searches:

a. ___________________________________________

b. ___________________________________________

c. ___________________________________________

d. ___________________________________________

3. Save a copy of each photograph you choose.

4. Create a document in a program like Microsoft Word and insert your photographs. Make sure to include a link to each photograph’s bibliographic page, and to write a caption for each photograph. Then write a paragraph description of each stop on your imaginary tour. Why did you go to this site? Why did you take this photograph? What did you see and what did you learn from it? Print out your pages to include in a class album.

5. Share the album with the class and observe the journeys your classmates recorded. What kinds of different experiences did your classmates imagine having? What was the most popular country chosen by your classmates? Did anyone else choose the same photographs as you? If so, how does their written description compare to yours?