This lesson activity explores different methods of farming from around the world through historic photographs. It consists of 8 pages:

- teacher information sheet (this page)
- lesson activity worksheet (1 page)
- 5 primary source images (5 pages, 1 primary source per page)
- bibliography of images (1 page)

**GRADE LEVEL & SUBJECTS**
6th grade social studies (culture, economics, geography), and 7th grade physical science

**INSTRUCTIONS FOR TEACHERS**
This activity was designed so that you can simply print out and photocopy the activity and primary sources for your students. They can work on these in groups or individually as homework. You can give each group all five sources, or a different source per group. Have students elect a scribe (to record the group’s answers to the discussion questions on the activity worksheet) and a spokesperson (to share findings with the class as a whole). Once all five groups have presented their answers, discuss them with the entire class. How do their answers change from country to country? How is farming different today?

**EXTENSION IDEAS**
- Mark on a wall map of the world all the places that are represented in the primary source images.
- Compare these photographs to photographs of Tennessee farming depicted in the [November 2010 Teaching with Primary Sources—MTSU newsletter](#).
- Tie into physical science lesson by examining how animals and machines make ploughs more effective. Which photograph demonstrates the most effective farming?

**TN CURRICULUM STANDARDS**
Social Studies:
- 6.03 Explain the impact of the Agricultural Revolution, including: Barter economy, Domestication of plants and animals, Emergence of permanent settlements, Food surpluses, Labor specialization, New sources of clothing and shelter

Science:
- 6.PS3: Energy
  1) Analyze the properties and compare sources of kinetic, elastic potential, gravitational potential, electric potential, chemical, and thermal energy.
Directions:

*Answer the following questions associated with the primary source(s) attached.*

*Support your answers.*

1. What do you observe?

2. What role do animals and machinery play in agriculture? How are they used by people?

3. What type of terrain is used for agriculture, and why?

4. Why would sometime take a photograph like this? What was its purpose?

https://www.loc.gov/resource/ppmsca.17162/?sp=164
Palestine, Jewish farmer with modern machinery. [Israel]

https://www.loc.gov/item/2003652908/
"A ploughing scene near Manila, Philippines."

https://www.loc.gov/item/2002714916/
Beersheba and surroundings: (Beer Saba). Beersheba. Bedouin women ploughing with a camel.
BIBLIOGRAPHY OF IMAGES


