

## Image of the Day: AP World History

Students will be assigned in advance a day in which to post an image on the class webpage to be shown at the start of class. Each student is responsible for selecting an image on a given theme, using a specific historical thinking skill to discuss the image.

Requirements:

- ✚ The topic should be an extension of the current unit in some way.
- ✚ Collectively the class should choose a variety of images—art, graphs, charts, maps, political cartoons, and artifact photographs, etc.
- ✚ Include the full citation of where the image was accessed.
- ✚ Include the image.
- ✚ Reference the theme and the targeted skill(s)
- ✚ Include a discussion question, using one of the historical thinking skills as an anchor.
- ✚ In class, be prepared to provide a brief explanation of the image. Then, lead a brief class discussion on a question that employs the targeted skill.

### Historical Thinking Skills

#### ANALYZING EVIDENCE

Content and Sourcing Evidence (Primary Sources)  
Interpretation (Secondary Sources)

#### MAKING HISTORICAL CONNECTIONS

Comparison  
Contextualization  
Synthesis

#### CHRONOLOGICAL REASONING

Causation  
Patterns of Continuity and Change over Time  
Periodization

#### CREATING AND SUPPORTING A HISTORICAL ARGUMENT

Argumentation

SAMPLE

“Image of Terraced Rice Farming in Guilin, China”

<http://www.guilinholiday.com/attraction-v1021-longji-terraced-fields> Accessed 20 May, 2016



THEME: Interaction Between Humans and the Environment

SKILL:

Interpretation (Secondary Sources)

**Comparison**

Contextualization

**Synthesis**

Causation

Patterns of Continuity and Change over Time

Question:

How have other societies adapted the land in order to make food production more efficient? How does this show evidence of continuity over time?