

TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE

NEWSLETTER: JANUARY 2012

VOLUME 4, ISSUE 1

WELCOME!

Teaching with Primary Sources across Tennessee, administered by the Center for Historic Preservation at Middle Tennessee State University, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.

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NEWS

- The Library of Congress and the Smithsonian Institution's National Museum of African American History and Culture have created a new database for oral history collections chronicling the Civil Rights Movement. The [Civil Rights History Project](#) provides a portal for accessing these collections across the country.
- The [Teaching with the Library of Congress Blog](#) is a great new tool for teaching strategies. One recent blog post provides suggestions for [dealing with difficult subjects in primary sources](#) and is a great resource as you think about how to approach issues of racial discrimination and violence with your students.

"AWESOME" SOURCE OF THE MONTH:



[[Participants, some carrying American flags, marching in the civil rights march from Selma to Montgomery, Alabama in 1965](#)]

Why did civil rights demonstrators use the American flag as a symbol of their fight?

THEME: CIVIL RIGHTS

The African American struggle for civil rights began long before Rosa Parks was arrested for refusing to give up her seat on a Montgomery city bus or Dr. Martin Luther King, Jr. emerged as a leader. To understand the events of the 1950s and 1960s, it is important for students to take a much broader look at the quest for civil rights.

The Library of Congress is home to a variety of collections that can help your students explore the pioneers of the civil rights movement. From Jackie Robinson to the founders of the NAACP, the Library's collections offer documents, images, pamphlets, and many other types of primary sources that you can use to engage your students. Also, be sure to explore the wonderful online exhibitions.

UPCOMING EVENTS:

- **January 6**—(Chattanooga) "The Language of Primary Sources" Hamilton County Teacher In Service 1 p.m. to 3 p.m. EST
- **January 28**—(Murfreesboro) "Multi-Disciplinary Approaches to Using Primary Sources from the Library of Congress" Presentation at K-6 Integrated Curriculum Conference at MTSU. Session time TBD.
- **February 23**—(Murfreesboro) "Teaching Across the Curriculum with Performing Arts Primary Sources from the Library of Congress" Webcast with MTSU Center for Educational Media, 3:30 to 4:30 p.m. For viewing options and more information, click [here](#).
- **February 27**—(Knoxville) "Introduction to Teaching with Primary Sources and the Library of Congress" Workshop from 9 a.m. to 3 p.m. EST. To register, email [Lisa Oakley](mailto:Lisa.Oakley@mtsu.edu).
- **February 28**—(Knoxville) "Incorporating Primary Sources Into Your Teaching" Workshop from 9 a.m. to 3 p.m. EST. To register, email [Lisa Oakley](mailto:Lisa.Oakley@mtsu.edu).



Teaching with Primary Sources is a program of the Library of Congress, and is administered in Tennessee by the Center for Historic Preservation at Middle Tennessee State University.



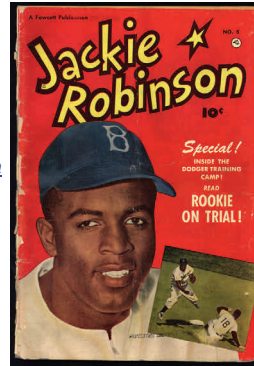
LESSON IDEA— JACKIE ROBINSON & CIVIL RIGHTS

Jackie Robinson is known for breaking the baseball color barrier, but do your students know how this impacted the Civil Rights Movement? Have students discuss civil rights up to the 1940s (a great way to refresh memories is through the [NAACP: A Century in the Fight for Freedom, 1909-2009](#) exhibition). Then have students examine the [Baseball & Jackie Robinson](#) collection (the [Baseball, the Color Line, and Jackie Robinson](#) timeline provides secondary information in addition to primary sources). Then ask students the following questions:

- What gains had the Civil Rights Movement made before Jackie Robinson?
- What gains had been made in the game of baseball in regards to the color barrier?
- How did the gains in the Civil Rights Movement impact the game of baseball?
- How was Jackie Robinson treated in the major leagues?
- How quickly did baseball desegregation come about? How does this compare to school desegregation?
- How has this impacted sports in general?

Students can also choose one primary source from the collection and use the corresponding [primary source analysis tool](#) to further understand this topic. For an extension, check out the [Baseball, Race Relations and Jackie Robinson](#) lesson plan from the Library of Congress Teachers Page.

This lesson can be adapted to meet state curriculum standards for High School U.S. History (Era 9: Post World War II Era [1945-1970s]).



[Front cover of Jackie Robinson comic book]. [c.1951]

IMPORTANT LINKS:

- [Browse By Topic: Civil Rights](#)
- [Civil Rights Movement in Tennessee Primary Source Set \(TPS-TN\)](#)
- [Voices of Civil Rights \(exhibit\)](#)
- [Civil Rights Themed Resources](#)
- [African American History Links Guide \(TPS-TN\)](#)
- [It's No Laughing Matter \(activity\)](#)
- [African American Odyssey](#)
- [Baseball and Jackie Robinson](#)
- [African Americans at War: Fighting Two Battles](#)

LESSON IDEA— “SEPARATE BUT EQUAL” EDUCATION



[Thurgood Marshall, attorney for the NAACP / \[TOH\]](#).

[1957 Sept 17]

The 1896 Supreme Court decision in *Plessy v. Ferguson* provided the Constitutional underpinning for segregation in the United States. Despite the ruling for “separate but equal,” African Americans experienced very little equality in segregated America. Organizations such as the NAACP worked tirelessly throughout the early twentieth century to fight racial discrimination and ensure equal treatment. Education was a central issue in their struggle. African American schools, especially in the South, lacked many of the basic amenities of white schools. Black schools were given older textbooks and equipment, and their teachers were paid less than white teachers. Thurgood Marshall and the NAACP Legal Defense Fund worked to document these inequalities and build the landmark *Brown v. Board of Education* case which declared separate but equal unconstitutional and laid the foundation for the modern Civil Rights Movement.

Begin by reviewing [“With an Even Hand:” Brown v. Board at Fifty](#) with your students. Have each student take notes of important events, paying particular attention to the [Brown v. Board](#) section. As a class, discuss the students’ observations. Begin by asking them to share about what they previously knew about *Brown*. Then have them discuss what events or documents they saw as most compelling and why. Why was the fight for equal access to education so important to civil rights activists?

Next, have students examine this image from [Clinton, Tennessee](#) and complete the [photograph analysis worksheet](#). Ask students to think about what it would have been like to integrate a white school. You also might show students clips from documentaries such as *Eyes on the Prize* which is available in most school libraries. Ask students to write a journal entry from the perspectives of African American students entering an all white school. What would have been their motivation? Were they frightened by the threat of violence or intimidation from other students?

This lesson can be adapted to meet curriculum standards for 5th grade Social Studies and high school U.S. history.

LESSON IDEA— MARIAN ANDERSON’S 1939 CONCERT AT THE LINCOLN MEMORIAL



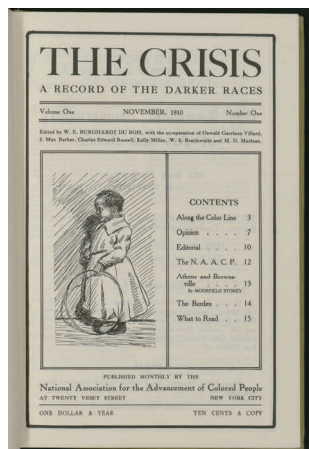
[Interior Secretary Ickes congratulates Marian Anderson at concert.](#) [1939]

On April 9, 1939, contralto Marian Anderson gave a public concert in Washington, D.C., that became a [milestone](#) in the civil rights struggle. Born in Philadelphia, Anderson was an internationally renowned opera singer who was also African American. Concert organizers had originally tried to reserve for her the premiere venue in the nation’s capital—Constitution Hall, owned by the Daughters of the American Revolution (DAR). The hall, however, was available to white performers only, and the DAR refused to alter this policy for Anderson. In response, First Lady Eleanor Roosevelt resigned from the DAR, and Interior Secretary Harold Ickes offered the Lincoln Memorial for the concert. Approximately 75,000 people attended the performance. In 1943, Anderson was [honored](#) with a mural depicting the concert and sang at Constitution Hall.

Have students watch the [newsreel footage](#) of Marian Anderson singing “America” during the concert. Next, ask them to read an [essay](#) about “America” and review the [lyrics and music](#). Ask students: What was the significance of Marian Anderson beginning her performance with “America”? Which lyrics could be related to the struggle for civil rights? Do you think the song took on additional meaning because Anderson performed it at the Lincoln Memorial? At the end of the 1939 concert, Anderson sang several spirituals as an encore, concluding with “Nobody Knows the Trouble I’ve Seen.” Have students listen to a [1924 recording](#) of Anderson singing this spiritual. Next, ask them to review the [lyrics and music](#) of the song (they should use the “page turner” link to view the entire song). Ask students: How would you describe Marian Anderson’s voice? Why do you think she sang spirituals? What is the focus of “Nobody Knows the Trouble I’ve Seen”? What kinds of “trouble” did Anderson and other African Americans face in 1939? (Students may want to access the online exhibit [African American Odyssey](#) for help with this question.) This idea can be adapted to meet state curriculum standards for middle school General Music or Vocal Music (Standard 9: Historical and Cultural Relationships) or high school Vocal Music (Standard 9: Historical and Cultural Relationships).

FEATURED FEATURE— *NAACP: A CENTURY IN THE FIGHT FOR FREEDOM*

The fight to end racial discrimination in this country and to insure that all Americans were treated equally under the law began long before the 1950s. The modern Civil Rights Movement grew out of the ongoing struggle to combat racism and racial violence that can be traced back to the earliest days of slavery. Organizations such as National Association for the Advancement of Colored People which was founded in 1909 were vital to the struggle in the twentieth century and laid the foundation for the achievements of the 1950s and 1960s.



[The Crisis: A Record of the Darker Races, November 1910.](#) (the first issue)

The Library of Congress serves as the official repository of NAACP records. This is a wonderful resource for educators looking for civil rights primary sources! The exhibit, [NAACP: A Century in the Fight for Freedom, 1909-2009](#), contains primary sources from before the start of the Association, through the Civil Rights era, to the recent era.

With this collection, it is easy to follow the fight for civil rights (through the NAACP) for an entire century, and to see that the movement did not end in the 1960s.

This exhibit is featured on [MyLOC](#), so you can choose to register to save images from the exhibit to “MyCollection,” which can be separated into different folders, as you find interesting images from different exhibits (*Please note: this only works with exhibits found in MyLOC.*) These sources can also be emailed and downloaded directly from MyLOC.

Be sure to check out the [Learn More](#) page for related Library of Congress pages, teacher resources, a webcast about this exhibit, and related books on this subject (with options for adults and students).



[Jesse Owens](#) [1936]

CENTRAL HIGH SCHOOL



[Desegregation landmark, Little Rock Central High School, Little Rock, Arkansas \[between 1980 and 2006\]](#)

Examine the front façade of the school. How do you think this school building compared to others in Little Rock? Why do you think so much attention was given to the desegregation of Little Rock Central High School and the Little Rock Nine?

EARLY CIVIL RIGHTS CRUSADER



IDA B. WELLS.

[\[Ida B. Wells, head-and-shoulders portrait, facing slightly right\]](#) [published 1891]

After three of her friends were killed by a mob in Memphis in 1892, journalist Ida B. Wells-Barnett crusaded against lynching. As chairman of the Anti-Lynching Bureau, Wells-Barnett sent out an [appeal](#) for support in 1902. What three things did she ask supporters to do?

VOTING LAWS

To the Colored Men of Voting Age in the Southern States



AS citizens of the United States you cannot value too highly your right to vote, which is an expression of your choice of the officers who shall be placed in control of your nearest and dearest interests.

You should vote at every election. In National and congressional elections vote for the best interests of the country. In local elections vote for the best interests of the community in which you live.

NEVER SELL YOUR VOTE.

[To the colored men of voting age in the southern states.](#) [190?]

This pamphlet explains voting laws at the turn of the 20th century. How have the voting laws changed since then? What brought about this change?

MARCHING FOR BETTER RIGHTS



[Civil rights march on Washington, D.C.](#) [1963]

What are they marching for? Is this peaceful or violent? What do we already know about this march? How does this march compare to the marches in the Southeast?