New lesson plan now available! “King Cotton and Compromise: The Growth of a Slave Economy” is designed for 4th and 8th grade Social Studies to examine how the cotton cycle impacted the national economy. This lesson plan also includes a full extension activity exploring the economic connections to the Missouri Compromise.

Mark your calendars for these upcoming workshops. On Friday, March 18th, join us for “Primary Sources for the Primary Grades” at the Heritage Center of Murfreesboro and Rutherford County. This workshop will be designed for teachers in grades K-4 to explore activities, resources, and strategies for incorporating more primary sources into the early grade levels. To register or get more information, please email Kira Duke.

“AWESOME” SOURCE OF THE MONTH:

Lippincott’s January / J.J. Gould, Jr. [1896]
What does this primary source look like to you? Why might this little boy be carrying a scythe? Are there any clues to help you answer this question?

THEME: HISTORICAL THINKING, VOL. II

This month’s issue was once again produced by the students in Dr. Graham’s History 3011 “Teaching Historical Thinking” course. These students spent this past semester practicing historical thinking skills such as corroboration, close reading, contextualization, and more, and then learning how to incorporate these skills into classroom activities. Since most of these students are planning to teach history at the middle or high school level, this course provided training in not only skills, but also lesson plan writing, primary source analysis, and knowledge of curriculum standards. Overall, they learned that a love of history is great, but that teaching history requires a set of behaviors and skills and, above all, a lot of work!
Lesson Idea – Sourcing World War I

Austria-Hungary declared war on Serbia after the assassination of Archduke Franz Ferdinand on June 28, 1914. This act began a chain of events in which each country in Europe eventually joined sides in a massive armed conflict. In the end, Germany and Austria faced off against Great Britain, France, Russia and finally the United States. In this activity, students will be presented with a series of posters produced by nations from opposite sides of the war. Students will practice the skill of sourcing through the analysis of posters and will try to find the intent or agenda of each nation during the war.

The skill of sourcing asks these questions of the primary sources: who wrote/created it, what was their intent, when was it written/created, and is the source reliable? Present the following four posters to the class: 1914! Les Assassins!, An das deutsche Volk!, Rally round the flag, and It’s up to you. Ask students to figure out what country produced each poster. What are the clues that indicate these origins? Next, see if students can figure out the order in which these posters were produced. (Sometimes, this is difficult, since the French and German posters are both listed as 1914, and the American one is mistakenly labeled as 1910. Have them make their best guesses anyway.) Once students have considered time and place of origin, ask them about why each country (or at least the artists) chose the specific images pictured. What exactly is each poster trying to convey? How does each poster show attitudes towards enemies or patriots? How does the message change as the war goes on?

This lesson idea can be adapted to meet TN curriculum standards for High School U.S. History & Geography (US.26) and English Language Arts (Reading: Informational Text).

Lesson Idea – Using Evidence to Compare Diplomacies

When the United States took over construction of the Panama Canal in 1904, being a key player in world trade was on the line. Theodore Roosevelt would use the Canal, as well as the Monroe Doctrine, for the basis of his “Big Stick Diplomacy.” William Howard Taft would propose his “Dollar Diplomacy” to extend American economic influence in Latin America, as well as China. Woodrow Wilson created his own “Moral Diplomacy” to approach these regions around the time the Canal was completed.

Your students will be using key details from speeches and newspaper articles as evidence in linking these three diplomatic approaches. The successful identification and use of evidence is essential to making strong arguments and conclusions in history. Begin with Theodore Roosevelt’s excerpt and ask students what exactly he means when he says, “Speak softly and carry a big stick.” How does he qualify the use of the Monroe Doctrine? Next, read the excerpt on William Howard Taft’s Dollar Diplomacy. How does Dollar Diplomacy draw from Roosevelt’s Big Stick Diplomacy? What are both of them protecting? Finally, hand out the excerpt from Woodrow Wilson’s speech and have students analyze the text. Again, ask students about the president’s stated motivations. Does this Moral Diplomacy add anything that the other two diplomacies were missing? What themes do these three excerpts reflect? Students should underline specific quotes in each excerpt that indicate points of commonality, and then identify the main ways the three differ. To look at evidence of how these diplomacies were perceived by some in the press, compare the speeches to these political cartoons: The Christmas Surprise Teddy, Back from Bololand, and In the White House attic. How are the policies of these presidents portrayed in the cartoons? How is that portrayal similar to or different from the way the presidents themselves described their policies?

This lesson idea can be adapted to meet TN curriculum standards for High School U.S. History & Geography (US.26) and English Language Arts (Reading: Informational Text & Literacy in History/Social Studies).
LESSON IDEA—CONTEXTUALIZING COLD WAR CARTOONS

After the United States and the Soviet Union sided together in the second World War, the two major world superpowers found themselves entangled in a war over who would emerge as the dominant nuclear superpower. The Cold War helped shape U.S. foreign policy, but it also gave popular political cartoon artists a lot of material for their satirical commentary. To help students better understand these cartoons, we must use contextualization, which is the skill of situating a source or event in time and place, making it more distinguishable and better understood. Using this skill will help students understand what was going on at the time, why a primary source was created, and how it fits into history.

Start by asking students what they know about the Cold War. What were the major differences between the United States’ democracy and the Soviet Union’s communism? Next, split students into five groups. Give each group one of the following cartoons: “Put Out That Light—Do You Want to Blow Up the Place?,” “If You’re Serious About Wanting to Get Down,” and “Sleep, Baby, Sleep” by Herbert Block; and “Viewing With Concern” and “Better Relations Through Trade” by Edmund Valtman. Have each group analyze its cartoon using the political cartoon analysis tool & questions. What is the cartoonist trying to say in each cartoon? What would help you make better sense of it? Next, have students look up their cartoons within the two exhibitions to read the paragraphs that go with the cartoons. How does even a small piece of context like this help make the primary source make sense? Then, have students research who Block and Valtman were, where they were from, and what their points of view might have been. How do students’ understanding of the cartoons change with each additional piece of information? As you delve into your Cold War unit, revisit each of these five cartoons as students learn more about the events and people portrayed.

This lesson idea can be adapted to meet TN curriculum standards for High School U.S. History & Geography (US.73,78) and World History (W.61,65,83) and English Language Arts (Reading: Informational Text & Literacy in History/Social Studies).

FEATURED FEATURE—THE BOSTON MASSACRE & CORROBORATION

On March 5, 1770, a skirmish took place between a group of rebellious colonists and a squad of British soldiers. It resulted in the death of five colonists and is considered by some to be the first battle of the Revolutionary War. Students will be examining perspectives from various primary sources in order to find points of corroboration among accounts. When students corroborate sources, they are looking for confirmation of key details from separate pieces of evidence.

Show the colonial map of Boston and point out the location of King Street, where the massacre took place. How might the location of King Street contributed to the tension that sparked the skirmish? Next, analyze Paul Revere’s Bloody Massacre print. What does it suggest about the victims and perpetrators? What clues does it give as to the bias of its creator? Then, analyze this excerpt from a newspaper article focusing on victims of the massacre. Does this article corroborate anything seen in the print? What other information does it give?

Split the class into two groups and give each group one of the primary source text excerpts: a newspaper account and a legal deposition. Have each group analyze its source, and then create a timeline of events, indicating when hostilities commenced, what happened before and after, etc. After each group has had a chance to share its timeline, have the groups come together as a class and discuss the similarities and differences in the accounts. What overall description can you construct of how the events of the Boston Massacre transpired? What factors would have influenced the accounts to make them differ? Which account more closely matches the Paul Revere print? Whose testimony do you think is more reliable? Why? Does reading each account that you read change how you previously viewed the Boston Massacre? If you have time, show the class the John Adams HBO clip centered on the trial of British soldiers following the Boston Massacre. Lead the class in discussing the main idea(s) of John Adams’ argument in the video, and whether they agree or disagree.

This lesson idea can be adapted to meet TN curriculum standards for 8th grade Social Studies (8.27) and English Language Arts (Reading: Informational Text & Literacy in History/Social Studies).
**Complex Text**

By the honourable Gurdon Saltonstall, Esq; Governour of His Majesty's Colony of Connecticut in New-England, a proclamation for a publick thanksgiving...... New-London: Printed by Timothy Green, printer to his honour the governour and company. [1721]

This is an *image* of a formal proclamation for a public day of Thanksgiving made in 1721 by the Honorable Gurdon Saltonstall. Ask your students to try to read this (funny fonts and all).

What exactly are the people of Connecticut thankful for? To whom/what are they thankful? Why make a public proclamation of thankfulness? Prompt your students to compare the religious connotation of the holiday during its origins in context to how most American families observe and celebrate the holiday in this day and age.

**Main Idea**

The way they go to California / lith. & pub. by N. Currier. [1849]

The California Gold Rush of the 1840s and 50s was a major event with lasting economic and social impacts. What does this political cartoon try to highlight about the Gold Rush? In what way do "they go to California"? What do the tone, dialogue, and methods of travel included in the cartoon suggest about the importance of the Gold Rush at the time? (There’s also a companion cartoon: “The way they come from California.”)

**Author’s Purpose**

Interior of the old Pettway home, now inhabited by John Miller, foreman of the Glee Bend Negroes, Alabama [1937]

Why do you think someone would take a picture like this one? How does knowing that the photographer, Arthur Rothstein, took this photo for the FSA collection help you figure out why it was created? Read what Rothstein says about his experiences photographing the Glee’s Bend community in this article from the collection. Browse other photos by the same photographer to see if he keeps conveying the same intent or message in his body of work for the FSA.

**Close Reading**

Lynch law in Georgia : a six-weeks' record in the center of southern civilization, as faithfully chronicled by the Atlanta journal and the Atlanta constitution ... by Ida B. Wells-Barnett. [1899]

This passage comes from a forward ("Consider the Facts," p. 2 of "view this item") to Lynch law in Georgia, written by Ida B. Wells-Barnett, a newspaper publisher in Memphis who began an anti-lynching campaign after her experiences in Tennessee caused her to leave for Chicago. What does she mean in the following passages: "he has no rights that the law will enforce," "an example must be made," and "the charge of outrage was invented"? Why does she think that white men lynched Samuel Hose? How is she using her own press to call out the white press?