**TEACHING with PRIMARY SOURCES across TENNESSEE**

**NEWSLETTER: MARCH 2010**

**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.

Web site: [mts.edu/tps](http://www.mtsu.edu/tps)  
Contact: sgraham@mtsu.edu or (615) 898-2947

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**NEWS**

- TPS-TN has a busy **spring schedule of workshops and presentations**! Tell your colleagues to attend one of our sessions at the TCSS conference on the 12th in Memphis, or the TAM conference on the 31st in Nashville (see schedule at right).

- Next year marks the **official** beginning of the Sesquicentennial (150th) anniversary commemoration of the Civil War in America, but TPS-TN is starting early with its Civil War-themed offerings, with two events coming up this spring and summer. On March 18, we are presenting a **Webcast** on the “Prelude to the Civil War in TN.” And on July 13-14, we will be hosting our first **TPS-TN Summer Institute**. This two-day event will explore the theme of “Impact of the Civil War on the Tennessee Homefront.” (Prior TPS experience is strongly preferred.) For more info, click [here](http://www.mtsu.edu/tps).

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**UPCOMING EVENTS:**

- **March 12 (Memphis)**: Presentation, Tennessee Council for the Social Studies annual conference, 8—8:45 a.m.

- **March 18 (Murfreesboro)**: Webcast, “Prelude to the Civil War in Tennessee,” Instructional Technology Support Center, MTSU, 3:30—4:30 p.m.

- **March 20 (Murfreesboro)**: Stones River Symposium, 8—4 p.m., teacher session 11:45 a.m.—12:30 p.m. For more info, call John McKay at 615.893.9501.

- **March 26 (Murfreesboro)**: Presentation, MTSU Baseball in Literature and Culture conference, 1:45—2:45 p.m.

- **March 31 (Nashville)**: Presentations, Tennessee Association of Museums annual conference, presentation 2—3 p.m., educational

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**“AWESOME” SOURCE OF THE MONTH:**

*Animal Locomotion* [c. 1887]

*This strange photograph is actually twenty-four frames of a harness racing horse in motion. Why would the photographer take so many frames? How is each frame different? How do the frames, taken as a whole, depict “animal locomotion”?*

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**MARCH’S THEME: ANIMALS!**

Special thanks to **CHERI LAFLAMME**, a masters student in the Public History program, for all her work as **Guest Editor** for this issue. Cheri has a background in biology and zoology, and therefore a special affinity for animals.

March means the coming of spring, when animals migrate to summer nesting grounds and come out of hibernation. The Library of Congress Web site contains primary source images, documents, and recordings that tell/show how animals have been a part of American history, science, and culture over the decades. In addition, the Library provides secondary sources to support further research into animals, biology, zoology, and other subjects.

**Monumental jaguar sculpture** [Mayan, AD 600-900]
LESSON IDEA—ANIMAL ADVERTISING

During the Great Depression, the U.S. government sponsored an arts project to provide work for unemployed artists, while producing high-quality ads for non-profit local and government initiatives. Some of the posters created by this project depict animals to promote visiting zoos.

Within the collection By the People, For the People: Posters of the WPA, 1936-1943, have students search “zoo” or “animal.” After examining some of the zoo posters, have them talk about what they see. What is the poster asking people to do? Does the advertisement make students want to do what it asks? Why were certain animals chosen for the posters? How does advertising help businesses like zoos make money?

Then have students draw their own zoo posters. Some ideas for posters are to advertise visiting the zoo, a new animal exhibit, a baby animal, or a zoo event. Visit the Nashville Zoo Web site for more ideas.

Compare the finished posters to Nashville Zoo advertising. If possible, visit the Nashville Zoo and talk with the staff about your class’s project.

This idea can be adapted to meet state curriculum standards for Arts Education for grades 1-4 (Standard 5: Reflection and Assessment and Standard 6: Interdisciplinary Connections) or for Social Studies for grades 1-2 (Standard 2: Economics).

LESSON IDEA—IDENTIFYING ANIMALS

In the early 1800s, John James Audubon was the dominant wildlife artist in America. His book Birds of America is a collection of 435 prints that today is still considered the standard field guide for bird enthusiasts. (Visit the Audubon Society for a full biography on John James Audubon.) Before drawing a bird, he observed the bird in the wild, paying attention to how it moved, where it lived, and what it ate. After learning about the bird, he was able to draw it in a natural setting.

Have students examine the Audubon prints. Ask them to record data about the bird species they see. How many birds have blue feathers? How many birds are in each print? Are the birds in a tree, on the ground, or flying? Then have the students determine what the data tells us about the way the bird lives. For example, in the Mockingbird print at left the birds are in a tree with a rattlesnake, suggesting they are aggressive toward nest predators. Check Birds of America for information about each species.

As an optional activity, ask students to draw the birds they see at home and bring in their pictures. Then display the pictures in the classroom.

This idea can be adapted to meet state curriculum standards for Life Science for grades 3-4 (Standard 2: Interdependence and Standard 5: Biodiversity and Change).
Animals face constantly changing environments. The seasons, human development, and other changes mean that animals must change physi-
cally and behaviorally with their environ-
ments in order to survive. These animal adaptations are everyday mysteries of the natural world.
As a class, read through some of the Every-
day Mysteries articles on animals. In part-
icular, focus on the articles about spi-
ders, camels, and geese. You may wish to
separate students into three groups, and
have each group choose one of these three articles to read and discuss. Have each
group explain their article to the class by answering the following questions:

- How does this animal survive in its environment?
- How do its behaviors help it survive?
- What physical features does it have to help it survive?

This idea can be adapted to meet state curriculum standards for Life Science for grades
3-4 (Standard 5: Biodiversity and Change).

Want to find out more about animals and zoology? In addition to primary sources, the Library of Congress Web site
also offers reference materials that can help with research and teaching. The Research and Reference Services
page can take you to collections, reading rooms, and reverence services for a wide variety of subjects. Clicking on “science
and technology” takes you to the Science Reference Services,
a Web page with links to Webcasts, research guides, bibliog-
raphies, and other interesting materials on the sciences. Here
is a sampling of the neat things you can find here:

- Everyday Mysteries (see “Animal Adaptations” lesson idea above and “Important Links” on p. 2)
- Science Tracer Bullets Online: “With brief introductions
to the topics, lists of resources and strategies for finding
more, they help you to stay “on target.” Animal-related
topics include biodiversity, dinosaurs, dolphins, and oth-
ers.
- Selected Internet Resources: These links take you out-
side the Library of Congress Web site to additional re-
sources on topics like animal welfare, mad cow disease,
and 17-year cicadas.
- Science Fair Resources: For students, teachers, and par-
ents in every stage of preparation for science fair events.
These photos are part of the collection, Around the World in the 1890s: Photographs from the World’s Transportation Commission, 1894-1896. What is the relationship between people and animals in these photos? What are the animals helping the people do? How do we use animals in America today?

**Human-Animal Relationships**

*Russia—Close-up of Bactrian camel caravan on the Amur River [1895]*

*Rangoon—elephant about to lift large beam [1895]*

Col. Fremont’s nondescript from California [1850]

Colonel John C. Fremont was an American soldier and adventurer during the mid-19th century. How does this poster contribute to his reputation? Why would this poster attract people to see the animal it describes? What do you think the animal actually may have been?

**“Woolly Horse”**

*To Elevate Morals, Bird Day, Animal Day [1894; page 1 of 5]*

Why do you think this is titled “To elevate morals?” Is kindness to animals important in today’s society? How do you show kindness to animals?