TEACHING with PRIMARY SOURCES—MTSU
NEWSLETTER: JUNE 2018

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

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NEWS

• TPS-MTSU is excited to be partnering with the following school districts in the state for summer professional development: Williamson, Wilson, Robertson, Metro Nashville, and Hamilton County districts. If you are a teacher in one of these districts, please check with your district about dates and registration.

• TPS-MTSU is excited to continue our partnership with Tennessee History Day to offer a series of six workshops across the state this summer. These workshops will explore how to get your students involved in the History Day program as well as resources and strategies to support their original research. Workshops will take place in Gallatin, Nashville, Martin, Brownsville, Jonesborough, and Knoxville. For more information and to register, visit the Tennessee History Day website.

“AWESOME” SOURCE OF THE MONTH:

Negro schoolhouses near Summerville, South Carolina [1938]
Marion Post Wolcott was a photographer for the Farm Security Administration who traveled through the South during the Great Depression, documenting scenes of poverty. Does this school house for African American children look “separate but equal” to you?

THEME: BEGINNINGS OF A MOVEMENT

When students think about the Civil Rights movement in America, they probably think of Rosa Parks, Martin Luther King, Jr., school desegregation, and maybe even the signing of the Civil Rights Act of 1964. In other words, they think of the second half of the 1950s and the 1960s. The victories of this period, however, would not have been achieved if the groundwork had not been laid, legally, politically, and culturally, in the 1930s and 1940s. So, when we talk about the “beginnings of a movement,” we are specifically referring to the time period from 1930 to 1954 (Brown v. Board). This period is one chapter of the larger “Jim Crow” era, which covers roughly 1877 (end of Reconstruction) to 1964 (Civil Rights Act).

UPCOMING EVENTS:

• June 7-8 (Knoxville) - "Primary Source Process and Strategies: From Artifacts to Text" workshop in partnership with the East Tennessee Historical Society from 9 a.m. to 3 p.m. ET. To register, email Lisa Oakley

• June 12-14 (Murfreesboro) - "The Beginnings of a Movement" Summer Institute. For a full description and institute agenda, click here. To register, email Kira Duke.

• June 27 (Gallatin) - History Day and Teaching with Primary Sources workshop at Volunteer State Community College from 9 a.m. to 3 p.m. To register, email Jennifer Core.

• June 28 (Nashville) - History Day and Teaching with Primary Sources workshop at Tennessee State University, Avon Williams Campus from 9 a.m. to 3 p.m. To register, email Jennifer Core.

• July 11-12 (St. Louis, MO) - "Expanding Citizenship from Civil War to Civil Rights" workshop in partnership with Ulysses S. Grant National Historic Site from 9 a.m. to 3 p.m. For more information, click here or contact Kira Duke.

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While many of your students will have heard of Linda Brown and the Brown v. Board of Education case, they may not have heard of the Sylvia Mendez and the Mendez v. Westminster case. The Mendez v. Westminster case sought to end segregation of Mexican-American students in California schools. The U.S. District Court found that segregation violated the 14th Amendment rights of the students. Shortly after, California under Governor Earl Warren passed the Anderson bill that outlawed segregation in all California schools.

Begin by having students review section one of the Fourteenth Amendment. Next ask students to write a brief definition of segregation and provide an example of how segregation worked in the country. Depending on time, you might have students find images that depict segregation or have them draw their own. Have students share their work noting similarities and differences in each example. Next introduce the story of Sylvia Mendez. (Also available is this script for a reenactment of this story.) Allow students time to reflect. What surprised them about this case? Why might this case be important? Draw your students’ attention back to the text of the Fourteenth Amendment. Based on what they have learned, how did segregation in education violate the Fourteenth Amendment? Ask your students to draw from both their examples of segregation and the story of the Mendez case.

This lesson idea meets state standards for Social Studies (5.65, US.89, GC.18) and English Language Arts (Speaking/Listening standard 4 and Writing standard 9).

Lesson Idea – The Movement & the Arts

The beginnings of the modern civil rights movement in America did not just play out on the political and legal stages. African American writers, artists, and musicians were heavily involved in the fight for equal treatment, making contributions to the movement through popular culture and the fine arts. For example, Marian Anderson’s performance at the Lincoln Memorial in 1939 brought national attention to segregation practices and set the stage (so to speak) for Martin Luther King, Jr.’s 1963 speech in the same exact spot.

Some of the most well known figures of African American culture in the 1930s and 40s, such as Ralph Ellison, Paul Robeson, and Duke Ellington, were connected through their participation in the lively cultural and intellectual scene of Harlem, New York, in the later years of the Harlem Renaissance. These artists combated racism in part by proving that culture produced by and for African Americans is equal to white-dominated, European-influenced mainstream American culture. One space in particular that cultivated African American arts was the Harlem Community Arts Center, funded by the WPA and directed by Augusta Savage, one of America’s foremost female sculptors. The center provided a space for artists to meet, work, and flourish. Divide students into four groups and have each group research one of the following people involved in the center: painters Romare Bearden and Jacob Lawrence, and authors Langston Hughes and Richard Wright. After researching in your school library and on websites such as the Library of Congress, PBS, the Smithsonian, etc., each group will create a poster or a PowerPoint presentation of their figure’s well known works. How does this artist/writer portray the experiences of black people in America through his works? Why would the WPA and the Federal Art Project want to encourage this kind of cultural expression?

This lesson meets state standards for 5th grade Social Studies (5.47, 50), high school U.S. History & Geography (US.40), African American History (AAH.24, 26), Visual Arts (4.1.1, 4.2.1), and English Language Arts (RL.KID.2).
LES SSON IDEA—THE DOUBLE V CAMPAIGN

In 1942, the *Pittsburgh Courier*, an African American newspaper, began publicizing the Double V Campaign, a movement to defeat enemies abroad and fight for racial equality at home. Read this editorial as a class to determine how the term “double v” was coined and discuss author James Thompson’s intent. How can America improve according to Thompson? How would you describe the author’s patriotism? Has Thompson’s desire for change in America been fulfilled?

Support for the Double V Campaign was widespread among African American veterans. A major step forward occurred on July 26, 1948, when President Harry S. Truman issued Executive Order 9981 desegregating the military. Summarize the major points for the class and discuss Truman’s reasoning for the order. The new policy was to be put into effect “as rapidly as possible.” What are the implications of this verbiage? What was the purpose of the President’s Committee on Equality of Treatment and Opportunity in the Armed Services? Why was such a committee deemed necessary by Truman?

While the armed forces were no longer segregated after 1948, African Americans at home still faced discrimination. Have students analyze this cartoon, which can be enlarged by accessing it through the *African American Odyssey* exhibition. To what are the children in the cartoon referring? What is significant about the name of the inn? What does the cartoon’s 1960 publication date suggest about post-war life for African Americans at home?

Ask students to summarize the lasting effects of the Double V Campaign by writing a newspaper article of their own. They should be sure to answer the “5 Ws and How” in their articles.

This lesson idea meets state standards for high school U.S. History & Geography (US.51 & 53) and African American History (AAH.36, 37, & 38). Teachers can learn more about the Double V Campaign here and here. For timelines, oral histories, and more on military desegregation, visit the Harry S. Truman Presidential Library & Museum.

FEATURED FEATURE—LIBRARY OF CONGRESS EXHIBITIONS:
*THE AFRICAN AMERICAN ODYSSEY: A QUEST FOR FULL CITIZENSHIP & NAACP: A CENTURY IN THE FIGHT FOR FREEDOM*

The Library of Congress uses exhibitions to highlight materials in their collection that pertain to specific topics or time periods. Current and past exhibits can be found here, as well as by visiting the Library of Congress Blog which features an archive for exhibitions.

*African American Odyssey: A Quest for Full Citizenship* was first presented in 1998 and continues to provide digital access to over 240 items related to African American history. The exhibition is divided chronologically into nine sections beginning with “Slavery—The Peculiar Institution” and ending with “The Civil Rights Era.”

In relation to this month’s newsletter theme, the section entitled “The Depression, The New Deal, and World War II” is of special interest. This section of the exhibit provides a brief historical overview beginning with the stock market crash of 1929 and ending with Executive Order 8802, which President Roosevelt signed to prevent discrimination in defense industries during World War II.

A newer Library of Congress exhibition, *NAACP: A Century in the Fight for Freedom*, focuses on the organization’s 100 year history and provides numerous resources related to NAACP leaders and events. The primary sources in these exhibitions are well-organized and described with detailed captions making them a wonderful place to start when teaching about civil rights in the 19th and 20th centuries.
“What A Colored Man Should Do To Vote”

While the 15th amendment guaranteed African American men the right to vote in 1870, it was much more difficult in practice. Nearly a century passed before the Voting Rights Act eliminated some of the barriers African American voters faced. Ask students to read a portion of this pamphlet, which encourages “colored men of voting age in the Southern States” to participate in local, state, and national elections. What suggestions are provided for those trying to vote? Ask students to research the difficulties experienced by African Americans who attempted to vote before 1965 and discuss problems that persisted afterwards.

**Elijah Muhammad Addresses Muslim Followers**

Founded in Detroit, Michigan, in 1930, the Nation of Islam (NOI) is still an active religious organization today. Elijah Muhammad served as the group’s second leader for forty-four years. The NOI promotes black nationalism and appealed to many African Americans during the early Civil Rights Movement. Ask students to analyze the photograph. To whom is Elijah Muhammad speaking? By the time of the photograph, Muhammad had led the NOI for thirty years. What does the crowd suggest about his influence in the black community? Have students research more about the NOI and Elijah Muhammad’s role in the Civil Rights Movement.

**Historic Greyhound Station**

In the 1946 case Morgan v. Virginia, the Supreme Court ruled that segregated interstate buses were unconstitutional. To challenge states who ignored this ruling, the Freedom Riders rode buses throughout the South in 1961. The activists were subject to violence and arrests at locations such as the Greyhound station pictured above, which has been renovated and now serves as office space. Why is it important to preserve historic places even when their stories unveil a troubled past? How might the architecture firm currently using the space help the city of Jackson, MS, remember and learn from its history?

**James Weldon Johnson**

James Weldon Johnson (1871-1938) was a lawyer, diplomat, Harlem Renaissance author, NAACP leader, and Fisk University professor. Johnson was also musically-inclined and wrote songs with his brother. His most well-known was a 1900 civil rights song entitled “Lift Ev’ry Voice and Sing”. Listen to Reverb, a D.C. music group, perform Johnson’s song [here](https://reverb.com) (at 8:55). Show students the song’s lyrics and ask them to predict why “Lift Ev’ry Voice and Sing” came to be known as the “Black National Anthem.” What about the song is unifying? Can you give other examples of how music has been used to unify or inspire a group?