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.

Contact: Stacey Graham or Kira Duke at (615) 898-2947 or www.mtsu.edu/tps

NEWS

• TPS-MTSU is partnering with Tennessee History Day to offer a series of workshops this summer geared to educators both new and returning to the History Day program. We will be in Crossville (July 10), Cleveland (July 11), Murfreesboro (July 18), Martin (July 19), and Ripley (July 20). For more information or to register, email Jennifer Core.

• PBS LearningMedia is a free resource for Tennessee teachers featuring PBS content for classroom use geared toward all ages and from a wide variety of subjects. Included in this content are the ten Civil War documentaries from Nashville Public Television. To set up your free account, click here. Also, be sure to check out latest documentary in the Citizenship Project, "Early Black Press: Tennessee’s Voices Lifted.”

“AWESOME” SOURCE OF THE MONTH:

The Whole Booke of Psalmes Faithfully Translated into English Metre [1640]

The Bay Psalm book was the first book printed in the American colonies. Why might this book be chosen to be the first book printed? For the answer and more on early printing in the colonies, check out the exhibit First Among Many.

THEME: WORKING WITH TEXT-BASED PRIMARY SOURCES

In today’s world when most people are visual learners, getting students to read and absorb material from texts is challenging. Even advanced readers can be flummoxed by the vocabulary and complex sentence structure of primary source texts written one or two hundred years ago. Teasing out the main idea gets lower and lower on your priority list while you just try to get the students not to shut down completely when confronted by an “s” that looks like an “f”!

TPS-MTSU has been creating activities in its workshops and educator materials to help teachers tackle text-based primary sources. We have done this in direct response to specific teacher requests to make this process as step-by-step as possible.

UPCOMING EVENTS:

• June 1 (Murfreesboro) - “Teaching History Today: Content and Strategies for World and U.S. History” workshop in partnership with the MTSU History Department at the LRC at MTSU from 9 a.m. to 3 p.m. To register, email Kira Duke.

• June 8-9 (Knoxville) - "Using Text-Based Sources in the Upper Grades" at the East Tennessee History Center from 9 a.m. to 3 p.m. ET. To register, email Lisa Oakley.

• June 13-15 (Brownsville) - "Building Community in the Age of Jim Crow” TPS-MTSU Summer Institute at the West Tennessee Delta Heritage Center. For more information, click here. To register, email Kira Duke.

• July 12-13 (Nashville) - "Reconstruction in Tennessee" Institute in partnership with the Tennessee State Library and Archives. For more information and to register, click here.

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LESSON IDEA– EXCERPTING NEW NATIONALISM

Excerpting is often the best approach to exposing students to the lengthier text that appear in the curriculum. In this lesson idea, we will explore one approach to excerpting a speech. For ideas on excerpting longer narratives, check out our May 2015 newsletter.

In 1910, Theodore Roosevelt spoke in Osawatomie, Kansas, on “The New Nationalism.” This speech along with a series of subsequent speeches was published later that year. The first speech outlines Roosevelt’s meaning of New Nationalism along with a number of specific platforms.

To begin, review the context for this speech. How had Roosevelt governed prior to this? What were some of the issues facing the nation? Then have students read a short excerpt to determine the meaning of New Nationalism and its defining features, and to predict what platforms Roosevelt would have connected to this approach to progressivism.

Next have students review the key platforms presented in this speech to determine how they align with New Nationalism. For younger students, the teacher may choose to provide an overview of the key platforms to the class. High school students can be placed into groups to identify key passages within the original text.

This lesson idea meets state standards for 5th grade Social Studies (5.40), and high school U.S. History & Geography (US.19, US. 23).

LESSON IDEA– EXCERPTING “THE STARVING TIME”

“The Starving Time” refers to the harsh winter of 1609-1610, when the Virginia colonists at Jamestown lost almost 90% of their number to disease, starvation, and conflicts with Indians. Because the text called “The Starving Time” was written in the early 17th century, however, it is full of alternate spellings, complex vocabulary, and complicated sentence structure. This makes it difficult for adult readers, let alone 4th- and 8th-grade readers to understand the original text. This exercise eases 4th- and 8th-grade readers into “The Starving Time” through a modern-day “translation” of a short excerpt.

Start off by asking your students if they know what an “excerpt” is (slide 2 on this PowerPoint). It might help to refer to it as a “quote,” a “portion,” or even a “chunk” of a longer piece of writing, and then give examples. Then tell them they will be reading an excerpt from “The Starving Time,” and give some background on what that is (PowerPoint slide 3). Show them the map on slide 4 and challenge them to find where Jamestown is (hint: on the map, it’s spelled James‘-towne, slide 5).

[4th & 8th grade] Explain where these excerpts come from (slide 6). Then, show slides 7-8 and read the text on slide 8 together, aloud. Then pass out the in-class worksheet (slide 9) and have students read the passage a second and third time, answering the questions in the right margin. Discuss their answers aloud during a class discussion. Now tell students that this isn’t what the original excerpt really looks like (slide 10). Explain that many of the excerpts they read have to be “translated” from the original, even if the original was written in English!

[8th grade only] Follow the same process for another text about “The Starving Time,” this one from the Virginia Company, written in 1610 (slides 11-18).

For more Jamestown primary sources, see the Primary Source Set. This lesson meets TN standards for 4th and 8th grade Social Studies (Primary Documents and Supporting Texts to Read; 8.2) and English Language Arts (Reading: Informational Text).
Lesson Idea—The Grimke Sisters

Sarah Moore Grimke (1792-1873) and Angelina Emily Grimke (1805-1879) were two sisters who advocated for abolition and women’s rights. Unlike other abolitionists of their day, the Grimke sisters were born into a slave-holding family in the South. Though they could have had a life of ease by staying on the family plantation, the Grimke sisters moved to the North to advocate for abolition. What made the Grimke sisters such effective abolitionists were their first-hand experiences of slavery. Their accounts of the horrors of slavery helped convinced many to support the cause of abolition.

Angelina’s Slavery and the Boston riot letter written to William Lloyd Garrison is a great way to introduce your students to the Grimke sisters as well as begin working with text-based primary sources. Divide your students up into six or more groups and give them each a Primary Source Analysis sheet. Appoint one student per group to be a “decoder.” This student is responsible for identifying words or phrases in the letter that they are not familiar with and communicating with the teacher to determine what those words/phrases mean.

The letter itself is a fairly long and complex document. Go through the letter and assign each group a chunk of it to examine individually. As they analyze the letter, circulate the room to answer any questions that they might have. Once they have analyzed the letter, have each group present on their section to the entire class, including what words/phrases they struggled with as well as the content. The teacher can then decide whether they want their students to analyze the entire letter to gain a fuller picture of what they just read.

For more on the Grimke sisters, see Letters to Catherine E. Beecher, an Appeal to the Christian Women of the South, and this picture of Sarah Moore Grimke. This lesson idea meets state standards for 5th grade Social Studies (5.3, Primary Documents and Supporting Texts to Consider) and English Language Arts (Reading: Informational Text).

Featured Feature—The Armenian Genocide & World War I

This month’s featured feature consists of two parts, both directly relating to the First World War. The first feature is the newly posted lesson plan “‘A Box on the Ear’: The Armenian Genocide” has your students exploring one of the least known genocides of the 20th century as well as the controversy that accompanies it. Included in this lesson plan is a PowerPoint and an essay written specifically for educators that will give them background information on the causes and effects of the Armenian Genocide. In addition to primary source analysis and a Socratic seminar, this lesson plan also features a “virtual museum project.” In this project, the students will find one artifact or source that came from the Armenian Genocide. After providing a description and a presentation on their artifact, the teacher will then compile all of the artifacts to create an online exhibit for the class and school to see. Through it all, the students will be answering the investigative question, “How has the Armenian Genocide affected Armenia and what is its legacy in world history?”

Rounding out our featured feature is an updated World War I Links Guide. Due to the centennial of the United States’ entry into World War I, the Library of Congress has delved even deeper into its collections to tell the story of those people affected by the War. This links guide allows for quick access to the plethora of materials the Library of Congress has to offer. Materials range from voice recordings of General John J. Pershing, commander of American forces in Europe during World War I, to sheet music such as “The Yanks with the Tanks.” By examining the pictures, posters, recordings, and blogs of the Library of Congress, your students will be able to gain a more complete and nuanced understanding of the “War to End All Wars” and its effect on the course of world history.
**Broadsides**

Lost money!! [1840]

*Broadsides* were and are still used to convey a simple message to a broad audience. What is a broadside? What did authors of broadsides have to consider when writing their texts? Is this media form still effective? Give a contemporary example of a broadside.

**Political Cartoons**

Though political cartoons are known for their imagery, the texts accompanying them can also carry hidden messages. Have your students examine this iconic image of Jackson. What do they notice? What are the mice saying? How does the text add to the message? Show them the image’s description/interpretation. Is that what you thought? Why or why not?

**Song Sheets**

He'd have to get under - get out and get under [1908]

*Sheet music* is a great source for students to examine in order to understand the selected time period. Have your students read a song sheet. What themes are present? What language is used? What purpose do you think it serves? You can then have your students choose their favorite songs and analyze its lyrics (with discretion of course).

**Notes**

Themes in *Leaves of Grass* (1847-1891)

This page shows some of *Walt Whitman*'s notes, in which he lists some of the themes present in *Leaves of Grass*. Have your students read excerpts from this work. What themes do the students see? What are Walt Whitman’s themes? How do they compare with yours?