TEACHING WITH PRIMARY SOURCES—MTSU
NEWSLETTER: APRIL 2017

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

- Register today for our summer institute “Building Community in the Age of Jim Crow” which will take place June 13-15th at the West Tennessee Delta Heritage Center in Brownsville. The institute will feature guest speaker Dr. Mary Hoffschwelle (MTSU), presentations by Will Kelley (Kirby HS) and Kathy McGuigan (Library of Congress) and field visits to three historic Rosenwald schools in the region.
- TPS-MTSU is excited to partner with the Tennessee State Library and Archive for a special institute on Reconstruction in Tennessee on July 12-13 at TSLA in Nashville. This two-day institute will explore primary sources and supporting educational resources that align with the U.S. history curriculum standards for the period. To register, click here.

“AWESOME” SOURCE OF THE MONTH:

The online exhibit First Human Beings showcases different stories explaining earth’s origins by analyzing art, manuscripts, and mythology from around the world, including this Dutch woodcut of the first humans, Adam and Eve.

THEME: NOTABLE FIRSTS

Why is it that we recognize the first person who ever did something or the first time an event ever happened? How is the first person/time somehow more important than the second, third, or fourth people/times? Why does Christopher Columbus get more credit than Henry Hudson or Jacques Cartier? Why is it we remember that first shot of the Civil War, at Fort Sumter, when the later ones did so much more damage?

In this issue, we explore some notable firsts in U.S. and world history. Constance Baker Motley, for instance, was the first female African American lawyer hired by the NAACP. Her story is fascinating and, we felt, not often told. Leonard Bernstein may be a more familiar name, but do students know why he is a notable first? Lastly, how does the Whiskey Rebellion represent a first for American history?

UPCOMING EVENTS:

- April 7 (Brownsville) - “Strategies for Using Text-based Sources” at the West Tennessee Delta Heritage Center from 9 a.m. to 3 p.m. To register, email Kira Duke.
- April 8 (Memphis) - "Defining Citizenship: Strategies for Teaching Civics with Primary Sources" workshop at Shelby County Schools’ Teaching and Learning Academy from 9 a.m. to 1:30 p.m. To register, email Kira Duke.
- 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.

Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.
Lesson Idea—Leonard Bernstein

Leonard Bernstein was the first internationally acclaimed, American-born orchestra conductor. While he composed and directed classical music, he also wrote music for Broadway. Two of his most iconic works are West Side Story (1957) and On the Town (1944).

Begin class by asking your students what they think of when you say “classical music.” After they have had the chance to share, play your students an excerpt from Beethoven’s 5th. Next, play your students this performance of Chopin’s Prelude in E minor. Did they like it? Why or why not? Ask your students if this fits their conceptions of what classical music sounds like. Ask them why they think that this type of music has such staying power.

Next have them watch a segment of Leonard Bernstein directing Rhapsody in Blue. Have them make general observations. Lastly, play them this clip from the 1961 West Side Story. How is this recording different from all of the previous recordings they have listened to? Do you like this one better? Why or why not? Reveal to them that Bernstein wrote the music for the West Side Story. Does this surprise them? Why or why not? Have them research Bernstein’s biography. Do you think that the song from the clip holds special significance for Bernstein? Why or why not? For more on Bernstein, see this collection at the Library of Congress.

This lesson idea meets TN standards for 3rd grade Social Studies (3.14) and Music (6.2, 6.4).

Lesson Idea—Constance Baker Motley

Constance Baker Motley was a central figure on the legal front in the civil rights movement. She was the first woman to be hired by the NAACP Legal Defense Fund where she worked with Thurgood Marshall on key cases such as Brown v. Board of Education. She was also the first African American woman to serve in the New York State Senate and to be appointed to the federal judiciary. During her career, Motley was a central figure in many of the key moments in the civil rights movement as she used the law to fight for justice and equality.

To begin, play this clip from an oral history interview with Motley discussing the March on Washington. Ask your students to discuss their impressions. Then rewatch the clip, having them identify key details from the interview. Explain that they will be researching Motley as a class project to build a timeline for her life with an emphasis on the key milestones in her work in the civil rights movement. Then assign secondary source reading such as this article from the New York Times and this entry from Connecticut History. Ask your students to identify details from each that they will want to include in the timeline. Students should also develop a list of questions from the articles for further research.

Have your students select ten milestones from their research to highlight on the timeline. Divide the class into ten groups and assign each group one entry. Each group will be responsible for writing a short entry to summarize their milestone and for finding at least two related primary sources. Direct your students to the Library of Congress digital collections and the Digital Public Library of America to find their primary sources. You may choose to have students create a print timeline, or if you have the necessary technology, you may choose to have the students create a digital timeline or exhibit using Prezi or Google classroom. Upon completion, have your students write a short reflection on the role of attorneys like Motley in the civil rights movement and in particular on her role.

This lesson idea can be adapted to meet TN standards in U.S. History & Geography (US.89, US.90, US.92, US.94), African American History (AAH.36, AAH.37), and English Language Arts (Reading: Informational Text and Writing).
Lesson Idea—Whiskey Rebellion

The Whiskey Rebellion of 1791-1794 marks the first time in the history of the U.S. that the federal government used militia troops to enforce a federal law—in this case, a tax on whiskey and other domestically produced liquors. This tax, furthermore, represents the first time in U.S. history that the federal government levied an internal revenue tax, and, as is often the case throughout history, it was not well received by many of the citizens of the brand new nation. President George Washington himself led 13,000 militia troops to western Pennsylvania to quash the rebellion—the first (and only) time a sitting president has ever led troops in person.

Begin by showing students this map, produced in 1787; zoom in on Pennsylvania. Where are the mountain ranges? Where are the rivers? Where are the towns? In particular, where are Philadelphia and Pittsburgh (back then, called Fort Pitt)? How hard would it have been for farmers near Pittsburgh to cart their products to eastern markets, as opposed to those from the Philadelphia area? Use the map to give students a sense of how this tax disproportionately affected western farmers.

Next, tell students the story of the rebellion, using sources such as your textbooks or this article for your own background knowledge; 8th grade teachers may wish to have students themselves read this brief synopsis. Ask whether students sympathize more with the rebels or with George Washington. Why is that? Students in 8th grade can then read part of a letter from Washington, written three days after the president issued his second proclamation ordering the rebels to disperse. Start reading the letter at the top of this page and stop at the end of the first paragraph. Why does he think force is necessary in stopping this rebellion?

This lesson idea meets TN standards for 4th & 8th grade Social Studies (4.43 & 8.35) and English Language Arts (Reading: Info. Text).

Featured Feature—The First World War

World War I, known at the time as the Great War, was certainly not the first war that involved more than two world powers. However, it was the first true “world war.” Very few countries were not in some way involved in World War I, whether that be Chinese laborers sent to build fortifications for the British and French on the Western front or askari soldiers fighting alongside the Germans in East Africa. The experiences of World War I fundamentally changed the people that participated in it. To understand the Great War is to understand the history of our modern political, cultural, and economic landscape.

The month of April marks the centenary of the United States’ entry into World War I. On April 6, 1917, the American Expeditionary Force departed for France under General John J. Pershing. The Library of Congress, which has “unparalleled” collections of primary and secondary sources documenting the war, has created a portal site for more easily accessing the various types of pertinent resources available describing this titanic struggle. In addition to the portal website, the Library of Congress has a great exhibit titled “World War I: American Artists View the Great War.” Lastly, our friends at the Tennessee State Library and Archives have digitized and made available to the public the Tennessee World War I Gold Star Records (1918-1924) which honors the ultimate sacrifice of Tennesseans made during the First World War.
**First Women in the U.S. Army**

WAACs (Women’s Army Auxiliary Corps). Newly-arrived recruits being marched away from railway station at Fort Des Moines, Iowa [1942]

During WWII, America found itself faced with a two-front war and allowed women to enlist in the Army in a military and industrial capacity for the first time. Women served as pilots, nurses, radio transmitters, and even emergency regiments. How might society react towards women involvement in WWII? The legacy of WAACs and the continuation of women’s contributions are still greatly heralded.

**First Black Architects**

McKissack & McKissack was the first African American architectural firm in the United States, founded in 1905. Originally based in Nashville, the firm has built and been involved with many iconic buildings, such as the Fisk University Library, the Civil Rights Museum, and the new National Museum of African American History and Culture. What kind of challenges do you think the firm faced? How did they overcome those challenges? How did they become successful?

**First Recorded Globe**

[1886]

The maps and globe you see in classrooms today house a long history and process of evolution. Martin Behaim produced the first European globe in 1492. Prior to 1450, many still believed the world was flat. Discussion about the shape of the earth sparked the creation of various maps and globes. Imagine how difficult it would be to draw the earth without ever seeing it from the outside. How did explorations across the earth help change our perception of the earth’s shape?

**First Hypnosis Machine**

The use of hypnosis as a medical treatment stems from ancient Egyptian and Greek cultures. People with health issues often sought healing in dream or sleep temples through hypnosis. The first hypnosis machine was developed by scientists in 1896 and eventually became used by medical professionals. What does the invention of such a machine say about social and technological concerns at the turn of the 20th century?