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

- How can you connect quilting, TVA, and the NAACP? Find out in one of our newest lesson plans, “TVA Opportunities for African Americans.” This lesson plan and the Trials and Triumphs digital collection will be discussed at our TCSS presentation in Memphis this month.

- Be sure to check out our other new lesson plan on ecosystems, called “Plant Travel.” We have both an elementary and a middle school version.

- Unfortunately, we had to cancel our Labor History workshop in Knoxville last month due to bad weather. The good news is that we will be rescheduling the workshop for June 16-17. Email Kira to register.

“AWSOME” SOURCE OF THE MONTH:

Joan of Arc saved France--Women of America, save your country--Buy War Savings Stamps / Haskell Coffin, [1918]

How exactly did Joan of Arc “save France” in 1429? Why did she make a good symbol in this World War I-era poster?

THEME: WOMEN LEADERS

This month, we honor the efforts of women who have emerged as leaders in their fields and who have made a positive difference for society. The Library of Congress has multiple resources for the study of women’s history, which it has organized, along with partnering institutions, at the special Web site for Women’s History Month 2015. Here you can view Amelia Earhart’s flight suit as if you were walking around it in a museum (thanks to the Smithsonian). You can view a slideshow of diverse images documenting women’s roles. You can also link to specific Web pages and get book and video recommendations from the Teacher resources page.

This month we are also highlighting, in a full-page spread, the Library’s new online teacher networking site, the TPS Teachers Network. Come aboard and join the conversation!

UPCOMING EVENTS:

- March 6 (Murfreesboro) — “Teaching Math with Primary Sources” Workshop at the Heritage Center of Murfreesboro and Rutherford County from 9 a.m. to 3 p.m. To register, email Kira Duke.

- March 13 (Memphis) — “Trials and Triumphs: Tennesseans’ Search for Citizenship, Community, and Opportunity” Session at Tennessee Council for Social Studies Conference. Session at 9 a.m.

- March 26 (Johnson City) — “Resources to the Rescue” Workshop at East Tennessee State University from 9 a.m. to 3 p.m. EST. To register, email Kira Duke.

- April 30 (Knoxville) — “Reconstruction Tennessee” Workshop in partnership with the Tennessee State Library and Archives as part of the Tennessee Civil War Sesquicentennial Signature Event in Knoxville, from 9 a.m. to 3 p.m. EST. To register, email Kelly Wilkerson.

- June 23-25 (Greeneville) — Civil War Summer Institute: Reconstruction. Be on the lookout for a special email announcement about registration later this month!

- July 13-15 (Cookeville) — World War I Summer Institute in partnership with the Tennessee State Library and Archives.

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LESSON IDEA– LOUISA MAY ALCOTT

Louisa May Alcott was an American author best known for her semi-autobiographical novel *Little Women*. The novel details the adolescence of four sisters growing up in 1860s New England and their journeys to adulthood. The character of Josephine March is considered to represent Alcott. *Little Women* sheds light on Alcott’s experiences growing up in Concord, Massachusetts, as the daughter of an educator and the neighbor of transcendentalists Ralph Waldo Emerson and Henry David Thoreau. A transcendentalist herself, Alcott was also a feminist, abolitionist, hospital nurse during the Civil War, and the first woman to register to vote in Concord.

Have your students read a selection from *Little Women*. (Start reading chapter three and stop when you reach the phrase “let us be elegant or die.”) After your students have read the passage, ask them: What are the differences between Meg and Jo? Which one of the two girls do you most admire and why? Thinking historically, how does this passage reflect Alcott’s opinions of life in 1868? For more information, take a look at two authors’ reflections on Alcott’s work.

This lesson idea meets Tennessee curriculum standards for grade 8 Social Studies (8.50) and English/Language Arts (Literature; Key Ideas and Details).

LESSON IDEA– WOMEN WHO CHANGED THE LANDSCAPE OF ART

While women are not new to the art field, recognition of women as artists occurred much later than that of men. This enormous barrier to overcome created a group of strong women who changed the landscape of art. Three members of this group from the 1900s include Georgia O’Keeffe, Frida Kahlo, and Marie Laurencin.

Are your students familiar with these three artists? O’Keeffe has been called the “Mother of American Modernism” due to her large-scale paintings of New Mexico landscapes. Frida Kahlo suffered a car accident during her teenage years that caused lifelong health problems. Her self-portraits showing her suffering encouraged other artists not to hide their pain, but to seek peace through art. Marie Laurencin is known as one of the only women who painted in the Cubist style.

To begin, have your students research each of these women and their art using the National Museum of Women in the Arts Web site. They should select a couple of pieces of each of these women’s art and analyze the selected pieces. Are there similarities in any of the styles used by the artists? How do their approaches differ?

All three of the portrait photographs of the women (hyperlinked above) were taken by Carl Van Vechten. Ask your students to break into pairs to make lists of how these portraits differ and what they have in common. To encourage competition among students, see which group can come up with the most similarities or differences. Based on the facts students learned through their research, which portrait do they find the most effective? Why? What would students do to make these portraits more effective? Finally, do the portraits reflect the individual styles of the artists? If so, how? Have your students create a small exhibit featuring a biographical sketch of each of the artists, their portraits, and selected artworks with the students’ analysis.

This lesson idea meets Tennessee state standards for grades 9 through 12 Visual Arts (2.3, 2.4, & 2.5).
FEATURED FEATURE—TPS TEACHERS NETWORK

A little over a year ago, the Library of Congress’s Teaching with Primary Sources program launched a new tool to connect educators who are engaged with the various TPS partners across the country and those involved with the Library’s educational outreach programs. The TPS Teachers Network is a social media platform that connects these educators in a sustained conversation to improve teaching and learning using Library of Congress primary sources. The site is free to join and a great way to talk with other educators about sources they use in the classroom and share ideas about how to engage your students. To join, simply click here.

Getting Set Up

When you click on the link, you will be prompted to create an account and set up a profile within the Network, a similar set-up to any other social media site. New users then receive a verification email that will provide a link to open their new accounts. Once you have completed this step, you are signed up. All new users are automatically made members of the TPS Commons and can immediately begin joining any and all public groups.

From your account homepage, you can view all activity on the Network in a feed. You will also find featured videos, groups, other members, photos, and upcoming events highlighted in the right-hand column. At the top of the activity feed, you will find a toolbar with links to your profile page, friends, groups, etc. This toolbar remains the same as you navigate the site and can always be used to get you back to your home page.

Be sure to check out the different groups! This is where you will find focused discussions. Currently, you can find very active groups for early elementary education, English language learners, civil rights history, world history, and National History Day. Within each of these groups, you will find multiple discussion threads. Starting a new discussion thread is very easy. Simply click on the “create discussion” link and add your thoughts.

TPS Commons is the first group that you will belong to. This space is a general discussion board and you can see the various threads, announcements, videos, etc., that are shared to the entirety of the Network.

Another way to search the various discussions and groups is to make use of the “tag” feature. This will allow you to find items relevant to your grade level, subject, or topic. You can also find images and videos through the tag feature as well.

Don’t worry about being bombarded with notifications. Within your preferences, you can select how often you want to be notified via email about updates to the Network. You can find the link to the preference settings in the top right by clicking the down arrow next to your name.

If you have trouble, the Network offers a Quick Tips Tutorial Guide for additional assistance.

We hope that you will make use of this new tool and connect with educators across the country to discover new ways to use the fabulous resources available from the Library of Congress Web site!
**Jane Addams, Hull House**

*Poster show--at the Hull House ... in Benedict Art Gallery [between 1936 and 1940]*

Hull House was a residential home where, in the late 19th century, Jane Addams and Ellen Gates Starr provided cultural offerings to help new immigrants in Chicago. Addams, who was a reformer, pacifist and suffragette, described her experiences in *Twenty Years at Hull House* (1910). Read about some of these, including that of little Solly learning the piano, [here](#).

**Francis Perkins**

*Labor Department and CIO at President’s coal dispute conference. Washington, D.C., May 9. [...]* [1939]

Francis Perkins was the first woman appointed to an executive Cabinet post, as Secretary of Labor under President Franklin D. Roosevelt. During the Great Depression, Perkins had to work with men such as John L. Lewis, the president of the CIO union (pictured above on the left). Could her gender have influenced labor negotiations? What did her appointment, to such an important position as Secretary of Labor and in such a time as an economic depression, mean for American women?

**Grimké Sisters**

*Appeal to the Christian women of the South [1836]*

Angelina and Sarah Grimké grew up in a slaveholding family in South Carolina. The sisters became very prominent abolitionists and supporters of women’s rights. What arguments did the Grimke sisters use to promote the abolition of slavery? How does their use of religion compare with other abolitionists of the time period? How did their actions as abolitionists fit into societal expectations of women at the time?

**Althea Gibson**

*Portrait of Althea Gibson, holding tennis ball and racket [1958, detail]*

Known today as the first African American athlete to win an international title, Althea Gibson won a Grand Slam tournament at the French Open in 1956. Following her dreams while facing racial prejudice, Gibson has inspired athletes all over the world, including young women like Venus Williams. Ask your students to write about a woman who has inspired them.