TEACHING WITH PRIMARY SOURCES—MTSU
NEWSLETTER: JULY 2014

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
- For our 4th and 8th grade teachers who are looking for new ideas for teaching the Articles of Confederation and the Constitution, be sure to check out our newest lesson plan, Founding Documents. This three-day lesson plan challenges students to examine a variety of textual sources and dissect the principles embedded in our Constitution.
- Mark your calendars! TPS- MTSU will be partnering with the National Civil Rights Museum in Memphis to offer a workshop on Tuesday, September 16, exploring civil rights and citizenship. The workshop will run from 9 a.m. to 3 p.m. If you would like to reserve your spot today, email Kira Duke. Stay tuned for other fall workshop announcements!

“AWESOME” SOURCE OF THE MONTH:
Remember the Lusitania ... Enlist to-day [1915]
Why was the Lusitania sinking used in recruiting support in so many countries? How does it compare with other incidents used to motivate citizens to take up arms in defense of their nation?

THEME: WORLD WAR I
Often overshadowed by the Civil War and World War II, the First World War (or the Great War) is important to study for how it changed warfare and shaped the twentieth century. During WWI, genocide was first used as an act of war, chemical warfare was introduced, the international political landscape on both the right and left changed, and national boundaries were altered globally.
As the centennial of this war approaches and we take a deeper look at the war, the Library of Congress can provide a variety of materials to engage your students. TPS- MTSU will also be creating a variety of new resources to support the teaching of WWI. If you would like to learn more, join us in Knoxville on November 21st as we take a closer look at this important turning point in world history.

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

UPCOMING EVENTS:
- July 9—(Jackson); July 10—(Dyersburg); July 15—(Pulaski); July 22—(Johnson City); July 25—(Cleveland) “Building a National History Day Project Using the Library of Congress” Workshop in partnership with Tennessee History Day from 9 a.m. to 3 p.m. To register, email Jennifer Core.
- July 14—(Lawrenceburg) “Using Primary Sources to Teach Common Core” Workshop from 9 a.m. to 3 p.m. To register, email Kira Duke.
- July 23 & 24—(Knoxville) “National History Day, Teaching with Primary Sources, and the Common Core” Workshop in partnership with Tennessee History Day from 9 a.m. to 3 p.m. EST. To register, email Jennifer Core.
- August 1—(Memphis) “A Bird’s Eye View” Presentation at the National Council for Geographic Education Conference at 9 a.m. For more information on the conference, click here.
LESSON IDEA—HOOVER & THE BONUS MARCHERS

In May 1932, in the midst of the Great Depression, a band of jobless WWI veterans began gathering in Washington, D.C., demanding early payment on a service bonus promised to them by Congress. By July, their ranks had swelled to over 20,000, and the marchers were angered when the Senate failed to pass a veterans’ bill. General Douglas MacArthur organized the Army to begin pushing the veterans out of D.C. The Army pursued the marchers to their camp across the river and the camp was burned, forcing the marchers to disband. The bonuses were eventually paid in 1945.

Students can examine this flyer using the primary source analysis tool. Next, ask students to predict what might happen when these soldiers march on the nation’s capital. What do they think President Herbert Hoover’s response will be? Do they agree that the veterans should have marched? Then, show students these images: Who killed the bonus?, In front of the U.S. Capitol, Bonus army camp, and Vacated camp. Ask them to create a narrative of what happened based on the pictures. Once students have made predictions about the events, have them read this summary of the Bonus March. How does what actually happened match up with their predictions?

As a reflection, ask your students their thoughts on what the federal government should provide to veterans. What are current challenges that veterans face? What is the government doing to assist them? How do current issues parallel the problems faced by the Bonus Marchers?

This lesson can be adapted to meet state curriculum standards for high school History (U.S.45) as well as CCSS for English/Language Arts (Reading: Informational Text).

LESSON IDEA—HEROIC EXPECTATIONS

What makes a hero? Sergeant Alvin Cullum York was awarded the Medal of Honor—along with many other decorations—for his actions on October 8, 1918. He is credited with feats of bravery and marksmanship resulting in the capture of a machine gun nest, four German officers, and 128 German soldiers. This action was also important strategically. York’s victory along with his origins in rural Tennessee and his history as a conscientious objector caught the public’s imagination for some time. In 1941, the movie Sergeant York, in which York was portrayed by Gary Cooper, even made him an “action hero.”

But it seems that when York returned from the war, he did not turn out to be quite what Americans of his time were expecting. According to the New York Sun’s report on York’s visit there in May 1919, the sergeant “Upsets Old Notions of a Hero’s Looks and Conduct.”

How do we expect a hero to act and look? Brainstorm with students a list of the characteristics of a hero. Can students explain where those ideas come from? Describe Sergeant York’s accomplishment to students, with a minimal description of his background. Then ask them to imagine what York himself was like. Next, have students read the Sun article. They should pay special attention to the language used to describe York himself. What did the newspaper writers choose to emphasize about York? Why did they choose the pictures they used? What was it about York that surprised New Yorkers? How does York—as portrayed in the article—compare to what students imagined before? Students can also compare the article to those from other parts of the country, to the 1941 movie (clips are available on YouTube), and even to how York is written about today. How do “notions of a hero’s looks and conduct” change over time?

This lesson can be adapted to meet curriculum standards for grade 5 Social Studies (5.44) and high school U.S. History (U.S.28), and CCSS for English/Language Arts (Reading: Informational Text).

IMPORTANT LINKS:
- A Guide to WWI Materials
- Lesson Plan: America and World War I
- The Stars and Stripes: The American Soldiers’ Newspaper of World War I, 1918-1919
- Tanks in World War I
- The Increasing Power of Destruction: Military Technology in World War I
- American Treasures: The Most Famous Poster
- Veterans History Project—World War I: The Great War
- Newspaper Pictorials: World War I Rotogravures
- American Leaders Speak (audio recordings)
- PBS’ Great War series
The demands of World War I produced many powerful, persuasive, and enduring works of art in the form of posters. Posters were used to recruit both soldiers and workers for home-front industries, to warn the public about wartime dangers, to inform (and influence) both soldiers and civilians about significant events, and to encourage participation in government programs to support the war.

The Library’s World War I Posters Collection contains nearly 2000 examples, from both during the war and after, and from a number of countries. All the posters are digitized and can be viewed on the Web site. The Background and Scope essay includes descriptions and examples of the major categories in the collection, a helpful place to start for both students and teachers. The subject index makes it easy to search the collection by event (the sinking of the Lusitania), purpose (recruiting and enlistment), organization (American Red Cross), or country (Canada).

For students, these posters can help answer questions like: How did the government sell war bonds? How was the army experience portrayed to the public? What images were believed to motivate soldiers to fight? The collection is also a great resource for students to compare past and current attitudes toward war.

The horrors of World War I can be attributed to devastating new technology, which can be seen in photographs and read in soldiers’ accounts. It was the first war in which aircraft was used, and the first time automatic weapons were widely used. Chemical warfare was also introduced in the Great War, as well as the tank. These new technologies changed the way war was planned and fought in the twentieth century.

Students can explore the Veterans History Project to find letters from soldiers and news clippings from their journals. What do these soldiers’ experiences have in common? How are they different? What do they have to say about new technology? Teachers may also assign this short article for reading and discussion.

To get a glimpse of what soldiers experienced in the trenches, students can play a timed game where they must refer to this chemical warfare chart to ‘prepare’ for a gas attack. Each student ‘soldier’ will keep a folded copy of the chart in their pocket and the teacher will call out a certain symptom of one of the gas attacks. Students then have ten seconds to retrieve their chart and find the correct response. Students who do not find the correct response in time are out, or ‘dead.’ The game continues until there is one student remaining, who is declared the winner. This activity should emphasize to students that World War I introduced new ways to fight on the battlefield and that there were new dangers other than being shot.

As an exit ticket, students should journal about their experience as soldiers. What type of gas were they exposed to? Were they prepared for this new type of warfare? How was World War I different from other wars? This lesson can be adapted to meet state curriculum standards for high school U.S. history (US.28) and CCSS for English/Language Arts (Reading: Informational Text).
**Women during the War**

*Women immersing bouchon assemblies for hand grenades in Vatudrip to prevent rust [1914]*

This photograph shows women rust-proofing hand grenades for American soldiers during World War I. Does this photograph grab your attention? What other roles did women fill during the war? What do you notice about the work environment and the clothes the women are wearing? Why would the artist choose to photograph this scene?

**“Blood Red World”**

*The blood red world [detail, 1914]*

This map colorfully highlights the participants of the Great War and gives the populations as well as the wartime and peacetime strengths of each nation. What would this map be used for? Who might have used it, and why was it created? What can be said about the countries that aren’t red?

**Submarine Warfare**

*Just like that! [1917]*

The *sinking of the Lusitania* by a German submarine was one of the *most provocative events of the war*. The number of civilians who died in the incident raised questions about the ethics of the new submarine warfare and the status of non-combatants and neutral countries. How does this cartoon portray Kaiser Wilhelm’s attitude toward these issues?

**The Need for Nitrates**

*Brawny native shoveler at nitrate reduction plant, Chile, So. Am. [1918]*

Nitrates were essential to the production of explosives. Before the war, the U.S. acquired most of its nitrates from plants in Chile, but the threat naval warfare posed to shipping caused the U.S. to begin constructing its own plants, including those at Muscle Shoals, Alabama. What are some of the ways the war affected industry and international commerce?