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

- Be sure to check out our newest teacher-created lesson plan: “America and World War I.” This lesson plan was written by Victor Bright from Cane Ridge High School in Nashville.
- For all of our world history teachers in Shelby County, we will be offering our first workshop geared specifically to you and your curriculum on Friday, April 11th, in Memphis. You can register through the Shelby County Schools professional development systems.
- TPS-MTSU is excited to present at the National Council for History Education Conference in Albuquerque this month! Kira Duke will be presenting “Breaking Ground in Civil Disobedience: The National Woman’s Party.”

“AWSOME” SOURCE OF THE MONTH:

Guitar sign on in front of Legends Corner Bar on Broad Street in Nashville, Tennessee [2008]

Nashville is known as Music City, U.S.A. How did it earn this name? How did the people pictured here contribute to that title?

THEME: TENNESSEE HISTORY

Do you know when and why the Parthenon in Nashville was built? Who were the Exodusers? What kind of music did W.C. Handy play? These questions and more will be answered in this newsletter issue. TPS-MTSU is working to create more materials on Tennessee history, partly because it is our mission to serve the state of Tennessee, and partly because the new 2014 Social Studies standards have a heightened emphasis on Tennessee history, including specific standards related to each of the lesson ideas you’ll find in this issue.

While the Library of Congress is a national institution, its Web site does contain hundreds, if not thousands, of primary sources related to Tennessee. Check out the FSA-OWI Photographs and the Maps collections in particular and search for “Tennessee.”

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UPCOMING EVENTS:

- March 1—(Nashville)
  “Slaves and Slaveholders: Using Content and Core Strategies to Teach about Slavery in Tennessee” Workshop in partnership with the Tennessee State Museum from 9 a.m. to 3 p.m.
- March 7—(Gatlinburg)
  “Breaking Ground in Civil Disobedience: The National Woman’s Party” and “Multiple Perspectives in the Age of Exploration” at Tennessee Council for Social Studies Conference. Session times 1:45 p.m. and 2:45 p.m.
- March 14—(Nashville)
  “Exploring Early Tennessee” with Historic Travellers Rest Plantation and Museum from 9 a.m. to 3 p.m. To register, email Kira Duke.
- March 21—(Fayetteville)
  “Road to New Orleans: Teaching the War of 1812” with the Tennessee State Library and Archives held in conjunction with the War of 1812 Bicentennial Symposium from 9 a.m. to 3 p.m. To register, email Stacey Graham.
- April 2—(Cleveland)
  “Primary Sources and the Common Core” with the Museum Center at Five Points from 9 a.m. to 3 p.m. EST. To register, email Joy Veenstra.
LEcSSON IDEA– CENTENNIAL EXPOSITION

The Centennial Exposition was a giant fair held in Nashville to celebrate the 100th anniversary of Tennessee’s statehood. If you’ve ever been to Centennial Park, you’ve seen the one remaining structure from that fair: the world’s only full-sized replica of the Parthenon. The exposition involved much more than this one structure, however.

Have your students connect to this topic by assembling this 30-page puzzle that depicts a panoramic map of the Centennial Exposition. Ask them if they can describe or identify any of the other structures. You can show them images of some of the buildings by searching “LOT 7108” in the Prints and Photographs Online Catalog. Why would these specific buildings have been included in the exposition? What other questions do students have about these buildings or the exposition in general? Next, have students read the Tennessee Centennial Exposition entry from The Tennessee Encyclopedia of History and Culture. They may wish to do further research online or in your school library. Divide them into groups and have each group choose a structure or set of structures to present to the class. Each group can combine photographs, the panoramic map, and research to describe the purpose of their structure(s). What did these structures try to portray about the achievements of Tennessee?

This lesson idea can be adapted to meet state curriculum standards for grade 5 Social Studies (5.38), and CCSS for English/Language Arts grade 5 (Reading: Informational Text; Speaking & Listening).

LEcSSON IDEA– THE EXODUS FROM TENNESSEE

After Reconstruction ended, many African Americans began to seek better opportunities outside of the South, where they believed they would never be treated fairly. Benjamin “Pap” Singleton, a native of Tennessee, advocated for African Americans to move west to Kansas and start their own communities. He helped organize thousands of migrants, who would later be called Exodusters.

Begin by having students analyze an excerpt from A Year of the Exodus in Kansas. You might have students focus on just the first page and a half of text (be sure to scroll to the bottom of the first page for the beginning of the correct article). Discuss students’ reactions to the reading. Have them describe the condition of the migrants and discuss how the locals reacted to their arrival. Ask students to think of modern-day events that could be compared to the description in the reading.

Next have students analyze the song Exodus. What impressions do the song lyrics give about those seeking to migrate? What are the migrants’ motivations? What type of conditions do they live in? How do the lyrics to this song compare to the impressions given by the article?

Next divide students into four groups and provide each group with a page from the drawings of Nicodemus, Kansas, and a Primary Source Analysis Tool. Each group should get a copy of page one of the drawings. Have each group discuss its findings and then show the class photographs taken of the town. What are their impressions of the town? What do they think life would have been like for the residents? How does this compare with the earlier sources that they looked at?

This lesson can be adapted to meet curriculum standards in high school U.S. History and Geography (US.3), African American History (AAH.22), and CCSS for English/Language Arts grades 9-12 (Reading: Informational Text & Literacy in History/Social Studies).
LESSON IDEA—COAL CREEK CONVICT LEASE WARS

In the 1870s, Tennessee began to use convict labor in the coal mines of Anderson County. From the outset, this system was met with opposition from free miners. Tensions between the free miners, the convicts, and the coal companies escalated for two decades before they reached a climax in 1891 with the Coal Creek Convict Lease Wars. The labor saga at Coal Creek offers an opportunity to explore different aspects of labor activism in the United States, including the concepts of bargaining power and labor strikes, and the impact of forced labor on a free market economy.

Have students begin by reading The Tennessee Encyclopedia of History and Culture entry on the Convict Lease Wars for an overview of the issues involved in the Coal Creek Wars. Divide students into groups to analyze the 1895 argument against convict labor and specific newspaper articles on the Wars in Tennessee: the Advocate (full-page article), the 1891 Herald and Tribune (article starts about half-way down first column), the 1892 Herald and Tribune (article starts top of fourth column), and the Southern Standard (article starts center of third column). Assign each student to one of four stakeholder groups in the conflict: the free miners, the coal companies, the government, and the convict laborers. Each student will then write a persuasive argument from the point of view of the assigned stakeholder, employing three to five different points in support of the argument for or against the convict labor system at the mines. Ask students to consider the different political, economic, and social aspirations of the parties to the conflict. How does forced labor change the economic landscape? What are the moral arguments for or against convict labor? What are some of political ramifications of Governor John P. Buchanan’s actions? What is the role of race in the dispute?

This lesson can be adapted to meet curriculum standards for grade 5 Social Studies (5.27 & 5.34), high school U.S. History and Geography (US.14 & US.15), and CCSS for English/Language Arts grade 5 (Writing) and grades 9-12 (Literacy in History/Social Studies, Writing).

LESSON IDEA—W.C. HANDY AND THE MEMPHIS BLUES

William Christopher Handy (1873-1958) is known as the Father of the Blues. He and his music inspired artists throughout the twentieth century and continue to do so today. But do your students know his music?

Handy played cornet, wrote his own music, and led his own bands, including Handy’s Orchestra of Memphis. Later, he moved to New York to publish music. The National Jukebox holds early recordings of nine of Handy’s compositions (search “W.C. Handy” to find them), including “The Memphis Blues,” sung here by Morton Harvey in 1914. In African American Band Music and Recordings, 1883 to 1923, students can listen to “Panama,” recorded by Handy’s Orchestra in 1923. At Archive.org, they can hear Handy sing (“Loveless Love”) and play his cornet (“Ole Miss Rag”).

Begin by having students read a short biography of Handy in The Tennessee Encyclopedia of History and Culture. Play “The Memphis Blues” for your class once, and then again, having students follow along with the lyrics from the sheet music published in 1913. (Note: These lyrics are a product of their time, and teachers should consider how to approach some language with their students.) Ask students to share their impressions. Did they enjoy the song? Use the Primary Source Analysis Tools for Sound Recordings and Sheet Music and Song Sheets to guide further discussion. Finish with this recording of the song by another famous trumpeter, Louis Armstrong (at YouTube). How does this recording differ from the 1914 version?

This lesson can be adapted to meet curriculum standards for high school African American History (AAH.25), high school U.S. History and Geography (US.40 & US.44), high school Music History (Standard 7.0: Evaluating & Standard 8.0: Interdisciplinary Connections), and CCSS for English/Language Arts grades 9-12 (Reading: Literature & Literacy in History/Social Studies).
**Indian Land Cessions**

Tennessee and bordering States, map 54 from *Indian land cessions in the United States*, comp. by Charles C. Royce, with introduction by Cyrus Thomas. [1896-7; detail]

This is one of 67 maps illustrating all the lands ceded by Native American tribes in the U.S. What kinds of features do you see? Why would the mapmaker depict them this way? What tribes’ lands are represented by the shaded areas?

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**Town Map, 1892**


What does this town map indicate about Harriman’s major industries? What about the ways in which residents or visitors may have spent their free time? What does this bird’s eye view drawing show about the way the town was laid out? How was geography important to the town?

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**The Land of Cotton**

Classing cotton. Mid-South Cotton Growers Association, Memphis, Tennessee [1939]

Located on the Mississippi River, Memphis was home to the Cotton Exchange and a was vital part of the cotton trade. What does it mean to “class” cotton? How did classing impact the earnings of farmers? How did the rise and fall of cotton throughout the 19th and 20th centuries affect the city?

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**W.C. Handy Birthplace**

W.C. Handy was born in this small log cabin in Florence, Alabama on November 16, 1873 [2010]

Because W.C. Handy was born in Alabama, but is famous for playing in Memphis, TN, both states claim him. Both his birthplace in Florence and his home in Memphis are kept as museums. Florence holds a W.C. Handy Music Festival every year. Do you think it is important where a famous figure was born or lived? Why? Do these two states have an equal claim on Handy?