TEACHING with PRIMARY SOURCES—MTSU
NEWSLETTER: NOVEMBER 2013

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 the Vanderbilt Center for Latin American Studies to offer a Black History Month workshop “Intersections of Black and Latin Americans” on Wednesday, February 5th, from 9 a.m. to 3 p.m. Stay tuned for more information about this and other new workshop opportunities!

• Do you have a wonderful teacher of the humanities in your school who deserves to be recognized for their achievements in the classroom? Humanities Tennessee is currently accepting nominations for their annual teacher award for Outstanding Teaching in the Humanities. Winners will receive a $2,000 fellowship for professional development and $1,500 to purchase materials for their school. For more information, please visit the Humanities Tennessee Web site.

“AWESOME” SOURCE OF THE MONTH:

Play a portion of the speech here.
On the Campus Grounds, [March 5, 1946]
[Scroll down to access the image]

Why was Churchill concerned about the spread of communism and the growing tensions between the countries that had made up the Allied Powers during WWII?

THEME: COLD WAR

The Cold War is an era in U.S. and global history that spans roughly 1945-1991, beginning with the end of World War II and lasting until the fall of the Berlin Wall and the collapse of the Soviet Union. It marks an increase in hostilities between the United States and the Soviet Union over the expansion of communism, the proliferation of nuclear weapons, and other issues that pitted the two countries and their allies against each other. It was a war without bloodshed, though several conflicts, such as the Korean War and the Vietnam War, resulted from Cold War hostilities.

In Tennessee, the Oak Ridge National Laboratories and the Arnold Engineering Development Center are two legacies of the Cold War that reflect the nation’s race for nuclear and aeronautic superiority.

UPCOMING EVENTS:

• November 13—(Harrogate) “Resources to the Rescue!” Lincoln Memorial University from 9 a.m. to 3 p.m. EST. To register, email Oakley@castnhistory.org.

• November 14—(Knoxville) “Civil Rights” at the East Tennessee History Center from 9 a.m. to 3 p.m. EST. To register, email Oakley@castnhistory.org.

• November 22—(Nashville) “Teaching the Cold War in Tennessee” at the Tennessee State Library and Archives from 9 a.m. to 3 p.m. To register, email kira.duke@mtsu.edu.

• December 5—(Murfreesboro) “Primary Sources and Literacy-Based Activities” at the Heritage Center from 4 p.m. to 6 p.m. Open to elementary teachers. To register, email kira.duke@mtsu.edu.

• December 5—(Memphis) “Primary Sources and the Common Core” at Hooks Central Library from 10 a.m. to 3:30 p.m. To register, email kira.duke@mtsu.edu.
LESSON IDEA—CULTURE AND THE COLD WAR

During the Cold War, the United States government attempted to counteract the spread of communism by working to strengthen American ties with “endangered” countries. One method was to send artists like Martha Graham to these countries to share American culture. Bob Hope served as a cultural ambassador to the U.S.S.R. in 1958, and Leonard Bernstein toured and gave concerts there in 1959. Hope later worked for the release of POWs during the Vietnam War and visited Communist China.

Students can study two Library exhibitions. “Politics and the Dancing Body”, particularly the “Turmoil at Home and Cold War Protest” and “Domestic Projects for Export” themes, describes the efforts of Martha Graham and other dancers and musicians, while “Hope for America: Performers, Politics and Pop Culture » Blurring of the Lines” contains many examples of the political efforts of various entertainers.

Have students read through these exhibitions and choose one or two artists or entertainers on which to focus. Using the Library’s resources to inspire further research, ask students to write a report analyzing the actions of their subject(s) and the responses of both Americans and the host countr(ies). Then hold a class debate: Was cultural diplomacy during the Cold War effective? Why or why not?

This lesson idea can be adapted to meet state curriculum standards for High School U.S. History (Cold War, 1945-1989) and English/Language Arts Common Core State Standards (Reading: Informational Text and Literacy in History/Social Studies, Writing, and Speaking & Listening).

LESSON IDEA—COLD WAR CARTOONISTS

During the second half of the twentieth century, the Cold War dominated foreign policy in the United States and also heavily influenced domestic policy. Cold War tensions between the United States and the Soviet Union provided political cartoonists with rich material for artistic commentary.

Online exhibitions at the Library of Congress feature the works of two prominent political cartoonists in the United States who drew about the Cold War, Herbert Block (known as “Herblock”; see p. 3) of the Washington Post and Edmund Valtman of the Hartford Times. Block was born in Chicago, and Valtman immigrated to the United States in 1949 from Estonia in the Soviet Union. Both men criticized the totalitarianism of the Soviet Union and satirized its leader at the height of the Cold War, Nikita Kruschev.

Individually or in small groups, students should analyze “Put Out That Light—Do You Want to Blow Up the Place?” (enlarged version here) Herblock’s cartoon on the creation of the Berlin Wall in 1961 and “This Hurts Me More Than It Hurts You!” Valtman’s cartoon about the Cuban Missile Crisis (click on the fifth cartoon listed). What is the point of each cartoon? Who or what is being made fun of in the cartoon? Compare and contrast the use of symbolism by each of the artists.

Ask students to look for contemporary American political cartoons that criticize foreign leaders. Is there one figure who stands out in today’s political cartoons?

This lesson idea can be adapted to meet state curriculum standards for High School U.S. History (Cold War, 1945-1989) and World History (Cold War, 1945-1989) and English/Language Arts Common Core State Standards (Reading: Informational Text and Literacy in History/Social Studies).
Lesson Idea—Cultural Exchange Between Two Superpowers

During the summer of 1959, the Soviet Union and the United States hosted two exhibitions aimed at facilitating cultural exchange between the two superpowers. The American National Exhibition, which included a multiscreen film titled *Glimpses of the U.S.A.*, was at the Sokolniki Park in Moscow while the Soviet Exhibition was in New York City. The Soviets also mounted a temporary exhibition next to the American exhibition in Moscow. Both countries displayed technological innovations, consumer goods, and aspects of daily life. For the United States, the American exhibition was used to introduce the communist visitors to the American way of life as well as undermine their loyalty to the U.S.S.R.

The Library has a group of pictures showing the U.S.S.R.’s temporary exhibition in Moscow, near the American National Exhibition, and this master’s thesis contains pictures of the American exhibition. First, show your students several images of the American exhibition that are at the beginning of the thesis, including the exterior of the exhibition building, some of the displays of consumer goods, and the model house, nicknamed “Splitnik.” Then, show your students the images of the temporary exhibition that the Soviet Union put up next to the American exhibition. What similarities do the students see? What differences do they notice? Why would the Soviet government have wanted to mount its own exhibition next to the American one?

Show the class footage of the “Kitchen Debate” (part 1 and 2), a heated confrontation between U.S. Vice President Richard M. Nixon and Soviet leader Nikita Kruschev that took place at the grand opening of the American exhibition. Also give your students an opportunity to view *Glimpses of the U.S.A.* How do these change students’ understanding of the cultural exchange?

This lesson idea can be adapted to meet state curriculum standards for grade 5 Social Studies (The Modern United States) and High School U.S. History (Cold War, 1945-1989) (Standard 2: Economics; Standard 5: History; and Standard 6: Individuals, Groups, and Interactions).

Featured Feature—Herblock Exhibitions

Herbert Block, better known as Herblock, was an incredibly influential American cartoonist who lived from 1909 to 2001. With a pencil and sketch pad, he created works of art (some even displayed at the National Gallery) that made shrewd comments on American politics and culture, from the Great Depression to the year of his death. He won four Pulitzer Prizes (one of them shared) and the Presidential Medal of Freedom for his cartoons, most of which convey a concern for issues such as civil rights, the environment, transparency in government, and democratic ideals. The Cold War in particular provided Herblock with the opportunity to protest the influence of totalitarianism and the proliferation of nuclear weapons (see page 2).

The Library of Congress has drawn from its Herbert L. Block Collection to create four online exhibitions that display some of the artist’s most important cartoons:

- “Herblock!”: the “White is Black, Black is White, Night is Day—” section highlights some of his Cold War cartoons.
- “Herblock Gallery”: the themes of this exhibition include communism and the John F. Kennedy administration.
- “Herblock’s Gift”: these 15 cartoons range over many domestic and international political and cultural issues.
- “Herblock’s History”: for the Cold War, refer to the chapters “Tick-Tock Tick-Tock” and “Fire!”.

The Herblock Foundation, which donated the cartoon collection to the Library of Congress, has created free online educational materials, as well as portable exhibits that you can request for your classroom (shipping fee only). See Herblock Exhibitions.
ORIGINS OF THE COLD WAR

Crimean Conference--Prime Minister Winston Churchill, President Franklin D. Roosevelt, and Marshal Joseph Stalin at the palace in Yalta, where the Big Three met [1945 February]

Who are the seated men in this image? How did their actions contribute to the start of the Cold War? Ask students to share what they know about the relationship between the Soviet Union and the United States during World War II. How did the outcome of that war set up the dynamics for the beginning of the Cold War?

THE SPACE RACE

Astronaut Edwin E. Aldrin, Jr., Lunar Module Pilot of the First Lunar Landing Mission... [July 20, 1969; photo by Neil Armstrong; courtesy of NASA.]

The Cold War between the United States and the Soviet Union included a “space race” to launch satellites and achieve manned space flight. A high point for the U.S. came when NASA astronauts landed on the moon on July 20, 1969. What is the next frontier?

THE ROSENBERGS

[Julius and Ethel Rosenberg, separated by heavy wire screen as they leave U.S. Court House after being found guilty by jury] / World Telegram photo by Roger Higgins, [1951]

Julius and Ethel Rosenberg were convicted of espionage on March 29, 1951, and executed on June 19, 1953. The execution had been delayed by two days due to a last appeal by Fyke Farmer, a Tennessee lawyer. The fate of the Rosenbergs continues to be controversial. Why would the Rosenbergs have been separated as shown in the photograph? What do the trial and execution of the Rosenbergs reveal about the American view of the Cold War in the early 1950s?

THE C.I.A. IN LENINGRAD

Leningrad, [1956]

Why would the C.I.A. produce such a highly detailed map of Leningrad in 1956? Leningrad was originally named Saint Petersburg, and has since returned to its original name. What years was it called Leningrad, and why? What about the city would attract C.I.A. attention in the 1950s? What kinds of features were recorded on this map, and how do they give clues as to what purposes this map was used for?