Teaching with Primary Sources—MTSU  
Newslatter: August 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.
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News
• Join TPS-MTSU at the Tennessee Civil War Sesquicentennial Signature Event in Chattanooga on October 9-12. Events kick off with a teacher workshop facilitated by TPS-MTSU—spots are still available for the workshop on Thursday, October 10. For a complete schedule of events and speakers visit http://www.tnvacation.com/civil-war/events/. To register for the October 10th workshop, email kira.duke@mtsu.edu.
• We have two new lesson plans available: “Science and Technology: Then and Now” (for 8th grade) and “Culture Clash: Three Views of Columbus” (for 10th grade). Both of these lesson plans were written by Rob Hooper, Daniel McKee Alternative School, Rutherford County Schools.

“Awesome” Source of the Month:

Wagon tracks on Old Oregon Trail. Scottsbluff, Nebraska [1941]
The wagon ruts left by settlers traveling the Oregon Trail were so deep in places that they were still visible in the 1940s, as shown in this photograph.

Theme: Westward Migration
Because the first European settlements in the future United States were all on the east coast, the whole history of the development of our country is one of westward migration: first, inland from the coast, then across the Appalachians, into the Midwest, into the Great Plains, across the Rockies, and beyond the Pacific Coast. Within Tennessee, migration went westward along the river and overland routes, and then into the western division of the state after the treaties with the Chickasaw by 1818.
Maps make great primary sources for exploring this topic, as do pioneer’s letters and diaries, and photographs. From the Cumberland Gap to Lewis & Clark to Hawaii, the Library of Congress Web site has resources to make these stories come alive.

Upcoming Events:
• August 6—(Chattanooga) “Using Primary Sources To Address Common Core,” Hamilton County Schools In service. Times TBA.
• September 13—(Knoxville) “Using Primary Sources to Address Common Core” at the East Tennessee History Center from 9 a.m. to 3 p.m. EST. To register email oakley@easttnhistory.org.
• September 14—(Collierville) "The Civil War Experience in West Tennessee" Workshop held in partnership with Morton Museum of Collierville at Lucius E. and Elsie C. Burch, Jr. Library in Collierville from 10 a.m. to 4 p.m. Click here for more information. To register, email museum@ci.collierville.tn.us or call (901) 457-2650.
• September 26—(Murfreesboro) “Primary Sources and Literacy-Based Activities” at the Heritage Center from 4 p.m. to 6 p.m. Open to middle and high school teachers. To register, email kira.duke@mtsu.edu

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Lesson Idea—The Dakota War of 1862

In 1862, two wars were being fought in the United States, one over slavery in the South and another over Dakota land on the Minnesota frontier. The Dakota War (or Uprising) started in 1862 after many years of broken treaties. The weekly public radio show *This American Life* recently did an episode on the sesquicentennial of this war. For additional information on this topic, see this online exhibit.

Divide the class into two groups; have them listen to or read act one or two of the “Little War on the Prairie” episode (assign both groups the prologue). Have students take notes on the events, names, tribes, and places discussed in their portion of episode. From these notes, have students search for several terms on the Library of Congress Web site. Some examples are Mankato, Jane G. Swisshelm, Little Crow, Mdewakanton, and Wahpekute. As they do this, have them consider these questions: What were the consequences of the westward migration in Minnesota? What led to the uprising? Where did these events occur? How did the two sides differ in their 1860s reporting and current memory of these events? After students have identified key images, have each group present the information from their act along with images and any new information they found in their research.

This lesson idea can be adapted to meet state curriculum standards for Social Studies grades 4, 5, 7, and 8; High School U. S. History Era 6 (Standard 3: Geography and Standard 5: History); and Common Core State Standards for grades 6-12 (Speaking & Listening).

Lesson Idea—Living in a Sod House

The Homestead Act of 1862, which provided free land to settlers who were willing to farm it, initiated a wave of migration to the Great Plains territories west of the Mississippi River. The geography of the Great Plains was very different than it was east of the Mississippi. For instance, wide, grassy plains did not have enough trees to create an adequate supply of lumber. Consequently, many homesteaders resorted to a natural resource that was in abundance—dirt—to build their houses.

Divide students into 5 groups and provide each group with one of the following images: Sod house near Milton, Mexican Catholic Church, Mr. & Mrs. David Vincent, In the good old days, and An Educational resort. Have each group follow the observe-reflect-question process in the Primary Source Analysis Tool, and click on “Bibliographic Information” (above each photograph) to read the full titles and summaries for clues. Then, have students read some historical background information here. Have each group present and explain its photo to the class. After presentations, have students read Letter from Mattie V. Oblinger to Thomas Family, May 19, 1873. (You may wish to have them proofread it, as it contains many grammatical and punctuation errors.) Discuss as a class: how does Mattie like living in a sod house? What topics concern her daily life? Does what she writes about reflect what students saw in the group photographs? (For more about the Oblinger family, see this special presentation.) For homework, have students write letters like Mattie’s from the points of view of the people in the photographs. Extension Idea: students can also read excerpts from Laura Ingalls Wilder’s *Little House on the Prairie* books and discuss the Ingalls Family’s experiences as homesteaders.

These ideas can be adapted to meet curriculum standards for grade 5 Social Studies (History, Era 6) and Common Core State Standards for grade 5 (Reading: Foundational Skills, Reading: Informational Text, and Writing).
Tell your students that you are going to show them three drawings created by a man named Daniel Jenks. He lived in Rhode Island and first traveled to the West by boat in 1849 to take part in the *California Gold Rush*. He returned home but then traveled out West again via covered wagon in 1859. Ask students if they think they would have preferred traveling to the West via boat or via covered wagon.

After his second trip, Jenks sketched what he had seen and sent the drawings home to his sister. Show the children these three drawings: Pretty camp - Rocky Mountains, Cherokee Pass, Rocky Mountains, and Camp 120, Eagle Lake, Sierra Nevadas. Ask them which is their favorite. Next, focus on Pretty camp - Rocky Mountains. Ask the students to describe what they see. How much of the drawing is taken up by the people and wagons? The mountains and trees? What are the people doing?

Next look at Cherokee Pass. How is it different from the previous drawing, both in content and form? Why do you think Jenks left people out of this drawing? Finally, look at Camp 120, Eagle Lake, Sierra Nevadas. How is it different than the previous drawing? As a class, compose a letter back to Daniel Jenks from his sister commenting on the drawings.

If you have time, read *Gold Fever*, written by Verla Kay and illustrated by S.D. Schindler, to the students.

This lesson idea can be adapted to meet state curriculum standards for grades K-2 Social Studies (History and Geography) and Art (Evaluation) and Common Core State Standard for grades K-2 English/Language Arts (Reading: Informational Text).

**Featured Feature—New Lesson Plan: Manifest Destiny**

"Manifest Destiny: War on the Plains," written by Aaron Walls, from Christiana Middle School in Rutherford County, examines the Indian Wars of the late nineteenth century and the idea of manifest destiny through multiple visual, written, and oral history sources by Turner, Custer, Tecumseh, Crazy Horse, and more. By the conclusion of the lesson, students will be able to define manifest destiny and how it was used to justify war with Native American tribes and their removal to reservations.

The lesson begins by reviewing what students know about the Indian Wars and key figures from the conflicts. Using the provided PowerPoint, the class will view a series of historic photographs and compare those images with the idealization of manifest destiny. Next students will read a series of speeches and writings from key figures. Prior to completing their readings, students should complete an informal writing assignment that includes their hypothesis about their sources and what they expect to find. Provide students with the readings discussion questions worksheet (included in the lesson) and use this as the basis for your class discussion the next day. Conclude your class discussion by asking your students how these sources have changed their overall perceptions of manifest destiny and the events and individuals they have read about. How has their understanding of the impact of westward migration changed?

This lesson plan meets curriculum standards for grades 8 and 11 U.S. History and Common Core State Standards for English/Language Arts. You will find a complete list of curriculum standards met included in the lesson plan.
Gateway to the Gold Fields

Sacramento city, Ca. from the foot of J. Street, showing L., L., & K. Sts. with the Sierra Nevada in the distance / C. Parsons ; drawn Dec. 20th 1849 by G.V. Cooper ; lith. of Wm. Endicott & Co., N. York.

What first catches your eye when you look at this image? From this image, how do you assume that people and goods arrived in Sacramento? What natural features do you see? Can you see any people (try the .jpg version)?

U.S. Stretches to the Pacific

Map of the Oregon Territory. [1871, detail]

How did the U.S. finally stretch its territory to the Pacific Ocean? Answer: through the creation of the Oregon Territory and through the Treaty of Guadalupe Hidalgo. Read the Today in History articles about these events. What lands did each add to the U.S.? Who owned/lived in these lands before the U.S. acquired them? How did reaching from the Atlantic to the Pacific affect the identity of the nation?

You Should Move Here

Homes For Immigrants. Inducements Offered In West Tennessee. [1869, detail]

What surprises you about this broadside? What are the benefits listed that would encourage someone to move to Union City? Why do you think this was created? Why would city leaders be encouraging immigrants to move to the area? What immigrant groups might have been targeted?

Expansion into Indian Lands

Sioux chiefs [1905, detail]

Westward migration brought whites into contact with the West’s prior inhabitants, Native Americans. As various tribal lands were fast eclipsed by white settlement, Americans were fascinated by Indian culture. How does a photograph like this one (taken by Edward Curtis) contribute to a romanticized view of Native Americans? (Also see our lesson plan on the “Myth of the Vanishing Race.”)