TPS-MTSU will be partnering with Tennessee History Day in July to offer a series of workshops exploring how your students can use Library of Congress primary sources to create National History Day projects. Workshops are scheduled for Greeneville (July 18), Cleveland (July 19), Murfreesboro (July 22-23), and Selmer (July 25). For more information or to register, email Jennifer Core.

Interested in learning more about the Civil War but can’t make it to Memphis in June? Join us in Collierville on September 14th for “The Civil War Experience in West Tennessee” or Chattanooga on October 9th or 10th for “Illuminating the Battle of Chattanooga: Primary Sources from the Library of Congress.” You can find more information about each of these workshops on our Upcoming Workshops page.

Upcoming Events:

- **June 3-4**—(Knoxville)
  “Using Primary Sources to Address Common Core,” Knox County School In-service, 8:30 a.m. to 3:30 p.m. EST. Registration available through Knox County Schools.

- **June 5**—(Cleveland)
  “Bringing the Nation’s Library to Your Classroom,” P16 Conference, 2:30 to 3:20 p.m. EST. Register for the conference here.

- **June 12 & 13**—(Sevierville)
  “Using Primary Sources to Address Common Core,” Sevier County Schools In-service, 8 a.m. to 3 p.m. EST. Registration available through Sevier County Schools.

- **June 25-27**—(Memphis)
  “Civil War Summer Institute: Emancipation,” University of Memphis. For more details, check out this month’s Featured Feature. To register email Kira Duke.

- **July 2**—(Collegedale)
  “Using Primary Sources in English/Language Arts,” Southern Adventist University, 8 a.m. to 11:30 a.m. Open to SAU students only.

This month’s theme is emancipation, which is also the focus of our 2013 Civil War Institute in Memphis. Emancipation was one of the most profound consequences of the American Civil War. Four million enslaved African Americans gained their freedom during and after the war. Emancipation was the opening step in the transition from slavery to freedom, a transition that was characterized by both joy and disappointment.

Through the Library’s collections, students can explore how enslaved people brought about their freedom through their actions, such as escaping to Union lines. Students can also look at the role of the federal government by analyzing how Congress, President Abraham Lincoln, and the United States Army supported emancipation.

Theme: Emancipation

**“Awesome” Source of the Month:**

Jesse L. Berch, quartermaster sergeant, 25 Wisconsin Regiment of Racine, Wis. [and] Frank M. Rockwell, postmaster 22 Wisconsin of Geneva, Wis. [1862; detail]

What’s going on this photograph? Click here to read the story!

Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.
LESSON IDEA– FREEDMAN’S SAVINGS AND TRUST COMPANY

With emancipation, freed slaves were now able to earn, spend, and save their own money. For many former slaves, their first priority was to purchase a home and land of their own. To do this, they needed a safe place for their savings. In March 1865, Congress chartered the Freedman’s Savings and Trust Company—popularly known as the “Freedman’s Bank”—“to receive on deposit such sums of money as may from time to time be offered therefor, by or on behalf of persons heretofore held in slavery in the United States, or their descendants, and investing the same in the stocks, bonds, treasury notes, or other securities of the United States.” Tens of thousands of African Americans entrusted their savings to the bank. Then, in 1873, the U.S. suffered a financial crisis, revealing that mismanagement and corruption had left the Freedman’s Bank in serious danger. Frederick Douglass was called on to attempt to save the situation, but it quickly became clear it was beyond help. The bank could not pay its depositors, and many families lost their life savings.

Students can follow the failure of the bank and efforts to recoup the losses by searching on “Freedman’s Bank” in The African-American Experience in Ohio, 1850–1920. Ask students to consider how the ways the failure of the bank affected the economic lives of former slaves, as well as their trust in banking institutions.

This lesson idea can be adapted to meet curriculum standards for grades 5 and 8 Social Studies (Standard 5.0: History Era 5) and English/Languages Arts Common Core Standards (Reading: Informational Text).

LESSON IDEA– HENRY BOX BROWN

Many slaves attempted to secure their own freedom prior to the Civil War and the Emancipation Proclamation by running away. Henry Box Brown’s escape to freedom is notable because of the scheme he plotted to flee his master. Brown, who had lost his wife and children to the slave trade, shipped himself in a box from Richmond to the Philadelphia Anti-Slavery Society. The journey took twenty-seven hours and Brown’s box was roughly handled along the way. Once he had made it to Philadelphia, Brown joined the abolitionist speaking circuit sharing his story.

Begin class by having students analyze the image The resurrection of Henry Box Brown. Without reading the title, have the students make predictions about what they believe is happening in the image. Then share the title and summary information from the bibliography page.

To test their predictions, divide students into groups and have them read the following newspaper accounts of Henry’s story: The Ottawa free trader, The times dispatch, and Sunbury American. After the groups have read their article, have them outline the key details of Henry’s escape. What details do the stories have in common? What differences do the students find? What surprises them about this story? How does this compare with their ideal of the Underground Railroad? How does this new information change how they view the image? You may have the class compare the story with the children’s book Henry’s Freedom Box by Ellen Levine and Kadir Nelson. (There are also several videos about this story.)

The lesson idea can be adapted to meet curriculum standards for grades 4–8 English/Languages Arts Common Core Standards (Reading: Informational Text) and grades 4 and 8 Social Studies (Standard 5.0: History Era 4).
Lesson Idea—Songs of Slavery & Emancipation

Music was an important component of slave culture in the antebellum U.S. Song lyrics were an outlet for expression and creativity for enslaved blacks in an otherwise strict and forbidding society. Sheet music and lyric sheets, by recording these lyrics, are primary sources that give voice to a part of the population that otherwise did not leave written records.

Before class, preview these four songs: “The Gospel Train,” “The Black Regiment,” “Go Down, Moses,” and “Emancipation Hymn.” You may wish to save the different images associated with each song to project onto a screen or to print them out for your students to examine. During class, divide students into four groups and provide each group with one song. Each group should first fill out a primary source analysis sheet specifically for sheet music. What is the overall message of the lyrics? Students who can read musical notation may be able to interpret the overall tone of the song (was it joyful, somber, hopeful?). Ask students to read the lyrics and to pick out words and phrases that hint at slavery or emancipation. As a class, discuss the similarities and differences (for example, “The Black Regiment” is a lyric sheet that would have been sung to a well-known tune, which is why no musical notes are included). Which songs more closely identify with slavery? Which with emancipation? Provide the class with the dates of publication for each song. Why would the slavery songs have later dates than the emancipation songs? (And why would they be published by whites after the end of slavery?) Would the emancipation songs have been sung by blacks or by whites? Why? Listen to a 1914 recording of “Go Down, Moses” here, and read about the late 19th/early 20th century popularity of African American spirituals here.

This lesson idea can be adapted to meet state curriculum standards for grades 5 and 8 Social Studies (Era 5), grades 5-8 Music (Standards 5: Reading and Notating, 6: Listening and Analyzing, and 8: Interdisciplinary Connections), and English/Language Arts Common Core Standards for grades 5-8 (Informational Text) and for grades 6-8 (Literacy in History/Social Studies).

Featured Feature—Emancipation Resources

Both the Library of Congress and TPS-MTSU have many useful resources on emancipation and its aftermath. The TPS-MTSU content essay on emancipation provides an overview of the topic, while a more extensive essay looks closely at the transition from slavery to freedom in Tennessee. The online exhibition African American Odyssey has sections on abolition, the Civil War, and Reconstruction that provide illustrative documents about the emancipation experience, as does From Slavery to Civil Rights: A Timeline of African-American History. TPS-MTSU recently created a primary source set on emancipation and a lesson plan on the Freedmen’s Bureau is coming soon.

You can help students to delve into specific people and places related to emancipation by encouraging them to use Today in History and America’s Story and to search on such terms as abolition, the Emancipation Proclamation, and Juneteenth. A special presentation about the proclamation is part of the Abraham Lincoln Papers, and TPS-MTSU has a lesson plan and a primary source set about contemporary views on the proclamation. Older students can benefit from the Collections Connections related to Frederick Douglass in the Frederick Douglass Papers; the section on the Civil War and Reconstruction asks students to analyze several of his speeches. Photographs of African Americans During the Civil War provides various glimpses of emancipation, especially as experienced by African American men who became Union soldiers. Two collections, Born in Slavery and Voices from the Days of Slavery, include recollections of slavery, the Civil War, and emancipation by former slaves during the 1930s.
**Education**

\[Freedmen's school?, South Carolina\] / Sam A. Cooley, photographer, Tenth Army Corps, Beaufort, S.C. [between 1865 and 1870; detail]

Education was vitally important to African Americans after securing their freedom. Why was education so important? How did the Freedmen’s Bureau support African American efforts to gain an education? How does this school house compare to others from the time period?

**John Brown’s Body**

All slaves were made freemen by Abraham Lincoln, President of the United States. [1863]

This particular song has experienced several incarnations that reflect American history. Read about its story [here](#), then listen to a 1902 recording of it [here](#). Do you recognize the tune? Which words are you most familiar with? Why is this song included on this print? What happened January 1, 1863?

**Recording Family History**

Family record. Before the war and since the war / Krebs Lithographing Company, Cincinnati. [1880]

W.H. Cowell of Martin, Tennessee, designed this family record “for the colored people of America.” Why might former slaves want to keep a record of births, marriages, and deaths? The bottom of the record contrasts slavery and freedom. How are the two experiences portrayed?

**A Vision of Freedom**

Emancipation / Th. Nast; King & Baird, printers, 607 Sansom Street, Philadelphia. [1865]

Like the family record to the left, this engraving by Thomas Nast portrays the lives of African Americans before and after Emancipation. How realistic is the portrayal of freedom in the center and on the right for the newly freed? How would former slaves have gone about building that sort of life?