TEACHING with PRIMARY SOURCES—MTSU
NEWSLETTER: APRIL 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

- Are you interested in teaching your students more about Tennessee’s three presidents? Check out our newest lesson plan, “Tennessee’s Presidents.” This lesson plan is geared to 8th grade social studies and English/Language Arts. It also includes a short primary source set for each of the three presidents.
- Did you know that you can complete professional development from the comfort of your home or office? The MTSU Center for Educational Media (CEM) archives all of their teacher broadcasts. To find a complete list of TPS webcasts available from CEM, visit our Webcasts page. You can also find online professional development from the Library of Congress on the Teacher’s page.

“AWESOME” SOURCE OF THE MONTH:

Old King Cole [published 1985]
Click on the image above for an enlarged look at “The Smallest Printed Book In The World” (or at least, in 1985), which is one of the many unique books housed at the Library of Congress. Can you read the words? Why would someone print a book that was too small to read?

THEME: LIBRARIES

This month we are taking a closer look at libraries. Libraries serve an important role in our democracy by making knowledge widely available to all people. From school libraries to community libraries to state libraries to our nation’s library, each serves as the gateway to learning.
Libraries expose their constituencies to not just books but art, film, and music. Many offer basic courses in computer literacy and provide a variety of children’s programming to instill a love of reading in our youth at an early age. Many provide readers with a chance to hear from their favorite authors. Some libraries also serve as archives preserving primary sources that illuminate our history. The Library of Congress, the largest library in the world, preserves history and culture and makes it available for free to all, much of it through its Web site.

UPCOMING EVENTS:
- April 6—(Knoxville) “Digging Deeper with Inquiry” at East Tennessee History Center from 9 a.m. to 3 p.m. EST. This workshop is ideal for educators who have attended previous TPS workshop. To register, email Kira Duke.
- April 26—(Cleveland) “Teaching Math and Science Using Library of Congress Primary Sources” at Southern Adventist University. Open to SAU education students.

For greater knowledge on more subjects use your library often! / V. Donaghue. [1941]
**LESSON IDEA— THE FOLGER LIBRARY’S SHAKESPEARE IN STONE**

The Folger Shakespeare Library, opened in 1932, was established by Henry Clay and Emily Jordan Folger to provide scholars with access to their extensive collection of Shakespearean materials. The outside of the building is decorated with nine sculptures by John Gregory, each depicting one of Shakespeare’s plays. The Library of Congress holds many photographs of the Folger made by Theodor Horydzak, including those he made of Gregory’s sculptures.

Give each student or group of students a copy of one of Horydzak’s images. Make sure to hide the title at the base of each sculpture. For younger students, choose familiar plays, such as *Tragedie of Hamlet*, *Tragedie of Macbeth*, *Midsummer’s night dream*, and *Tragedie of Romeo and Juliet*. For high school students, search *Washington As It Was: Photographs by Theodor Horydzak, 1923-1959* for “Folger carving” to find images of all the sculptures.

Ask students to analyze each image for clues to the play represented. Have them explain why they think their sculpture depicts a particular play, then reveal the titles to see if they’re right. Why did John Gregory choose that particular scene to represent each play? Did he choose well? How do these sculptures contribute to the Folger Shakespeare Library’s purpose?

This lesson idea can be adapted to meet common core standards for grades 6-8 and 11-12 English/Language Arts (Reading: Literature) and state curriculum standards for grades 6-8 and High School Visual Arts (Standard 4.0 Historical and Cultural Relationships, Standard 5.0 Reflecting and Assessing and Standard 6.0 Interdisciplinary Connections.)

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**LESSON IDEA— THE CORE OF THE LIBRARY OF CONGRESS**

Today the Library of Congress is the world’s largest library, and can trace the foundation of its holdings to Thomas Jefferson. The Library of Congress, or the Congressional Library as it was called at that time, suffered devastating losses during the War of 1812 when the British burned the Capitol. Jefferson, a prolific reader, owned the largest private collection of books in the United States at the time and offered to sell his collection to help reestablish the Library. In 1815, Congress approved the purchase of 6,487 volumes for $23,950. A fire on Christmas Eve in 1851 destroyed about two-thirds of those volumes. The remaining volumes make up the core of the Library of Congress’ holdings.

Begin by reviewing the online exhibit *Thomas Jefferson’s Library* before class. To introduce the lesson to your students, have them watch “Jefferson and the Library of Congress” (the video is embedded on the homepage for the exhibit.) Next ask them what types of books would they expect to find in Jefferson’s library. How would these books be organized? Show students the “Themes” page from the exhibit. Why would these subjects be important for the nation’s library? What subjects do the students think are missing? Divide your class into three groups and assign each group a section of the exhibit. Ask the students to analyze the books that are included in that section. If your students have access to computers, have them use this interactive. Why would those titles be valuable during the early 19th century? Why might Jefferson have selected those books for his collection?

For additional resources, be sure to check out the Learn More section. For ideas on how to extend this idea, check out the lesson plan *Thomas Jefferson’s Library: Making the Case for a National Library.*

This lesson idea can be adapted to meet common core standards for grades 6-12 English/Language Arts (RS: Key Ideas and Details, WS: Research to Build and Present Knowledge, S&LS: Comprehension and Collaboration.)
LESSON IDEA—CARNegie LIBRARIES

When Andrew Carnegie (1835–1919) retired from the steel business at age sixty-six, he was the richest man in the world. He spent his retirement funding education, scientific research, and world peace. He gave away ninety percent of his fortune.

Growing up, Carnegie did not have a public library to go to, but a wealthy neighbor let him use his personal library. Once retired, Carnegie funded the construction of libraries in communities across the United States; some were named “Carnegie Free Library.” Ask students to read the selection on “Andrew Carnegie, Philanthropist” to discover how many libraries Carnegie sponsored.

Most Carnegie libraries were built about 100 years ago. Show students the following images of Carnegie libraries in Washington, D.C., Burlington, Vt., Cordele, Ga., Sault Saint Marie, Mi., Pittsburgh, Pa., and Atlanta, Ga. Ask students to describe how the libraries look. Do they look sturdy or flimsy? Do they look inviting or intimidating? How do they compare to today’s libraries architecturally?

Divide students into groups and give each group one of these Carnegie library floor plans: Allegheny, Pa., Coshocton, Oh., Guthrie, Ok., and Atlanta, Ga. Ask each group to study its plan and describe the rooms. Ask the students to list what is similar to their school library or their local library, and what is different. Finally, ask each group of students to create a floor plan for their ideal library.

This lesson idea can be adapted to meet state curriculum standards for grades 3–5 Social Studies (Standard 5: History) and Common Core State Standards for grades 3–5 ELA-Literacy (Reading: Informational Text).

FEATURED FEATURE—SIGN UP FOR THE CIVIL WAR SUMMER INSTITUTE!

Join us for the fourth annual CIVIL WAR SUMMER INSTITUTE in Memphis on June 25–27. This year’s theme is “Emancipation,” which we will explore through primary sources, inquiry and discussion, site visits, and expert speakers.

On Day One, participants will explore emancipation-themed primary sources through group activities and discussion. Dr. Antoinette van Zelm of MTSU and Dr. Susan O’Donovan of the University of Memphis will provide expert content on the process of emancipation and what it meant for Tennessee residents.

On Day Two, we will be visiting several sites in and around Memphis that tie into the emancipation story. These include the National Cemetery, Beale Street Baptist Church, Zion Cemetery, and Fort Pickering (see images at right). Then participants will experience a special presentation by Dr. Charles McKinney of Rhodes College entitled, “The Emancipation Proclamation and James Baldwin: A 20th Century Disquisition on Equality.”

On Day Three, we will be joined by teacher Mark Scott of Memphis East High School, who will discuss his class’s Presidents Island project. Then, we will examine the emancipation-themed materials and resources available for teachers from the Library of Congress and TPS-MTSU Web sites. Participants will get a chance to discuss in depth and reflect on how to incorporate primary sources into meaningful classroom learning experiences, and then create an activity of their own.

Participants will receive a $100 travel stipend, plus materials (and memories!) For more information, and to find out what is required of applicants, visit our Institute page. To register, email Kira Duke. Spots are still available, but not for long!
A GREAT NATIONAL LIBRARY

Los Angeles herald [microform]. (Los Angeles [Calif.]), 04 May 1909

What does this article from 1909 tell you about attitudes toward the Library of Congress? What does this author consider most impressive and/or important about the Library? Why do you think this article was written?

PUBLIC LIBRARY WEEK

Public library week--November 12 - 18 Your public library invites you to make its acquaintance: Open house all week: Always at your service. [between 1936 and 1940]

What do you think public library week is? Why are public libraries important to communities? Ask students where their local library is and how often they visit. What types of community programs does their local library have?

DOWNTOWN LIBRARIES

Map of the city of Nashville and vicinity / [1877]

This is a detail of downtown Nashville in 1877. Can you find the public library? Click on the image above to get to the full map. Search the key in the top right corner to find what building number the library is. Is it in the same location as the public library today? How close or far is it from other important public buildings?

SCHOOL LIBRARIES

Washington, D.C. The school librarian and one of her student assistants at Woodrow Wilson High School [1943 Oct.]

This picture was taken in a high school library seventy years ago. How does this library look compared to today’s school libraries? How is it similar / different? What is the most obvious item that you would find on the desk today that was not there in 1943? Does your library have student assistants?