TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE
NEWSLETTER: JANUARY 2013

WELCOME!
Teaching with Primary Sources across Tennessee, administered by the Center for Historic Preservation at Middle Tennessee State University, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.
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NEWS
• Are you interested in learning more about primary sources related to the three Tennessee Presidents? TPS-TN will be conducting a two-day workshop exploring this topic on February 22 and 23 at the East Tennessee History Center in Knoxville. To register, email Lisa Oakley.
• TPS-TN is partnering with the Hermitage for a workshop exploring the legacy of Andrew Jackson. This workshop will take on Friday, March 1 from 9 a.m. to 3 p.m. at the Hermitage. To register, email Kira Duke.
• Be sure to check out the newest Library of Congress blog Voices of the Civil War. This blog features the individuals highlighted in the new Civil War exhibit at the Library.

“AWESOME” SOURCE OF THE MONTH:
The age of drugs / Dalrymple. [1900]
The caption to this cartoon reads, “Saloon Keeper—The kind of drunkard I make is going out of fashion. I can’t begin to compete with this fellow.” What would a saloon keeper and a pharmacist have in common? Take a closer look at the image to see what the pharmacist is dispensing.

THEME: MEDICINE
The topic of medicine may not be commonly found in the curriculum standards per se, but you can teach a lot with medicine-related primary sources: history, culture, technological innovation, health, informational text, writing, and more.

The Library of Congress contains a variety of primary sources that relate to the topic of medicine. Interested in early patent medicines and medicine shows? Search for those terms in Prints & Photographs. What about Indian medicine men? Search “medicine man,” “medicine men,” or “Indian medicine.” The Historic American Buildings Survey collection contains entries on hundreds of significant hospitals and other buildings important to the study of medicine in America. You can also find hundreds of photographs depicting doctors and nurses practicing medicine with patients (human and animal) from several decades of the 20th century.

Looking at the history of medicine provides students with an excellent opportunity to compare and contrast with modern practices that they are more familiar with. What do they take medicines for? What would they have had to do instead if they lived 100 years ago? (Not everything was “better” in the past!)

UPCOMING EVENTS:
• January 3—(Lewisburg) Marshall County High School workshop from 12:15 to 2:45 p.m.
• January 24—(Murfreesboro) “Exploring the Evolution of Communications through Primary Sources” Webcast from 3:30 to 4:30 p.m. Click here for viewing options.
• January 26—(Murfreesboro) “Using Primary Sources to Address Common Core Standards” K-6 Integrated Curriculum Conference at MTSU. Session time TBA.
• February 22 & 23—(Knoxville) “Exploring Tennessee’s Presidents with the Library of Congress” 9 a.m. to 3 p.m. EST at East Tennessee History Center in Knoxville. To register, email Lisa Oakley.

Teaching with Primary Sources is a program of the Library of Congress, and is administered in Tennessee by the Center for Historic Preservation at Middle Tennessee State University.
LESSON IDEA—MEDICAL ADVERTISING

Advertisements for medical remedies surround us today in print, television, and Internet ads. Common medical ailments can be treated with a quick visit to the nearest pharmacy or big-box store. Before there was a CVS or Walgreens, where did people go to find the medicine they needed to address minor health concerns? Before television, how did people learn about new medicinal products available in the market? These are great questions to spark conversation with your students on medicine in the early 20th century and how it was advertised.

Once students have shared their initial thoughts, share with them one of the following medicinal advertisements: 1) Dr. Dix Tonic Tablets; 2) Hood’s Sarsaparilla; 3) “Try New Life”; 4) Paine’s Celery Compound; 5) Dandeline; 6) Piso’s for Coughs and Colds; 7) Dr. Shilohs Cough and Consumption Cure; 8) Ner-Vo. As a whole, have the class complete an analysis of the source using the primary source analysis guide. Be sure to ask students how these ads compare with current advertisements. You might even have students bring in current print ads for a comparison.

This lesson can be adapted to meet curriculum standards for 5th grade social studies (Standard 2.0 Economics), high school U.S. History (Era 6), and Common Core Standards for K-12 English/Language Arts (Speaking and Listening).

LESSON IDEA—WOMEN MEDICAL PIONEERS

Until the late 19th century, medical schools in the United States admitted only men. But Elizabeth Blackwell (1821-1910) was determined to earn a medical degree. She applied to more than a dozen medical schools, but was rejected by all of them. Finally, in 1847, she was admitted to Geneva Medical College in New York state—but only because the male students asked to vote on her admission considered it a good joke. She graduated at the top of her class in 1849, the first women to earn an M.D. in the United States.

Dr. Blackwell’s continued struggles to gain practical experience and acceptance as a female physician eventually led her to establish the New York Infirmary for Women and Children in 1857, and its associated medical college for women in 1867. Dr. Blackwell supported a number of other women in their efforts to become doctors, including her sister, Emily Blackwell, and Dr. Marie Zakrzewska who helped open the Infirmary.

Have students read an interview with Dr. Emily Blackwell in the article “Women as Physicians” from 1890, and excerpts from “The Rise of the Physician Feminine” from 1912. Then assign small groups of students to research one of the women profiled in the 1912 article. The National Library of Medicine’s online exhibition is a good place to start. Groups should give a short presentation to the class on their physician. Lead a class discussion on what these pioneers have in common. What obstacles did they encounter, and how did they overcome them? What challenges continue to face women in the medical professions today?

This lesson can be adapted to meet curriculum standards for 5th grade social studies (Standard 6.0: Individuals, Groups, and Interactions) and Common Core Standards for 5th grade English/Language Arts (Reading: Informational Text, and Speaking and Listening).
**Lesson Idea— Military Medicine**

Doctors and nurses tend to have difficult jobs in the best of circumstances, but medical personnel who go to war have to treat patients under some of the worst conditions imaginable. These brave and resourceful doctors, nurses, and medical support team members patch up wounded soldiers and save lives with limited equipment, sanitation, and time. Many of their stories are archived at the Veterans History Project in a special presentation on Military Medicine.

Start off by showing the class this image. Have students use the primary source analysis tool to describe everything they see and make assumptions about what’s going on. Ask students what they think it takes to be a battlefield medic. Then listen to this story, mentioning the image. Discuss why medical staff would be “off limits” to enemy fire.

Introduce to the class the interviews of three veterans: William M. McConahey, Jr. (doctor), Frances M. Liberty (nurse), and Yeiichi Kelly Kuwayama (medical support). For the sake of time, assign only a small section of each interview—McConahey clip (audio only), Liberty clip, Kuwayama clip. These clips play in RealPlayer. (If they don’t play right away, right-click the RealPlayer logo at the end of the audio/video control bar and select “Play in RealPlayer.”) Discuss what these veterans say about administering medicine in the midst of war. How are each of the three experiences different? How did the services of battlefield medical staff impact the war effort? For homework, students can select one of the veterans (or another from the three categories) and view more clips, or read the transcripts of the entire interviews where available.

Students can write a letter to their veteran, from the point of view of a former soldier who was once in their medical care. This lesson idea can be adapted to meet state curriculum standards for high school U.S. History (Era 8) and Common Core Standards for grades 6-12 English/Language Arts (Writing).

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**Featured Feature— National History Day Topics Sheet**

Participation in National History Day engages middle and high school students in the use of primary sources to create exhibits, Web sites, documentaries, research papers, and performances. In Tennessee, the Tennessee Historical Society administers History Day through six district competitions and a state competition. Winners at the state level advance to the national competition, where in 2013 new awards will recognize students who use the Chronicling America newspaper database, which is a joint project of the Library of Congress and the National Endowment for the Humanities. Registration for district competitions in Tennessee opens on January 1, 2013, and continues through early February.

To help students and teachers find sources for National History Day projects, Teaching with Primary Sources Across Tennessee has developed a topics sheet focused on the 2013 History Day theme, “Turning Points in History: People, Ideas, Events.” The topics sheet provides links to relevant materials on the Library of Congress and TPS-TN Web sites. Among the suggested topics are the presidential election of 1876, women’s suffrage and the Nineteenth Amendment, the Emancipation Proclamation, the Wright brothers, and the formation of the Great Smoky Mountains National Park.

In the 2012 National History Day competition, Rebecca Derby and Rachel Emond of Sevier County High School won a gold medal for their exhibit, “Ignition of a Revolution,” about the 1911 Triangle Shirtwaist Factory fire. The award-winning students’ adviser was teacher Jeffrey Williams.
**Wartime Medical Care**

What are you doing to help? Join your American Red Cross / Gordon Grant, [1917]

What is the nurse doing? How would you describe her facial expression? The wounded man is likely a soldier. What injuries does he appear to have? Why is medical care so important during wartime?

**Medicine Show**

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Medicine show, Huntingdon, Tennessee [1935]

Why is one man wearing an Indian headdress? What is in the bottle that the other man is holding? What do you think these men are saying to one another? The tradition of the medicine show is a fascinating chapter in the history of American culture. Search “medicine show Tennessee” for more images. How did “medicine” salesmen lure crowds? How is this different from the way medicines are sold today?

**Time to Take Your Medicine**

Mother giving medicine to child [1915]

What is happening in this photograph? What context clues can students identify to support their hypothesis? Why might this picture have been taken? How does this image compare to how their parents doctor them when they are sick?

**Dancing for the Cure**

The President's birthday ball *So we may dance again* Fight infantile paralysis, [between 1936 and 1939]

This poster advertises a ball to raise money to find a cure for poliomyelitis. A vaccine was finally developed in 1952, by Jonas Salk. Have students interview older family members for their memories of polio epidemics or of being vaccinated.