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.
Contact: Stacey Graham or Kira Duke at (615) 898-2947 or www.mtsu.edu/tps

NEWS

- Do you use the Migrant Mother image with your students? Have you wanted to know the story behind the image? Check out our newest lesson plan “Investigating an Icon of the Great Depression: The Migrant Mother.”
- Are you looking for ways to incorporate more music into your class? Check out our new lesson plan “Barbara Allen: The Evolution of Folk Songs.”
- Do you have ideas for a future newsletter theme? Are you having trouble finding primary sources for an upcoming lesson you are teaching? Remember to send us your suggestions for future materials. We love to hear from teachers so email us and let us know what you would like to see developed.

“AWESOME” SOURCE OF THE MONTH:

![Children who stay in the city--Children who go to Rockaway](ca. 1900)
Note: The coastal community of Rockaway, N.Y., was devastated by Superstorm Sandy. Rockaway’s 119-year-old weekly newspaper has just resumed printing.

THEME: CHILDREN

Students are often fascinated by how children their age lived in the past. By focusing on how historical events influenced the lives of young people, you can often draw students further into any given subject because they can more easily connect with how someone their age might have thought or felt. Primary sources are a great way to engage students in this discussion.

The evolution of how children contribute to their communities and grow into productive citizens is an important story for students to understand. The Library of Congress offers a wide variety of sources that help tell this story. Some sources can be used to show how education policy and labor laws developed, for example. You can also find sources to illustrate home life and recreational pastimes.

UPCOMING EVENTS:

- **December 2-4**—(Murfreesboro) “Book Backdrops” Tennessee Reading Association Conference. Session date and time TBA.
- **December 6**—(Murfreesboro) “Using Primary Sources to Address Common Core Standards” Webcast from 3:30 to 4:30 p.m. Click [here](#) for viewing options.
- **December 8**—(Clarksville) “Building a National History Day Project Using the Library of Congress” Workshop from 9 a.m. to 3 p.m. To register, email Jennifer Core.
- **December 21**—Winter Solstice, the shortest day of the year. See Today in History, “O Radiant Dawn”
- **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.

---

**Children who stay in the city--Children who go to Rockaway**

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– CHILDREN OF THE GREAT DEPRESSION

The Great Depression affected the lives of all Americans, including children. Many families were driven off their farms by the Dust Bowl, while others found there were no jobs available in their hometowns. When parents found themselves unable to support their families where they lived, they were forced to go looking for work with their children in tow.

Some of these families became migrant workers, using whatever transportation they had or could find to follow the various crops across the country seasonally, camping wherever they found work, and making do with what money they could earn in this way.

In Farm Security Administration (FSA) migrant labor camp during pea harvest. Family from Oklahoma with eleven children... [1939]

Divide your class into groups and have each group use the Library’s Primary Source Analysis Tool to examine one of the following photographs depicting children’s lives in the migrant camps: one, two, three, four, five, and six. Have each group present its image to the class, until all the images are displayed. Then have each student write a diary entry based on the images, imagining what a day in a migrant camp might be like for a child.

This lesson idea can be adapted to meet state curriculum standards for 5th grade Social Studies (Standard 5.0: History Era 8) and Common Core Standards for English Language Arts: Writing Grade 5 (CCSS.ELA-Literacy.W.5.3).

LESSON IDEA– CHILD LABOR

Do your students have jobs? If so, what kinds? Many of them probably perform chores around the house, help out at the family business or farm, or, in the case of high school students, work at restaurants or stores. What are their working conditions? How much do they get paid?

As hardworking as many of your students undoubtedly are, they may yet be shocked to learn that, a century ago, children as young as 4 or 5 worked in factories, mines, and other places, often in unsafe conditions, for long hours, earning paltry sums of money. The National Child Labor Committee (NCLC) was formed in 1904 in an effort to reform the practice of child labor. The photographs of Lewis Wickes Hine helped the NCLC document child labor in practice and lobby for reform.

In Farm Security Administration (FSA) migrant labor camp during pea harvest. Family from Oklahoma with eleven children... [1939]

Split your class into five groups and have each group look at one of the following Hine photos from Tennessee [titles have been abbreviated]: 1) Little Fannie, 7 years old...; 2) Philip Weinstein, 8 years old...; 3) Street Bretzau, who is a “Tube-boy”...; 4) Hard work and dangerous...; and 5) All these I saw regularly.... First, print out just the photos, and have students write down everything they see. Challenge them to come up with their own captions for the photos. Next, have students read about these photographs here. Provide each group with its photo’s actual title, and have students compare what they wrote with the caption written by Hine. How does the title change how they interpret the photo? Why would Hine include certain details in his captions? For homework, have students write a newspaper article about the conditions of child workers and the need for reform. Then, have them write letters to the editor from factory supervisors and owners arguing against reform.

This lesson idea can be adapted to meet state curriculum standards for high school U.S. History (Era 7), and Common Core Standards for English Language Arts: Reading: Informational Text, Grades 9-10/11-12 (CCSS.ELA-Literacy.RI9-10/11-12.1&7); and Literacy in History/Social Studies: Writing, Grades 9-10/11-12 (CCSS.ELA-Literacy.WHST9-10/11-12.1).
Lesson Idea – One-Room Schoolhouses

One-room schoolhouses were common in the United States in rural areas into the twentieth century. Children of all ages and grades attended these schools, often sitting together by sex and age. Teachers, who were usually young women, focused on teaching the students how to read and write, do arithmetic, recite historic documents and literary works, and behave properly.

By projecting the images on a screen or distributing handouts, show students these images of one-room-schoolhouse interiors in Tennessee (1936), Wisconsin (1939), and Pennsylvania (1942). First, ask students to compare and contrast the three rooms. What common elements do they have? What differences are apparent? Next, ask students to compare the classrooms to their own classroom. Are there any similarities? What are the differences? Ask students what they might have liked about attending a one-room schoolhouse.

As an in-class assignment or for homework, ask students to write a journal entry pretending that they are attending their first day of school at one of the one-room schoolhouses shown above. Make use of the PBS Web page about the evolving classroom for this assignment. In their journal entries, have students use the “then” information about at least five of the classroom topics (such as homework, bells, flags, books, and school lunch) listed in the “then and now” section of this Web page (if students do not have access to the Internet, then print out the information for them). Students should refer to these topics as they write their journal entries.

This lesson can be adapted to meet state curriculum standards for 3rd-5th grade Social Studies (Standard 5: History) and English/Language Arts (Standard 3: Writing and Standard 7: Media) and Common Core Standards for English Language Arts: Writing (CCSS.ELA-Literacy.W3/4/5.3 and CCSS.ELA-Literacy.W3/4/5.10).

Featured Feature – America’s Library

Finding Web sites appropriate for younger learners can often be a challenge. The Library of Congress offers a great Web site for elementary and middle school students. America’s Story from America’s Library features entertaining and enlightening stories geared toward younger readers. Each story also features primary sources that you can highlight with your students. For example, students might enjoy learning about how Pocahontas was taken prisoner by the English and held for ransom for a year. Or maybe your students are more interested in reading about entertainers such as Harry Houdini or Buffalo Bill. You may want to have students explore America’s favorite pastime—baseball. The site is also great for helping students to learn key facts about each state. For example, did you know that Tennessee got its name from a Cherokee village named Tanasi. You can also learn about interesting festivals, important people, and key events in each state. Students can read about the Natchitoches Christmas Festival in Louisiana or the end of the Oregon Trail. Your students are sure to enjoy this wonderful Web site and learn something new!
**Kids’ Games**

"Snap-the-Whip" [9 boys playing in front of rural schoolhouse] [1873]

How many of your students have played snap-the-whip? What other games do they play with their friends? Are these games that have been passed down through the generations? Ask students to interview their parents and grandparents. What games did they play when they were in school?

---

**Children in Advertising**

Keep a Kodak Story of the Children [1916]

Why would a camera company produce an advertisement with images of children? How are these children being used to sell a product? You might also think about this source in terms of the development of technology. For instance, what did it mean to parents of the early 20th century that they can take and keep photographs of their children? What do parents do today to “keep a...story of the children”?

---

**Children and Music**


Music and dance have long played a central role in family life. Here, a fiddler entertains a frontier family. Ask your students: How does the artist draw our attention to the children? What type of song do you imagine the fiddler to be playing? What type of music do you like to dance to?

---

**Art Classes for Children**

Free summer art classes for children Drawing and painting, metal craft - sculpture, pottery - lithography : Queensboro Community Art Center. [between 1936 and 1938]

The classes advertised here were offered as part of the WPA Federal Art Project during the New Deal. How would free art classes for children be a valuable use of New Deal funds?