Looking for interesting professional development opportunities for this spring and summer? Sign up today for one of our advanced teacher workshop opportunities! Spaces are still available for the Civil War Summer Institute, June 19-21 and Preparing for Revolution, May 12. For more details on these and other workshop opportunities be sure to check out our upcoming events page.

Interested in having a Teaching Primary Sources workshop in your school district, free of charge? Simply contact Kira Duke for more information and available dates.

Did you know J. Edgar Hoover used to work at the Library of Congress? Read all about it in the latest "Teaching with the Library of Congress" blog posting.

**Awesome** Source of the Month:

In the merry month of May [1905; detail]
What are the people in this image doing? What is a maypole? What is the origin of this custom? Learn more about May Day in this 16-minute webcast.

**Theme: Ethnic Celebrations**

The United States is a nation of immigrants, and its citizens represent most ethnic groups on earth. Many immigrants have brought their traditions with them, including holidays and other celebrations important to their culture. The Library of Congress brings you primary source images and texts that witness the importance of ethnic celebrations to American diversity.

Many celebrations that one would consider “ethnic” revolve around religious holidays, or at least have their roots in religious observances (such as May Day, see picture at left). Some ethnic celebrations in America, however, have attracted people from all backgrounds (such as Cinco de Mayo, see p. 3), as they and their practitioners have been absorbed into the “salad bowl” of American culture.

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—EMANCIPATION DAY CELEBRATIONS

The end of slavery in the United States has been celebrated by African Americans since the Civil War through ceremonies, religious services, parades, barbecues, picnics, dances, athletic competitions, and charitable activities. The day on which emancipation is celebrated varies regionally across the country (and within Tennessee) and includes January 1st (the day that the Emancipation Proclamation went into effect), June 19, or Juneteenth (the day that slaves in Galveston, Texas, first learned they were free), and August 8 (the day that President Andrew Johnson is said to have freed his slaves).

Review with students the Today in History feature on emancipation for September 22 (scroll down page), the day that President Abraham Lincoln announced the Emancipation Proclamation in 1863. Then, ask students to analyze three documents related to September 22 activities in Ohio: a 1904 advertisement, a 1918 article, and a 1922 program. Lead the class in listing the celebrations’ similarities and noting any unique elements. Finally, show your students two images of Emancipation Day celebrations, an 1866 print and a 1905 photograph, and ask them to create an advertisement, program, or newspaper article about the event based on the image and on their knowledge of Emancipation Day celebrations.

This idea can be adapted to meet state curriculum standards for Grade 5 Social Studies (History, Eras 5-7) and Grade 5 English/Language Arts (Standard 3: Writing and Standard 6: Media).

LESSON IDEA—CHINESE NEW YEAR

Chinese New Year, also known as Spring Festival, is the most important traditional holiday of the Chinese year. Because the Chinese calendar is lunar, the date of Chinese New Year varies every year, falling anytime between January 21 and February 20. The celebration lasts 15 days, with firecrackers, parades, traditional food and gifts of money, and family visits and reunions. Students can watch this video at History.com for more on the history and traditions of Chinese New Year.

In the 19th century, immigration during and after the gold rush created a large Chinese population in many of America’s west coast cities. With them, they brought their culture and celebrations. Unfortunately, the Chinese immigrant communities in these cities faced discrimination and controversy. Students can learn more about this period in the Library’s presentation on Chinese Immigration to the United States.

Next, have students use the Primary Source Analysis Tool with this 1871 article on Chinese New Year celebrations in San Francisco (pt. 1 and 2 and pictures). (For suggestions on how to prepare students to analyze politically incorrect sources, see our January 2010 newsletter.) What do these sources reveal about attitudes toward the Chinese immigrants and their celebration? How is the controversy over Chinese immigration reflected in this portrayal of the Chinese community’s most important holiday? Ask students to consider how the exclusion of the Chinese immigrants from much of mainstream American life might have affected how they celebrated their culture in America.

These lesson ideas can be adapted to meet curriculum standards for Grades 5-7 Social Studies (Standard 1.0: Culture) and high school U.S. History (Era 6).
Lesson Idea—Cinco de Mayo

Often mistaken by Americans for Mexican Independence Day, Cinco de Mayo is widely celebrated in the United States and in some regions of Mexico. The holiday has its roots in the commemoration of the Mexican army’s defeat of the French to protect the town of Puebla on May 5, 1862. The French under the leadership of Napoleon III had hoped to increase French influence in Latin America. French troops marched on the town of Puebla on their way to capture Mexico City. The Mexican victory on May 5 was short-lived, however, as the town later fell to the French army and a puppet regime was installed in Mexico City. Mexico did not free itself from European control until 1867. Today, Cinco de Mayo is recognized as a holiday to honor Hispanic culture and heritage.

Begin by having students discuss why Cinco de Mayo is a holiday. Divide students into groups and assign each group a section of H.Con.Res.44: Recognizing the significance of the Mexican holiday Cinco de Mayo. Have each group report what it learned from its section of this legislation. How does this change students’ perceptions of the holiday? Why do they think that the holiday is so widely celebrated in the United States? What regions are most likely to have the largest Cinco de Mayo celebrations?

Next have students read about how the day is celebrated in Denver, Colorado on America’s Library. What other communities host large Cinco de Mayo celebrations? Is there a Cinco de Mayo celebration in their community or school? What activities take place at these celebrations?

Using the suggested collections at the bottom of this Today in History feature and the Hispanic Reading Room, have each student select a source for a classroom Cinco de Mayo display celebrating Hispanic heritage. Students should identify their sources and be able to explain why they selected those particular sources. How does each source reflect the contributions and accomplishments of Mexican-Americans?

This lesson can be adapted to meet Tennessee curriculum standards for Grade 5 Social Studies (Standard 1.0: Culture).

Featured Feature—New Issue of TPS Journal

The Library of Congress educational outreach program (otherwise known as Teaching with Primary Sources!) has recently posted the latest issue of the TPS Journal, the quarterly newsletter of the nationwide TPS program. This issue, “The Civil War Across Disciplines,” was written by the staff members of Teaching with Primary Sources Across Tennessee (otherwise known as us). It combines the Civil War expertise of the Center for Historic Preservation with a focus on how educators can use primary sources in a multi-disciplinary manner.

Featured in this issue is an article by Dr. Carroll Van West, director of both Teaching with Primary Sources Across Tennessee and the Tennessee Civil War National Heritage Area. The article explores multi-disciplinary ways educators can approach the Civil War in the classroom, with links to sources, collections, and teaching materials. More links to interesting teaching materials are provided in an annotated bibliography under “Research and Current Thinking.” Two lesson plans from the TPS-TN Web site are highlighted for the way they combine Civil War history with other subjects such as English and Math. This issue also features a teacher spotlight interview with Rebecca Byrd, a middle school Social Studies teacher from New Center School in Sevier County.

For those of you looking for more ideas on teaching the Civil War, consider attending our 2012 Civil War Summer Institute!
**Highland Games**

The great international Caledonian games Held at Jones Woods New York City, July 1st 1867 // des. & lith. by J.L. Giles ; printed by Chas. Hart, [1868]

As with this event in 1867, Scottish Americans still celebrate their heritage with gatherings like the [Grandfather Mountain Highland Games in North Carolina](https://www.highlandgamesnc.com) and National Tartan Day, held on April 6. What similarities can you spot between the event described by the Local Legacies profile and the 1868 engraving?

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**Dia de Los Muertos**

Gran bola de garbanceras que, por ser muy pretensiosas, se volverán calaveras podridas y apestosas [between 1890 and 1909; detail]

Why are skeletons depicted? What celebration is depicted in this image? Where is this celebration taking place? Click [here](https://www.dia-de-los-muertos-day.com) and [here](https://www.dia-de-los-muertos-day.com) to read more about Dia de Los Muertos.

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**Norwegian Natal Day**


Norwegian Natal Day celebrates the 1814 signing of the Norwegian Constitution. Immigrants brought this celebration to the U.S. How would you describe the clothing? What kind of expressions are on the children’s faces? Why do children participate in ethnic celebrations?

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**Omaha Pow-wow**

Tai Piah Singers [color] [1983]

America may be a nation of immigrants, but those immigrants encountered people already living here with celebrations of their own. In this photograph, a group sings at an Omaha Indian pow-wow held in Macy, Nebraska. Select and listen to one of this group’s songs [here](https://collections.loc.gov). Why is the drum an important part of singing and dancing in many Native American celebrations?