For those of you planning to attend our War of 1812 teacher workshop in Nashville on March 16, consider also attending these events: the Andrew Jackson birthday celebration at the Hermitage on March 15; the War of 1812 symposium at Nashville Public Library on March 17; and the new exhibit, “Tennessee in the War of 1812,” at the Tennessee State Museum, on display until June 24. For links and more information, visit the MTSU Center for Historic Preservation Web site.

COMING SOON: More War of 1812 resources! Later this month, we will be adding a primary source set and a content resource that explore the primary sources and history of the War of 1812 further.

TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE
NEWSLETTER: MARCH 2012

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

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“AWESOME” SOURCE OF THE MONTH:

WILL BE SUNG EVERY NIGHT
(TILL PURITY RETURN) AT
BUCKEY'S,
CORNER OF STREET AND ORANGE STREET, BOOZERS.
WEARING OF THE GREEN!

FIRST VERSE:

Oh, Paddy boys, and don't be up the town (That's giving out—
The green Looks like the grass, like the grass and the ground)
St. Paddy's Day to wear the green, the red and the blue.
For there's a blarney that suits The weaving of the green,
And I'm telling you that there's no sea nor air
That can make the Irishman remember his Mary.

Wearing of the green! [n.d.]

On March 17, many of us will wear green for St Patrick’s Day. What do the lyrics of this song tell you it meant to 19th century Irish-Americans to “wear the green”?

THEME: WAR OF 1812

The War of 1812 is often considered America’s second war for independence. It pitted a young United States against British forces allied with Native Americans for freedoms in maritime trade and westward settlement. So many Tennesseans participated that our state got its nickname, “The Volunteer State.” Andrew Jackson also got his nickname of “Old Hickory” and became a national hero with his military successes against the Creek and the British.

Despite being less understood than other American wars, the War of 1812 will be familiar to your students because of iconic moments like Jackson’s victory at the Battle of New Orleans or Francis Scott Key’s admiration of the “star spangled banner” during the bombarding of Fort McHenry. Explore these stories and more with the following lesson ideas, links, and primary sources.

UPCOMING EVENTS:

- March 1—(Murfreesboro) “Emancipation During and After the Civil War: Teaching with Primary Sources” Webcast with MTSU Center for Educational Media at 3:30 p.m. Click here for viewing information.

- March 9—(Knoxville) “Turning Students into Historical Detectives” Tennessee Council for Social Studies Conference at 1:45 p.m.

- March 16—(Nashville) “War of 1812” Workshop at Downtown Public Library from 9:30 a.m. to 3:30 p.m. To register, email Kira Duke.

- April 4—(Pickwick Landing State Park) “Illuminating the Battle of Shiloh: Primary Sources from the Library of Congress” from 9:30 a.m. to 3 p.m. To register, email Kira Duke.

- April 5—(Murfreesboro) “Teachers’ Experiences from the Library of Congress Tennessee Civil War Institute” Webcast with MTSU Center for Educational Media at 3:30 p.m. Click here for viewing information.

- April 12—(Murfreesboro) “Using Maps from the Library of Congress” Workshop at Heritage Center from 9 a.m. to 3 p.m. To register, email Kira Duke.

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—MAPPING THE WAR

Do you know where the War of 1812 was fought? Conflict ranged from New England to New Orleans, on land and on sea. Americans fought the Indians and British on the Great Lakes and along the U.S.-Canada border. Battles and military occupation took place in such American cities as Detroit, Chicago, Baltimore, and St. Louis.

The Map Collections in American Memory contain several maps documenting battles, forts, and geographic areas that were important during the war. Go to A correct map of the seat of war, then click on the map thumbnail. What is missing from this map? What does that say about how some originally anticipated the course of the war? Use the zoom feature to get close enough to different parts of the map to read the names of rivers, lakes, cities, and towns as they appeared in 1812. Notice that lines connecting towns record the number of miles between them. Why would a mapmaker, at the beginning of the war, create a map recording the distances between hundreds of places? (Use the teacher’s guide to maps for more.)

Have students plot the major battles and points of conflict on the map. (If they don’t have access to computers, you can print out portions of the map.) Have students calculate the distances between these locations and from each to Washington, D.C. Use the lesson idea “News of Peace” below to determine how long news traveled in 1814-15. How many miles per day did news of battles travel? This lesson idea can be adapted to meet curriculum standards for grade 8 Math (Standard 1: Mathematical Processes and Standard 5: Data Analysis, Statistics, & Probability) and Social Studies.

LESSON IDEA—NEWS OF PEACE

The War of 1812 ended when the U.S. Senate ratified the Treaty of Ghent in mid-February, 1815. However, the treaty had been signed by the negotiators in Ghent on Dec. 24, 1814, more than a month and a half before. In an age without email, telephones, or trans-Atlantic flights, that’s how long it took for even such important news to make it from Belgium to Washington, D.C. In the meantime, no one in America knew the treaty had been settled, and one of the most celebrated battles of the war, the Battle of New Orleans, was fought on Jan. 8, 1815. Two copies of the treaty were sent with secretaries from Ghent. The first left London on Jan. 2 and landed in New York on Feb. 11. The second went by way of France and didn’t reach the U.S. until Feb. 14. By Feb. 18, the ratified treaty had been announced in D.C., and broadside copies were eventually reprinted by the Argus Office and the Newburyport Herald. Have students read articles two and eleven of the treaty. How did the negotiators take into account the difficulties of travel and communication when they wrote the treaty?

One way people got the news out in 1815 was by printing broadsides. This broadside, printed in Newburyport, Mass., and this one (from the Maine Memory Network), printed in Portland, Maine, both contain a letter from Jonathan Goodhue of New York to the Boston Sentinel. What methods carried the news to each place? Why did the printers include this information about the broadside’s previous history at the beginning of their own versions? What clues show the printers were concerned that the news be considered reliable?

Give students a timeline marked from Feb. 11 to 22, and let them use the broadsides to fill in when Goodhue’s letter and then the Treaty reached each town mentioned.

This lesson idea can be adapted to meet curriculum standards for high school US Government (Standard 2: Economics and Standard 5: History) and World History (Standard 5: History), and grade 8 Social Studies.
**Lesson Idea—The Death of Tecumseh**

The Shawnee leader [Tecumseh](1768-1813) is famous for his bravery, ethical character, and powerful oratory. He and his brother Tenskwatawa (known as the Prophet) unsuccessfully sought to unite the Indian tribes west of the Appalachian Mountains. During the War of 1812, Tecumseh and his followers allied with Great Britain against the United States. Tecumseh frequently disagreed with the British commander, Col. Henry Proctor, but believed that fighting with the British was the Indians’ best option to get back their lands. Tecumseh died at the Battle of the Thames on October 5, 1813.

Legends quickly developed about Tecumseh’s life and death. The particulars of his death and burial are unknown, although some participants in the Battle of the Thames claimed that he was killed by Col. Richard M. Johnson of Kentucky. Divide students into small groups. Ask each group to read the poem “Tecumseh’s Epitaph” (1819). Ask the class: How is Tecumseh portrayed in the poem? Next, ask each group to analyze one of the following prints depicting the death of Tecumseh, all of which were created at least 20 years later: [Battle of the Thames](1833), [Death of Tecumseh](1841), [Death of Tecumseh](1846), and [Battle of the Thames and the Death of Tecumseh](1833). Ask each group: How is Tecumseh portrayed in your image? Does it support or challenge how he is portrayed in the poem? How is Johnson portrayed? What questions do these sources prompt in your mind?

This idea can be adapted to meet state curriculum standards for middle school English/Language Arts (Standard 8: Literature) and Visual Arts (Standard 3: Evaluation) and grade 8 Social Studies.

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**Featured Feature—2012 Civil War Summer Institute**

The third annual Teaching with Primary Sources Across Tennessee Civil War Summer Institute will take place [June 19-21](1833) at Austin Peay State University in Clarksville. This three-day intensive workshop will explore the military occupation of Tennessee. Civil War expert Dr. Carroll Van West will join us to talk about the impact and realities of occupation.

The first day of the institute will focus on providing historical background and exploring the Library of Congress’s many Civil War collections. The second day of the institute will include a tour of Fort Donelson National Battlefield and Fort Defiance. Transportation will be provided. On the third day, TPS-TN veteran educator Perry Louden from Rockvale Middle School (Rutherford County) will facilitate discussion on using primary sources with students based on his own classroom experiences. Participants will be responsible for developing a lesson plan over the course of the institute. Completed lesson plans are eligible for a $250 stipend and published to our Web site.

Participants will receive a $100 stipend, lunch on all three days, and educational resources. This institute is open to all K-12 educators. Preference will be given to educators who have attended a previous workshop or presentation with us. Spaces are limited. To register, please email [Kira Duke](1833) with your name, school, grade level taught, and previous TPS experience.
Fellow-citizens of East Tennessee... [1812]

When James Madison called for troops to defend the “lower country” in 1812, so many Tennesseans responded that Tennessee began to be known as the Volunteer State. Around the same time, Colonel John Williams issued this leaflet also calling for Tennessee volunteers. How does Williams try to persuade men to join him? What does the leaflet tell you about what is expected of these volunteers?

A view of the Capitol after the conflagration of the 24th August 1814/G. Munger, del.; W. Strickland, sculp. [1814]

What part of the Capitol is missing? (Compare to this 1806 view.) What other evidence of fire can you see? For more, see Today in History or watch this video.

The battle of New Orleans, fought Jany 8th 1814 [1842]

Who do you think is being depicted in this scene? Who is the central figure in this scene and how is he depicted? Why is the Battle of New Orleans so important that it would be the focus of this work completed in 1842?

[No Title] [sheet music] [ca. 1815]

You may have heard that “The Star Spangled Banner” is set to the tune of a drinking song called “To Anacreon in Heaven.” But do you know how it happened? Read the story of this famous song and compare different editions of sheet music over the years here. For the stories behind other famous American songs, check out Patriotic Melodies.