NEWS

- Check out our newest lesson plan, The Invention of the Telephone, written by Perry Louden of Rockvale Middle School in Rutherford County! Geared toward middle school technology students, this lesson examines the evolution of the telephone and its impact on our society.

- Looking for ways to weave performing arts and music into your curriculum? Check out our latest primary source set exploring Music and Dance, which features over 30 different primary sources, including recordings from Elvis Presley and Johnny Cash.

- Be sure to “Like” the TPS-TN Facebook page for the most current workshop announcements, links to new educator materials, and lesson ideas exclusively available on our Facebook page.

“AWESOME” SOURCE OF THE MONTH:

Lost in Siberia [c.1898]

Have you ever been lost when traveling? What would you do if you were lost in Siberia?

THEME: ARMCHAIR TRAVEL

This month’s newsletter seeks to challenge your students’ imaginations by exploring armchair travel. Students all have somewhere in the world that they would like to visit. Maybe you have students who are particularly interested in southeast Asia, Egypt, or even Antarctica. While it might be difficult to take your class to visit these places, you can utilize a variety of primary sources to help bring those places to your students.

The Library of Congress offers a plethora of primary sources that can be used in your class’s armchair travel. Explore the writing of travelers from the nineteenth century. Examine travel advertisements and guides from the early twentieth century. Investigate how some of our natural wonders were formed. Let your students’ imaginations run wild!

TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE

NEWSLETTER: OCTOBER 2011

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

UPCOMING EVENTS:

- **October 6**—(Jackson)
  “Building a National History Day Project Using the Library of Congress” Workshop from 9 a.m. to 3 p.m. To register, email Kelly Wilkerson.

- **October 7**—(Memphis)
  “Building a National History Day Project Using the Library of Congress” Workshop from 9 a.m. to 3 p.m. To register, email Kelly Wilkerson.

- **October 8**—(Elizabethton)
  “Building a National History Day Project Using the Library of Congress” Workshop from 9 a.m. to 3 p.m. To register, email Kelly Wilkerson.

- **October 27**—(Murfreesboro)
  “Exploring the Progressive Era with the Library of Congress” Webcast with MTSU Center for Educational Media, 3:30 to 4:30 p.m. For viewing options and more information, click here.

- **November 3**—(Murfreesboro)
  “Teaching Murfreesboro History Using Primary Sources from the Library of Congress” Workshop from 9 a.m. to 3 p.m. To register, email Kira Duke. Click here for more information.

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– ARMCHAIR TRAVELER

After its rise in popularity during the mid-19th century, photography was used to bring the world into middle-class homes, to those who couldn’t make the voyage themselves. People “traveled” to exotic places all over the globe through the use of photography books. They saw many different types of architecture, landscapes, and cultures for the very first time.

Show the class each of the following photographs.
1) U.S.S. Raleigh, sailors at the pyramids
2) Diamond Head, Honolulu, Hawaii
3) Prince William Sound, Alaska
4) Venice harbor, Venice, Italy

Instruct each student to choose their favorite or most interesting photograph. Have the class write an essay that describes their chosen location. Ask the questions: What is the climate? How would it feel to be standing on the spot pictured? What would you smell? How would you get there? Tell students to be sure to use vivid adjectives when describing their photographs. Allow time for students to share their essays with the class. A geography connection can be made with this lesson idea by identifying the location of the photograph on a map.

This lesson can be adapted to meet state curriculum standard for Grades 3 - 8 English (Standard 3 – Writing). The lesson extension can be adapted to meet standards for Grades 3 - 8 Social Studies (Content Standard 3 – Geography).

LESSON IDEA– CREATIVE TRAVEL WRITING

Travel advertising has long encouraged people to go on vacation, in part because the images used are so evocative. Have students choose one of the following travel advertisements as a creative writing prompt: Take a Kodak with You, Summer Boarding, or Introduction…. (All of these are from the Rare Book, Manuscript, and Special Collections Library at Duke University). Ask students to invent a character who will go on a trip and return home to write about it. Their characters might be one of the people seen in the advertisements or might simply meet one of those people.

Once the students have their characters in mind, ask them to read selections from at least two of the following travel narratives to get format and style ideas for their fictional pieces. From Maine to Mississippi, by Yankee girl is an accessible account published by a New England girl in 1883 and written in a straightforward narrative. Palmer’s Journal of travels over the Rocky Mountains, 1845-1846, published in 1847 for future travelers to the Oregon territory, is written in diary form. It includes tables of distances traveled and glossaries of languages (pp. 264-276). The poetry of travelling in the United States, published by popular nineteenth-century writer Caroline Gilman in 1838, is a combination of traditional narrative and poetry.

In their fictional narratives, students should answer such questions as: Where did your character go? How did they get there? Whom did they meet? What happened unexpectedly? Will they go to this destination again? Ask students to read their pieces to each other in small groups. To further this lesson, let students research destinations and add images to their narratives.

This lesson idea can be adapted to meet state curriculum standards for 4th-8th grade English (Standard 3 – Writing) and high school English (Creative Writing).
Lesson Idea—A Trip to Wonderland

With all of its varying natural features and animals, it is no wonder that Yellowstone has been referred to as “Wonderland” for over a century. With geysers, bison, fumaroles, elk, hot springs, wolves, a grand canyon, and more, Yellowstone looks more like a fantasy world than a place you can actually visit. Even more interesting is the geology that is responsible for these fantastic features—did you know that Yellowstone is a part of a super-volcano?

Have students look at the WPA posters created for Yellowstone and travel (also search “National Parks” within this collection for more posters). Students should create travel posters that are similar to these posters, related to natural features and animals that visitors might see at Yellowstone. Students should research their natural features and/or animals and include pertinent information that visitors would be interested in knowing before a trip. The Library of Congress has many wonderful primary sources related to Yellowstone that students can use in their research.

Students should consider the following:
- What geologic event might be responsible for the natural features available at Yellowstone?
- What animals thrive at Yellowstone? What characteristics allow them to thrive at Yellowstone?
- How have volcanoes, earthquakes, and other geologic events changed the landscape of Yellowstone?

This lesson can be adapted to meet state curriculum standards for 5th grade Science (Standard 5 - Biodiversity and Change, and Standard 7 – The Earth).

Featured Feature—Travel Narratives

Several collections in American Memory contain fascinating travel narratives. These accounts range in time from the colonial period to the twentieth century. Some were written by visitors to America from other countries. Many were penned by Americans themselves as they traveled within the country or went abroad.

American Notes: Travels in America, 1750-1920 contains a wealth of insights about social life and customs. Many nineteenth-century travelers wrote their impressions of the differences between North and South. These include accounts of slavery before the Civil War and descriptions of the transition to freedom after the war.

From the gold rush to the wonders of Yosemite, California has held many attractions for travelers. “California as I Saw It”: First-Person Narratives of California’s Early Years, 1849-1900 includes features to help students think about travel and tourism in “the golden state.” One activity asks students to compare descriptions of Yosemite by two different visitors, while another exercise emphasizes the difficulties pioneers encountered in traveling to the state.

The Nineteenth Century in Print: Books contains books that have been digitized by the University of Michigan as part of the Making of America project. Books about travel and tourism have been grouped within the section Travel and Westward Expansion, which contains a good introduction to these writings.
Vacationing By Car

Popular Mechanics automobile tourist’s handbook, [1924]

This 1924 handbook contains detailed plans for building “homes on wheels,” camping out while touring, and cooking on the road. Why might tourists have needed such a guide during the early years of automobile travel? What are some of the basic needs of a car traveler that still exist today? Do we still have a do-it-yourself attitude about car travel?

All Aboard To Europe


William E. Matthews, an African American businessman from Washington, D.C., in 1889 crossed the Atlantic on the Etruria, pictured above, and then wrote about his trip. How do the advertising cards present sea travel? What benefits did Matthews find in his voyage? How did he describe the sea?

Travel & Adventure

Travel? Adventure? Answer - Join the Marines! Enlist to-day for 2-3 or 4 years / / James Montgomery Flagg, [1917]

Who was this advertisement created for? If you joined the Marines in 1917, what places might you have been deployed to? What incentives do military recruiters use today to encourage citizens to enlist?

A Tropical Home

[A Hawaiian grass house], [c1902]

What can you presume about the climate and environment of Hawaii that allows for a grass house to provide shelter? Without reading the title, could you guess where the image was taken? Would this image entice people to visit?