TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE NEWSLETTER: MAY 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.

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NEWS

- Check out the new educator materials that are now available on the TPS-TN Website! These new materials include two new primary source sets: Westward Migration and Reactions to the Emancipation Proclamation; a lesson activity: Exploring American Indian Culture; and lesson plans: The Emancipation Proclamation and its Connection to the Thirteenth Amendment and Views on the Emancipation Proclamation. If you have ideas for future educator materials or newsletter themes, contact us!

- You can also find two new primary source sets on the Library of Congress Teacher’s Page. The new primary source sets are: Children’s Lives at the Turn of the Twentieth Century and Political Cartoons in U.S. History.

"AWESOME" SOURCE OF THE MONTH:

Are you hopeful? / Aurora Valero, [2001 December]

What message is the artist trying to convey in this piece? How is emotion conveyed in art?

THEME: ART

Art can take many forms and serve a variety of purposes. Most of us think of more traditional forms of art such as paintings, drawings, and sculpture, but what about folk art (such as quilts) or advertisements? The ambiguity of what constitutes art has led to the often heard quote, “Art is in the eye of the beholder.” This newsletter will highlight various types of art and demonstrate how art can be incorporated with other subjects such as social studies.

The Library of Congress has a wide selection of art representing both different types and styles as well as different parts of the world. From online exhibitions to various collections in Prints & Photographs, you will find a wealth of sources to share with your students.
LESSON IDEA—ART AROUND THE WORLD

Can your students tell the difference between Latin American art and European art? What about between Japanese art and art from Southeast Asia? Comparing and contrasting different examples of world art can lead to discussions about cultural differences and similarities.

Divide your students into five groups and give each group one of the following works of art: 1) Pictorial envelope for Hokusai’s 36 views of Mount Fuji series, 2) Melancholia I [by Albrecht Dürer], 3) Sculpture "Flamingo" at Federal Center Plaza, John C. Kluczynski Federal [by Alexander Calder], 4) Chronicle of a Javanese Court in Yogyakarta, 5) Vase with Deer Hunting Procession. First, students should fill out a Primary Source Analysis Tool for their particular artwork. (You can find prompting questions on the Analyzing Prints & Photographs Teacher’s Guide.) Next, each group should discuss its findings and elect a member to present the group’s findings to the class. Then, pass all the art examples around the room, or display in PowerPoint slides, for all students to compare and contrast the five works of art. Reveal to them bibliographic information that will locate each artwork in time and place. Discuss how art can be powerful primary sources for differences in world cultures.

This lesson idea can be adapted to meet curriculum standards for grades 3-12 Visual Art (Standard 4: Historical and Cultural Relationships) and high school World History (Standard 1: Culture).

LESSON IDEA—ART AS PROPAGANDA

During World War I, the United States and other nations used propaganda posters to support their war efforts. These posters contained messages and imagery to elicit citizens to enlist in the military and procure resources and funding from the general populace. Posters were also used to justify the nation’s involvement in the war and to build citizens’ support for continued military action.

The Library of Congress Prints & Photographs Online Catalog contains a collection of approximately 1,900 WWI posters from the United States, Austria, Australia, Belgium, Canada, Germany, Great Britain, Italy, the Netherlands, and Russia. Before beginning this lesson with your students, read the Background and Scope for the collection to learn more about the role of posters in the war effort, different themes of posters, and the artists.

Search the WWI Poster Collection. Identify posters from each of the countries listed above. Have students identify the theme for each poster. (For posters from non-English speaking nations, you can typically find translations within the notes on the bibliographic page.) How do subjects and symbols in each of the poster connect to the theme? How are the posters from each country similar? How are they different? Why were these posters important to the war effort in so many countries?

Show students Enlist/Fred Spear (see above). Why did the artist use the image of the drowning woman and child for this poster? Why was the sinking of the Lusitania significant? Ask your students to discuss whether they think the imagery used effectively conveys the artist’s message.

This lesson idea can be adapted to meet curriculum standards for grades 5-12 Visual Art (Standard 3: Evaluation, Standard 4: Historical and Cultural Relationships, and Standard 6: Interdisciplinary Connections), and grade 5 Social Studies and high school U.S. History (Standard 5: History).
Artists have long been employed in the advertising industry. When creating advertisements, logos, and branding materials, artists must think about everything from color choice to audience. Walk down the cereal aisle in your local grocery store to see how involved advertising and placement is. You will notice that cereals aimed at children are always designed with bright colors, often with cartoon characters on them. These cereals are always placed on the bottom shelves, conveniently located within a child’s grasp. Cereals aimed at adults are placed on the top shelves and are usually designed with more natural colors. As you can see, a great amount of time and thought goes into the creation of a successful advertisement.

Divide the class into five groups, and assign each group one of the following advertisements: 1) Drink Coca-Cola 5 cents, 2) Doublemint Gum Advertisements 3) The great Arm & Hammer brand soda. Church & Co., New York, 4) Pure white star coffee, and 5) International baking powder. Manufactured by Queen City Chemical Co., Buffalo, N.Y. Who is the audience? How is art used to help sell the product? Does the advertisement reflect the time period it was created in? Why or why not? Is there a brand logo? Is the logo effective? Do you think the advertisement has a successful design? Could it still be used to sell the product today? For homework, have students look through newspapers and magazines to find advertisements for products similar to the ones they were assigned in class. Compare and contrast them. How have advertisements changed over the years? How is art being used in advertisements today? Art students can even pick a product and design an advertisement for it too!

This lesson idea can be adapted to meet curriculum standards for grades 6-12 Visual Arts (Standard 2: Structures and Functions, Standard 4: Historical and Cultural Relationships, Standard 5: Reflection and Assessment).

**Featured Feature—Online Exhibitions**

If you have ever visited the Library of Congress, one of the highlights was probably touring the wonderful exhibits. The Library of Congress also makes these exhibitions available on its Web site. The Exhibitions page showcases current and past exhibits. To get to this page, look for highlighted exhibitions at the bottom left of the Library’s homepage. Simply click on “More Exhibitions” to navigate to the Exhibitions page. From here, view listings of current exhibits, explore past exhibits, or search all. You can also find information about traveling exhibits.

Online exhibits offer unique features that make them ideal for classroom use. Within each exhibit, you will find context and historical background for the objects and images that you will not often find when searching in the collections. Exhibitions can even feature items that are not included in the digital collections. For example, check out Martin Luther’s German Translation of the Bible, 1534 in Dresden: Treasures of the Saxon State Library. Some exhibitions feature materials that are copyright protected and are unavailable in a larger jpeg format in the Prints & Photographs Online Catalog. Within the exhibition, you can click on the image to access the larger jpeg. This feature allows you the ability to print and save these items for use with your students. For example, check out “Tsk Tsk—Somebody Should Do Something About That” in Herblock’s History: Political Cartoons from the Crash to the Millennium. Be sure to check out some of the amazing art exhibitions, including Earth as Art: A Landsat Perspective, On the Cutting Edge: Contemporary Japanese Prints, Share the Perspective of Genius: Leonardo’s Study for the Adoration of the Magi, and Cartoon America.
Travel to Rome

Rome par la voie du Mont-Cenis / Geo Dorival, [c. 1920]

What famous Roman site is depicted here? What is the purpose of this poster? How are color and imagery used to accomplish this purpose? How does this compare to more modern travel advertisements? Are similar visual techniques used today?

Who Knows Nashville?

"Joe Knows Nashville" mural in downtown, Nashville, Tennessee [2008]

This mural represents a kind of local art that combines advertisement, tourism, and kitsch with artistic technique and sensibility. Considering it was painted on the side of a building in downtown Nashville, who do you think is the audience for this piece of "art"? What does the mural hope to achieve?

Stained Glass Swirl

Design drawing for stained glass window with abstract swirl (after Hokusai?), "a spiral movement suggesting galactic forces creating worlds, blue, the predominating color representing infinity," with text "Power" [between 1857 & 1999]

What kind of building do you think this stained glass window, from the Lamb Studios Archive collection, was designed for? If you had to give it a different title, how would you describe it?

The Miracle of Transplant

A verger’s dream: Saints Cosmas and Damian performing a miraculous cure by transplantation of a leg. Oil painting attributed to the Master of Los Balbases, ca. 1495 Image from Wellcome Library, accessed through the World Digital Library

Identify the religious symbols in this piece. How does this piece tell the story of the verger’s dream? How is this piece typical for other religious artwork of the time period?