TPS-TN is launching a new Civil War section on our Web site. This new page will be your one-stop shop for Civil War related lesson plans, primary source sets, content resources, additional links, and an image gallery (coming soon) that will highlight primary sources from the Library of Congress digital collections.

TPS-TN has revamped its Lesson Plans & Activities section on the Web site. Instead of scrolling through a long list of plans and activities, you can now browse by grade level (K-2, 3rd-5th, 6th-8th, and 9th-12th) and subject area. The Newsletter lesson ideas index now includes links to the newsletter for easier browsing.

Join us July 19-21 for our second annual TPS-TN Civil War Summer Institute. Read more about it on the next page…

“AWESOME” SOURCE OF THE MONTH:

How is Iroquois culture different from early twentieth century American culture?

Savagery to “civilization” — The Indian women: We whom you pity as drudges reached centuries ago the goal that you are now nearing. [1914; best to view in TIFF format]

THEME: NATIVE AMERICAN HISTORY AND CULTURE

American Indian history is an important component to the history of the United States. Students should remember that the history of America did not begin with the arrival of Europeans. Before Europeans arrived, tens of millions of Americans called this land home. Numerous American Indian groups were and can still be found all throughout the country, and each has its own distinct culture and history that can be explored through a rich variety of primary sources.

This issue explores the primary sources that are available on the Library of Congress Web site, such as artwork, photographs, cartoons, written documents, and government records that can help students have a better understanding of the complex history of American Indians.
The second annual TPS-TN Civil War Summer Institute will take place July 19-21 in Nashville and Murfreesboro. The theme for this intensive workshop is Divided Tennessee. Civil War expert Dr. Carroll Van West will discuss the debate over secession and how divided communities across the state became as preparations for war began in 1861. Participants will spend time researching relevant collections, exhibitions, and materials available through the Library of Congress. Archivist Dr. Gwynn Thayer from the Tennessee State Library and Archives will discuss the new primary sources available through Looking Back Tennessee in the Civil War, an outreach digital preservation initiative. Participants will spend the second day touring the State Capitol, State Museum, and other key Civil War sites in the Nashville area. On the third day, experienced educator Rebecca Byrd will share strategies on incorporating primary sources and the inquiry method in the classroom. All participants will create a lesson activity on the third day.

Space for the institute is limited! Interested teachers can apply online by clicking here. The deadline to apply is May 20th.

Preference will be given to educators in grade 5, 8, and AP U.S. History as well as middle and high school librarians and media specialists. Click here for more information on requirements, creating a lesson activity, and the full agenda.

**Lesson Idea—Indian Removal Perspectives**

“Toward the aborigines of the country no one can indulge a more friendly feeling than myself,” states Andrew Jackson in his Second Annual Message to Congress on Dec. 6, 1830. He goes on to describe the benefits of removal for both the Indian and white inhabitants of the southern states. The Cherokees, in contrast, wrote this to Congress in 1829: “To the land of which we are not in possession we are attached. It is our fathers’ gift. It contains their ashes. It is the land of our nativity and the land of our intellectual birth. We cannot consent to abandon it…” (read more of this here). The issue of Indian Removal in the 1820s and 30s pitted Native Americans on their native land against the westward expansion of white settlement. The result was the 1838-39 Cherokee removal better known as the Trail of Tears, which left about 4000 Indian dead on the overland trails from southeast Tennessee to federal lands in Oklahoma.

Divide your class into groups that represent the perspectives of both Native and white Americans, both for and against federal removal policies. After group research, let your students debate the issue in class. Primary Documents in American History: Indian Removal Act contains several useful links to primary and secondary sources, including a lesson plan, which outline different sides of the debate. More sources are available at the Cherokee Nation Web site. For background, read the “Removing Native Americans from Their Land” chapter of the Immigration presentation on the Teachers Page.

The National Park Service has created a 23-minute documentary on the Trail of Tears, which you can request for free at this site. Or, if you have the time, show your class the “Trail of Tears” episode (1hr 11min) from the PBS documentary series We Shall Remain. Click on “Teacher’s Resources” at the bottom right of the Web page for additional clips and a teaching guide.

These ideas can be adapted to meet curriculum standards for 4th grade Social Studies (Standard 4: Culture), 8th grade Social Studies (Standard 8: History, Era 4), and 4th and 8th grade English/Language Arts (Standard 2: Communication).
American Indians have long been the subject of artwork. Many artists portrayed a romanticized view of American Indians and perpetuated myths about their history, which often led to the creation of a historically inaccurate image. Students should pay careful attention to the details and historical context of an image when using it as a primary source.

Assign each student in the class one of the following images:

- Hiawatha [1903; see left]
- Pocahontas saving the life of Capt. John Smith [c. 1870; see right]
- Death of Custer [c. 1905]
- The First Thanksgiving 1621 [c. 1932]

Have students fill out a Primary Source Analysis Tool. Pay attention to all of the details. Then, have students research the historical context of the image in the library. Who or what is the subject of the image? What American Indian group did he/she belong to? What was the culture of that particular group like? (Hint: What type of homes did they live in?) Explain what is historically accurate and inaccurate about the image. Search the Prints & Photographs Collection for more images of the person or event depicted in your assigned image. Compare and contrast them. Are there similar inaccuracies, and if so, what are they? What did you learn from this assignment? For more ideas, watch the webcast, Do All Indians Live in Tipis?

This idea can be adapted to meet curriculum standards for English I-IV (Standard 4: Research, Standard 7: Media) and 9th-12th grade Art History (Standard 3: Evaluation, Standard 4: Historical and Cultural Relationships).

A new lesson plan related to Native American history and culture is featured on the Teaching with Primary Sources Across Tennessee Web site. The first part of the lesson plan, “The Myth of the Vanishing Race,” discusses Native American assimilation through education and how this process contributed to the myth of the vanishing race. During the second part of the lesson plan, students compare and contrast the work of two photographers (Edward Curtis and Adam Clark Vroman) and discuss how photography contributed to the myth of the vanishing race. It meets curriculum standards for 5th grade Social Studies and English I-IV (Standard 4: Research, Standard 5: Logic, and Standard 7: Media).

Coming Soon! The lesson plan “Exploring American Indian Culture” utilizes the Library of Congress’s Special Presentation, “Edward S. Curtis’s The North American Indian.” Students will compare and contrast photographs taken by Edward S. Curtis to learn more about the cultures of various American Indian tribes. In the extension activity students must try to identify American Indian artifacts. It meets curriculum standards for 4th and 5th grade Social Studies.

In addition to the two lesson plans, an American Indian Primary Source Set is now available. This primary source set contains a selection of sources on the following topics: Material Culture, Notable Individuals, Conflicts, Battles & Wars, Diplomacy & Policy, and Education and Assimilation.
Sequoyah

Sequoyah, a Cherokee Indian, was born near Vonore, TN in 1776. His lasting contribution to the Cherokee people was his invention of a Cherokee written language. To learn more about Sequoyah and Cherokee history and culture, visit the Sequoyah Birthplace Museum.

Petroglyph

This prehistoric aboriginal art petroglyph shows carved footprints and the form of a snake. It was taken from a site in western Colbert County and is now on permanent display at the Tennessee Valley Museum of Art, Tuscumbia, Alabama [2010]

This particular petroglyph was found in Colbert County, Alabama. What are petroglyphs? What can they tell you about American Indian culture? Where can other petroglyphs be found in the United States?

Indian Mounds in Tennessee


Mounds like the one featured in this photograph at Shiloh can be found throughout Tennessee. Who built these and what were they used for? Looking at the photograph, what are the clues that this is a mound and not simply a natural formation?

Medicine & Stereotypes


Some Europeans borrowed American Indian medicine, and often used stereotypical images of American Indians for their advertising like the image above. Although the name is “Wigwam” Tonic, tepees, a common stereotype of American Indian culture, and not Wigwams are shown in the background. What other stereotypes are portrayed in the ad?