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

- Please join us—either in person or via Webcast or cable TV—for our upcoming Webcast that highlights teachers’ experiences using the Library of Congress Web site in the classroom. We will be doing something a little different this Webcast: namely, we will show footage from last July’s TPS-TN Civil War summer institute, and then follow up with some of the participants for their stories of how they have used what they learned with their students. If you watch live, you can even call in with questions! For viewing options and more info, click here.

- Check out our new educator materials! We have a primary source set on the History of Photography and three lesson plans/activities exploring FSA photography of Skyline Farms, Alabama, a Resettlement Administration community in northern Alabama.

“AWESOME” SOURCE OF THE MONTH:

John F. Kennedy motorcade, Dallas, Texas, Nov. 22, 1963

What is significant about this date? How does knowing what will happen next change the way you look at the photograph?

THEME: PRESIDENTS & FIRST LADIES

America’s presidents and first ladies work very hard to meet the needs of the American people. Love them or hate them, remember them or forget them, you probably have your own favorites. The Library of Congress Web site makes available thousands of photographs, letters, newspaper articles, cartoons, prints, and other digitized primary sources to enable and enhance your study of these famous, important people.

This issue explores the role of presidential inaugurations and controversies, and the role of First Ladies. It also, of course, highlights the three presidents that have come from Tennessee—all of whom presided over the country at a time when momentous events were putting our state on the national stage.

UPCOMING EVENTS:

- **February 10**
  (Murfreesboro, etc.)- Webcast, “Using Library of Congress Teaching with Primary Sources: Teachers’ Experiences,” MTSU Instructional Technology Support Center, 3:30—4:30 p.m. (See left.)

- **February 12**— Abraham Lincoln’s Birthday

- **February 21**— Presidents’ Day

- **February 21** (Knoxville)- Knox County In-service; 10 a.m., 12:45 p.m., 2:15 p.m.

- **February 22**— George Washington’s Birthday

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— Cartoons & Controversies

Many U.S. Presidents, such as Thomas Jefferson, Andrew Jackson, and Martin Van Buren, have found themselves involved in controversy during their presidencies. Many of these controversies stem from disagreements of the public with presidential decisions. Political cartoons are a great way for students to learn about these controversies, and are one of the best media for expressing perceived public opinion. Divide students into five groups. Assign each group one of the following political cartoons: 1) The prairie dog sickened at the sting of the hornet or a diplomatic puppet exhibiting his deceptions, 2) The political barbecue, 3) King Andrew the First, 4) Old Jack, the famous New Orleans mouser, clearing Uncle Sam's barn of banks and Clay rats, and 5) Capitol fashions for 1837. (Cartoons are viewed best in tiff format. If you still cannot read the text, then refer to the summary on the bibliographic page.)

Have students use the Cartoon Analysis Guide to help them understand the complexities of political cartoons, such as symbolism. Then, have students discuss the cartoons as a class. What is the controversy depicted in the cartoon? How are symbols used to depict information or opinions? Compare and contrast the cartoons. What are the similarities and differences?

This idea can be adapted to meet curriculum standards for 8th grade and high school English I-IV (Standard 7: Media) and 8th grade U.S. History (Standard 5: Eras 3 & 4).

Lesson Idea— “Modern” First Ladies

America’s First Ladies have fulfilled difficult and multiple roles over the years, including raising families in the public eye, maintaining busy schedules of campaigning and public appearances, hosting important White House events, and, of course, acting as the partners (and often closest confidantes) to the leader of the United States. It is impressive that many of them also took the time to champion important political or social causes of their own. This lesson idea focuses on four particular First Ladies who accomplished these things and can be called truly “modern” women,

- Edith Wilson—helping make the president’s decisions (primary sources 1, 2, & 3)
- Lou Hoover—traveling the world and country with her husband (1, 2, & 3)
- Eleanor Roosevelt—fighting for human rights at home and abroad (1, 2, & 3—scroll down)
- Betty Ford—bringing attention to controversial issues (1, 2, & 3)

Read the biographies of these First Ladies at WhiteHouse.gov, view their portraits, and examine the additional primary sources included above. You may wish to divide the class into four groups and have each group study one First Lady. Students (or groups) can express their findings by composing memoirs from the First Lady’s point-of-view, staging mock interviews, or simply reporting main accomplishments through essays or class presentations. How can these First Ladies be described as “modern”? Are they modern for their time, or for our time, too? How are they role models for women (and men) today? How do the primary sources reveal character traits? Students should take into account what was going on in the U.S. while this person was acting First Lady and what some of her main influences were.

These ideas can be adapted to meet curriculum standards for 4th-6th grade Language Arts (Standards 2: Communication, 3: Writing, 4: Research, 7: Media) and 5th grade Social Studies (Eras 7, 8, & 9).
LESSON IDEA—TENNESSEE PRESIDENTS

Tennessee has been the home of three United States Presidents: Andrew Jackson, James K. Polk, and Andrew Johnson. Andrew Jackson, seventh president, strengthened the executive office and became one of the most influential as well as controversial presidents of the nineteenth century. James K. Polk surprised the nation by winning the presidency in 1844 and served one term. Andrew Johnson became president after the assassination of Abraham Lincoln and was the first president to be impeached. Each of these presidents played an important role in the development of our nation as they made decisions to address the difficult issues facing the U.S. in the nineteenth century.

Working individually or in groups, have students create a short biography of each president. Biographies should include information such as hometown, years in office, political party, important events that took place during the presidency, and major achievements. Students should use sources such as the Tennessee Encyclopedia of History and Culture and the White House for this step. You may also want to encourage students to visit their school or community library to find additional sources.

Next, using American Memory, have students identify three to five primary sources related to each president that correspond to information within the biographies. Students should select different types of primary sources (newspapers, illustrations, political cartoons, letters, etc.) if at all possible. Have students analyze each primary source using the primary source analysis tool. Use the teacher’s guide to prompt students if needed. Ask students to share their findings with the class.

As a class, create a bulletin board or small exhibit highlighting the three presidents from Tennessee. Have students select and print out key primary sources for each and write accompanying texts to interpret their sources.

This lesson can be adapted to meet state curriculum standards for 4th grade Social Studies (4.5.spi.2) and 8th grade Social Studies (8.4.spi.9).

FEATURED FEATURE—“I DO SOLEMNLY SWEAR...”

Presidential inaugurations are a special time in our nation. Inaugurations signify the peaceful transition of power in our national highest office as one president steps down to make way for the newly elected president. From George Washington to Barack Obama, each president has taken the same oath “to preserve, protect, and defend the Constitution of the United States of America.”

The Library of Congress’s “I Do Solemnly Swear…” Presidential Inaugurations collection brings together 400 items from multiple divisions of the Library as well as other depositories around the country to mark the inaugurations of every American president. Items include diaries, letters, handwritten drafts of inaugural addresses, prints, photographs, and sheet music. The collection allows you to browse by individual inauguration, making it extremely user-friendly.

This collection offers a number of special presentations to complement the overall collection. Check out the video presentations to hear historical insights from a specialist in the Manuscript Division. Thirteen short videos explore the inaugurations of nine presidents from George Washington to Theodore Roosevelt, including a video on the inauguration of Andrew Jackson.

Explore Words and Images, which features prints and contemporary recounting of inaugural events. Have your students explore how the prints and written accounts correspond to each other. You will also find a complete list of dates, locations, and who administered the oath for each president. Do you know which president first kissed the Bible at the end of the Oath of Office? Check out the list of precedents and notable events to discover this and other interesting firsts in inauguration history.

Delve into the Collection Connection page to find teaching ideas related to history, critical thinking, and arts/humanities for incorporating elements of this collection into your classroom.
Hello Mr. President

Democracy of Americanism - an American President (Roosevelt) greeting an American workingman - Tennessee [1902]

While in office, presidents travel outside of Washington, D.C. to interact with the American people. On these trips, presidents share their policy initiatives and listen to people’s concerns. Has a president visited your community in the past? Has anyone you know met a president?

Remember the Ladies

Equal Franchise Society Legislative Series; extract from a letter from Abigail Adams to her husband John Adams [1776]

Arguably the most famous letter ever penned by a First Lady, this letter laid the foundation for the struggle for women’s suffrage. To read this excerpt of the letter, click on the image above or click here to read the letter in its entirety. Ask students to identify key phrases from the letter that supported women’s fight to gain the right to vote.

First Lady Fashion

Mrs. Lincoln's wardrobe on exhibition in New York [1867]

Many First Ladies through the years have been examined for their fashion choices. Mary Todd Lincoln was known to have expensive taste in clothes. Look here to see her in one of her gowns. Look for images of First Ladies on the Library of Congress Web site or view the Smithsonian online exhibit here. How has fashion changed through the years? Which First Ladies were known to have the most influential style?

First Pets

King Tut, the President's Belgian Police dog has taken up his duties at the White House and makes regular rounds to see that the guards are in their place [1929]

Many pets have called the White House home over the years, including cats, dogs, birds, sheep, and even an alligator! Look at the Presidential Pet Museum Web site for images and descriptions of Presidential pets.