The registration deadline for the **TPS - Oaklands Historic House Museum workshop** has been extended to October 15, 2010. This workshop, held on Saturday, November 6, will be at Oaklands Museum in Murfreesboro in the morning and a computer lab on the MTSU campus in the afternoon. For more information, please see the workshop description page on the TPS-TN Web site.

We will be hosting several joint workshops with **Tennessee History Day** throughout the year, with three coming up in October and November. For those of you who work with grades 6-12 social studies and/or media students, consider TN History Day as a great opportunity for in-depth, project-based learning using primary sources, for which the Library of Congress Web site is a fabulous source.

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**“AWESOME” SOURCE OF THE MONTH:**

The cruel uncle and the vetoed babes in the wood [1866]

What is represented in this political cartoon? What point is the author trying to make here?

**THEME: ELECTIONS**

Like many Americans, Tennesseans are already voting for local, state, and national officials during this election season. Elections are an opportunity for citizens to exercise their rights and responsibilities. They are also an opportunity for educators to bring current events, local history, and primary sources into the teaching of history, government, geography, economics, math, speech/debate, and more.

Tennessee has a colorful voting rights history. In 1920, the state became the 36th—and last—needed to ratify the 19th amendment, allowing women to vote. Many credit a letter written by Harry Burn’s mother, persuading her Republican son to vote for the measure, but the deciding vote also came from Speaker of the House Seth Walker. Walker voted yes in an effort to delay the matter in further consideration, but inadvertently gave the suffragettes just the number of votes needed for ratification.

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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– THE VOTE

Voting is a key component of how citizens in our country shape our government. Since the founding of the United States, leaders have debated who should have the right to vote and the impact of extending the right to vote to a larger percentage of the population. Initially only white, property-owning males could vote. After the Civil War, African American men were granted the right to vote. Fifty years later women were also granted this right. Each time the right to vote has been extended, new voters have been faced with the decision of how they will exercise this right. Begin by having students map the expansion of suffrage in our nation’s history. Ask students why voting is important and how voters should determine how they will vote. Then have students read Something About Voting [from newspaper] and To the colored men of voting age in the southern states. Then play the audio interview, "You have two arms: one is a political arm and one is an economic arm." What do these sources tell us about voting? Examine the image above. How is this billboard trying to persuade women voters? After students have examined each of the sources, ask them what shapes voters’ decisions today. Is voting important now? Why?

This idea can be modified to meet curriculum standards for high school U.S. Government (Standard 5.0 History and 6.0 Individuals, Groups, and Interactions).

LESSON IDEA– THE WILMOT PROVISO AND THE ELECTION OF 1848

As a result of the Mexican-American War, the United States acquired new territories in the West, provoking more debates on whether slavery should be allowed in these new territories. Pennsylvania Congressman David Wilmot wrote the Wilmot Proviso, modeled after sections of the Northwest Ordinance of 1787, calling for slavery to be prohibited in the new territories. The Wilmot Proviso was never passed by the Senate, but it was the first time a vote was sectional. As a result, the question of slavery in the western territories became a major campaign issue during the presidential election of 1848 and within the political parties. Sectional tensions over slavery threatened to split and change the political landscape of the country.

Several political cartoons depict the controversial stance of the presidential nominees on the issue of slavery in the western territories and the Wilmot Proviso. Have students read a portion of A Voice from the South (11 pages), which offers a Southern perspective on the Wilmot Proviso, and have them view one or more of the following cartoons: Shooting the Christmas turkey, Bagging the game, and Town & country making another drive at the great question. - - No Go!!. (Cartoons are viewed best in tiff format. If you cannot read the text, refer to the summary on the bibliographic page.) Use the Cartoon Analysis Guide to help students understand the complexities of political cartoons. How is some of the information in the text depicted in the cartoons? What other information can be gathered from the cartoons about the election, the issues, and the candidates? Have students do additional research to determine the Northern view of the Wilmot Proviso. For more political cartoons, see American Cartoon Prints Collection.

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 (Era 4, 8.5.15).
NEWSLETTER: OCTOBER 2010

FEATURED FEATURE—THOMAS

Named for our third president, Thomas is the home of all online legislative information at the Library of Congress. At thomas.loc.gov, you can search for current bills, bill summaries and records from previous Congresses, committee and treaty information, and much more. Most of the documents accessible online are from the late 20th and early 21st century. For earlier Congressional records, visit the Century of Lawmaking collection in American Memory.

The “For Teachers” page in Thomas contains lesson plans and links to Web guides and interactive sites inside and outside the Library of Congress Web site. Many of these links, such as “Kids in the House” (from the House Clerk’s Office) and “Ben’s Guide to U.S. Government” (from the Government Printing Office), are directed to K-12 students and are available at differentiated reading levels.

You can even watch online videos of recent days’ activities on the House floor, which is a great way to see the legislative process in action. Resources on the Supreme Court are also available. For answers to frequently asked questions about Thomas, click here.

FEATURED FEATURE—ELECTIONS...THE AMERICAN WAY

Teaching students about how our electoral process works can be overwhelming. To understand how elections work in our country, you must look at the many different parts that make up the process. How are candidates chosen? Who gets to vote? What is a party system? What is the process for electing officials? These are just a few questions that you might explore with students when talking about elections in your class. On the Teachers Page, you can find a wonderful presentation, Elections...The American Way, that addresses many of these questions.

This presentation breaks down the process into five chapters: candidates, voters, party system, election process, and issues. Each chapter provides you and your students with a history of the topic, links to associated primary sources, and questions to ponder. Dive into each chapter and explore the evolution the elections.

You can also find great activity ideas that you can use to extend a lesson on elections. You can pair research into past candidates with a fun arts activity like The Applehead Gang. You can also have students explore the many different political parties that have existed throughout our nation’s history and complete this chart exploring what they supported. Conclude the presentation by having student use the links provided at the end to explore the upcoming election and see how the process is working today.

Use this presentation to kick off a unit on elections. Think about how your unit can work in history, civics, government, and contemporary events. Be sure to check out other election related resources on the Teachers Page.
Early Voting Machine

Man standing in a voting machine with its curtains pulled back, touching a lever [c. 1905]

What does this voting machine from early 20th century Chicago look like? How does it compare to voting machines today? What provisions are there for privacy? Why is privacy important around a voting booth?

2008 Election Breakdown

United States presidential election 2008, results by county, November 6, 2008.

Looking at this map of election results from all the states’ counties in 2008, what are the geographical differences between blue and red counties? What about population density? Compare this to the 2008 results map showing just the states. Do the two maps correlate as you thought they would?

Register to Vote

Notice to voters. Register! Register! All persons entitled to the right of voting whose names are not on the list of voters are requested to present themselves for registration before 10 o’clock P. M. Saturday, April 5, 1879...

Saturday, April 5, 1879,

Reading, March 2 [1879]

Where might this announcement have been read? Who could register to vote in 1879? What was the process to register? How is voter registration different today?

Perfect 36

When Tennessee the 36th state ratified, Aug 18, 1920, Alice Paul, National Chairman of the Woman’s Party, unfurled the ratification banner from Suffrage headquarters. [1920 August 18]

What and who do the stars on the banner represent? What role did Tennessee play in the passage of the 19th Amendment? See page 1, “Theme: Elections,” for a link to learn more.