TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE
NEWSLETTER: NOVEMBER 2009

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.
Web site: www.mtsu.edu/tps Contact: sgraham@mtsu.edu or (615) 898-2947

NEWS

- November is Native American Heritage Month. The Library of Congress and other organizations provide information, links, and images about the rich ancestry and traditions of Native Americans in the U.S.
- NEW TEACHER-SUBMITTED LESSON PLANS! Visit the Lesson Ideas & Units page on the TPS-TN Web site to find five new lesson plans from TPS-TN teachers, on topics ranging from women’s suffrage for high school students to the Iditarod for Kindergarteners. One of them, “The Leadership and Impact of Booker T. Washington” by Clifton Kaiser, is this month’s “Awesome Lesson Plan of the Month”!

“AWESOME” SOURCE OF THE MONTH:

Why is this policeman doing a handstand on a motorcycle? Does this remind you of anything?

November’s Theme: Veterans
Veterans Day falls on November 11, in honor of the signing of the armistice which ended World War I at the eleventh hour of the eleventh day of the eleventh month, 1918. It was known as Armistice Day until the end of World War II, when it changed to honor veterans of both World Wars. In 1954, it changed to the present form, which honors veterans of all U.S. wars.

Tennessee is known as the Volunteer State because of the number of volunteers it sent to the War of 1812 (specifically the Creek War of 1813). Tennessee has also been the home of military production, army bases, and important veterans, such as Andrew Jackson, Alvin York, and David Glasgow Farragut.

Check out Today in History for November 11 to learn more about Veterans Day and to find important World War I related sources.

UPCOMING EVENTS:
- November 7 (Franklin)- Tennessee Science Teachers Association annual conference, TPS presentation in salon 3, 9:30-10:30 a.m.
- November 11- Veterans Day
- November 12 (Murfreesboro)- “Celebrating Abraham Lincoln Online Through Teaching with Primary Sources” Community Heritage Lecture, 7 p.m.
- November 26- Thanksgiving (primary source set available)
- December 2-4 (Nashville)- Tennessee Educational Technology Conference, TPS-TN presentation date & time TBA

Welcome home, 1918 Courtesy of Duke University Library.
LESSON IDEAS—Navajo Code Talkers

“It is that way, It is that way with all Indian tribes, that the warriors, when he return from a campaign he is respected. And I think this should be with all Americans. I think we should teach our kids that way, that these people made sacrifices so we can be free.” Keith Little

These words are from an interview with Keith Little, a Navajo from New Mexico. Little enlisted as a teenager to fight in the Pacific Theater during World War II. As one of the Navajo Code Talkers, Little communicated important messages in a code, based on the Navajo language, that the Japanese could not decipher. Go to his veteran’s profile, which is highlighted on the Library’s Native American History Month Web site and contains his complete interview (with transcription).

After students have listened to excerpts (or all) of his interview, have them write a newspaper article commemorating Little and the Navajo Code Talkers. Use quotes from the interview, and imagine what other questions students could have asked Little about his experiences.

These ideas can be adapted to meet curriculum standards for grades 5-12 English (Standard 3: Writing), high school Journalism, grade 5 Social Studies (Culture 1.04 and History Era 8: The Great Depression and World War II, 1929-1945), and high school U.S. History (Era 8).

LESSON IDEAS—World War I and Timelines

This idea comes from the Collection Connections for The Stars and Stripes: The American Soldiers’ Newspaper of World War 1, 1918-1919 collection.

The Special Presentation "A Closer Look at The Stars and Stripes" includes a Timeline (1914-1921) of important events in the "Great European War." Choose an event on the timeline that occurred during the months The Stars and Stripes was published (February 1918-June 1919). Look for information about that event in issues of The Stars and Stripes that were published around the time of the event. Examples might be the battles at Cantigny (May 28, 1918), Chateau-Thierry (June 2, 1918), St. Mihiel (September 12, 1918), and the Meuse-Argonne (September 26, 1918). You may also want to do some additional reading on these events in other sources. Then consider the following questions:

- How was the event covered in The Stars and Stripes?
- What was the significance of the event?
- Do you agree with the timeline’s author that the event was one of the most important occurrences of the war? Why or why not?

Timelines are selective. Innumerable events — both significant and mundane — occur at the same time as the events represented on any timeline. Using the same event you examined above, browse the issues of The Stars and Stripes around the time of the event. Create a timeline for a one-month period that features other events covered in the paper at that time. You may choose to focus on events in the war, day-to-day occurrences in the lives of soldiers, or events on the home front (in the United States), as covered in The Stars and Stripes. You can also look in the Veterans History Project to see if any of the World War I veterans fought in any of those battles. Their information may provide even more context for the events in your timeline.

This idea can be adapted to meet state curriculum standards for U.S. History, Era 7: Emergence of Modern America (1890-1930).

The town square of St. Mihiel, France. [19187]
LESSON IDEAS— DAVID GLASGOW FARRAGUT & THE BATTLE FOR MOBILE BAY

“Damn the torpedoes! Full speed ahead!”

Did you know that David Glasgow Farragut, a Tennessean, is responsible for those famous words during the 1864 battle of Mobile Bay?

Farragut had a long history as a war veteran. He fought in the War of 1812 at the age of eleven! Though born in Tennessee, he fought for the Union during the Civil War, attaining the rank of Rear Admiral. In 1866, he was the first person to be promoted to Admiral in the United States.

During the Civil War, Farragut commanded Union naval ships attempting to break through the Confederate blockade, and in 1864, his orders were to take Mobile Bay. Using the map provided here, have students compare it to the following maps:

- Approaches to Mobile, Ala. 1864.
- [Map of Mobile Bay] / A.P. Hayne.

Which maps do students believe were created before the battle? After the battle? How can they tell? Can the students understand the notations without the help of a legend or map key? Why might these maps have been made? Who made these maps? How dangerous was it to serve on one of the naval ships? Be sure to have them locate Fort Morgan on at least one map.

Once the students have discussed the maps, have them look at the stereograph image of Fort Morgan, View of Citadel, looking south-west, showing the effect of Farragut’s terrific bombardment. Were they expecting to see this much damage after looking at the maps? Why or why not? How did this battle play a role in Farragut’s promotion to Admiral? After they have discussed the maps and the image, have them reflect on what they have looked at. What did they learn from the maps or picture? What else do they want to know about the battle? About Farragut’s role in the battle?

This idea can be adapted to meet state curriculum standards for 5th & 8th grade Social studies and high school World Geography.

FEATURED FEATURE!— VETERANS HISTORY PROJECT

Want to know what it was like to be an American soldier in the 20th and 21st century? Now you can find out!

The Veteran’s History Project of the American Folklife Center collects, preserves, and makes accessible the personal accounts of American war veterans so that future generations may hear directly from veterans and better understand the realities of war.

The project collects first-hand accounts from U.S. veterans stretching back to World War I, and includes the current conflicts in Iraq and Afghanistan.

If you are interested in having your class interview veterans for this project, be sure to look at the Youth Resources page. This page provides helpful information for the interviews and Web resources.

The Library recommends that only students in grades 10 and up participate, but lower grades can participate with “significantly more guidance and supervision.”

Can you find any veterans from Tennessee? Some civilian interviews are also recorded, to provide different perspectives on war. Listen to the interview of civilian Audrey Duffield Henry to hear about growing up in the “Secret City” of Oak Ridge during World War II.
Mountain Home Veterans Administration Medical Center, Johnson City vicinity, Washington County, TN

Veterans Administration facilities were “the earliest integrated federal facilities in the history of the country” (quote from here). Do you have any V.A. campuses near you? How does the design of a V.A. facility affect the care offered veterans?

Graves [c. 1979]

The plaque on this memorial reads, “In memory of all Civil War veterans and members of McDermit Post 87 Grand Army of the Republic May 1968.” Who would have erected a memorial such as this? Where do you think this photograph was taken? What was going on in that part of the country during the Civil War? Does it look like other Civil War veterans’ memorials you have seen?

Facing the future Uncle Sam offers training to every man disabled in the service—See that your man takes it—Ask the Red Cross / C. F. Chambers, [1919]

What was the audience for a poster like this? What services are available for disabled vets today? What does the treatment of veterans in the United States say about our government?


Click on the image to see a larger resolution of the full page. What are the veterans doing? What are the symbols in this drawing and what do they mean? What does this say about Tennessee’s attitude towards the Civil War near the turn of the twentieth century?

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The V.A.