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

• The Library of Congress has just premiered its new Teachers Page! To learn more about it, read our short introduction on the TPS-TN Web site.

• Have you seen our new TPS-TN Web site? Let us know what you’d like to see that could make it more useful to you. Furthermore, we want to share YOUR lesson plans using primary sources from the Library of Congress! We’re offering STIPENDS for your work; for more information, contact us.

• For those of you who were following our TPS-TN Twitter feed, be aware that we will be tweeting no more (check out the Library of Congress’s Twitter feed instead!) We will now be announcing interesting tidbits about Library of Congress educator materials on our Facebook page, which you can still access here.

“AWESOME” SOURCE OF THE MONTH:

Jefferson’s recipe for vanilla ice cream [1780s; detail—click on image to see in full]

What are some of the ingredients or directions that might make it difficult to make ice cream from this recipe today?

The anniversary of the invention of the ice cream cone is July 23 (read story here), so be sure to celebrate with a cool treat!

LEVEL ONE WORKSHOPS

A big thank-you to all the teachers (and to Lisa Oakley of the East Tennessee Historical Society) who helped make our first Level I workshop a success! Educators discovered primary sources on the Library of Congress Web site from individual computer stations at the East Tennessee History Center in Knoxville on June 11, 2009. The two sessions, which explored www.loc.gov and the process of creating primary source-driven lesson plans, make up part of the Teaching with Primary Sources Level I curriculum. Level I sessions introduce educators to primary sources, the Library of Congress Web site, copyright issues, using primary sources effectively to teach critical thinking, and creating lesson plans that promote the inquiry method.

The next workshop will be held at Middle Tennessee State University on July 30, but spaces have already been filled! We’re looking forward to a great workshop, and we’ll let you know about others coming this fall.

Upcoming Events:

- July 4 ( Everywhere)- Independence Day
- July 17 (Clarksville)- teacher in-service, 8 a.m.-11 a.m., in conjunction with Tennessee History Day
- July 30 (Murfreesboro)- workshops: Intro to Primary Sources on the Library of Congress Web Site (9 a.m.-10:30 a.m.), Creating Primary Source-Driven Lesson Plans (10:30 a.m.-12 p.m.) — Registration has closed!
- August 5 (Dayton)- Rhea County teacher in-service, time TBD

NEWSLETTER: JUNE 2009

This event is brought to you by the Tennessee History Day steering committee of the Tennessee Department of Education. To learn more about Tennessee History Day, visit www.tnhistoryday.org.

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.
MAP ACTIVITY— HOW THE STATES GOT THEIR SHAPES

Using the “Zoom into Maps” activity from the Teachers Page and the Graphic Organizer that is available, your students can examine a wide variety of historic and current maps (including environmental, travel, military, exploration, and “unusual.”) What do your students notice about state and country boundaries? What do they notice that’s unusual?

After looking at a few maps and completing the Graphic Organizer, watch Mark Stein’s webcast on “How the States Got Their Shapes” from the Library of Congress Web site. It is 61 minutes long, but you can start 8 minutes and 33 seconds into it (after the introduction.) You can also read the transcript if audio/visual is not available in your classroom. Consider the following questions:

What is the Mason-Dixon Line and where is it? What was the dispute between Kentucky and Tennessee over the border? Why does West Virginia have a finger creeping up the side of Pennsylvania? Why are California and Texas so large? Why are Alabama and Mississippi almost exact mirror images of each other? How did slavery play a role in the size and shape of states?

Search “United States map” in American Memory and find examples from different years to see how state lines changed. Two examples:

- United States. [2002, Central Intelligence Agency]
- Map of the United States of America : with the contiguous British and Spanish possessions / compiled from the latest & best authorities by John Melish ; engraved by J. Vallance & H.S. Tanner. [1816, see map on left]

This lesson can be adapted to meet state curriculum standards for 8th grade Social Studies (3.01, 3.02, 8.5.spi.5), high school Government (3.2), and high school Geography (3.0, 5.0).

LESSON IDEAS— THE DECLARATION OF INDEPENDENCE

This year marks the 233rd anniversary of the Declaration of Independence. But did you know that this important document went through many different drafts before it became the accepted version of today? The lesson plan, “The Declaration of Independence: From Rough Draft to Proclamation,” discusses these changes.

In anticipation of a vote for independence, in June of 1776 the Continental Congress appointed a committee to draft a declaration of independence in Philadelphia, behind a veil of congressionally imposed secrecy. At the committee’s request, Thomas Jefferson drafted the declaration. Revised first by committee members and then by the Congress, Jefferson’s “original Rough draught” was the foundation of the Declaration of Independence adopted by Congress on the morning of July 4, 1776.

Students can also examine Thomas Jefferson’s draft and the final version to decide for themselves which suggestions they prefer in the interactive activity, “The Declaration of Independence: Rewriting the Rough Draft,” or on the “Making Comparisons” handout.

This lesson is recommended for grades 6-12 and can be adapted to meet state curriculum standards for 8th grade Social Studies (Era 3, 5.10- 5.12 ), and high school Government (1.1, 1.2).
FEATURED FEATURE!- CREATING THE UNITED STATES: WORD SEARCH

Need an introduction to the Declaration of Independence, the Constitution, or the Bill of Rights in your classroom? Have your students try the online word search, “Creating the United States.” Also be sure to check out “Resources for Teachers” for other great resources to use in your classroom, such as the “Creating the United States” online exhibition.

When students complete the word searches, they can click on “word list” to learn more about why these words were important, like “truth,” “life,” and “rights.” These are small, yet powerful words, and Thomas Jefferson wanted to choose just the right ones for the Declaration—which is why he had to rewrite it several times! Recommended for grades 3-6.

LESSON IDEAS—JOHN BULL AND UNCLE SAM

Most Americans probably know who Uncle Sam is, but do they know his British counterpart, John Bull? The Library of Congress and The British Library joined together for the joint exhibition, “John Bull and Uncle Sam: Four Centuries of British-American Relations,” to show connections between the two countries, from settlement to rock & roll.

With this exhibit, you can break students into eight groups (with each group looking at one of the following: Introduction, Exploration and Settlement; The American Revolution; From Enemy to Ally; From Abolition to Equal Rights; Inventions and Discoveries; Common Language, Separate Voices; or Popular Culture: Baseball to Rock and Roll). Have them examine their part of the exhibit and choose one of the primary sources to share with the class. Why did they choose that specific source? When and where was it created? What context do we need to understand the source?

Instead of breaking your students into groups, you can focus on one individual section, such as “Common Language, Separate Voices” or “Inventions and Discoveries,” to fit your curriculum.

This lesson can be adapted to meet state curriculum standards for high school World History (2.3, 4.0), high school English (standard 8), high school Physical Science (Embedded Technology and Engineering).

LESSON IDEAS—STATUE OF LIBERTY

Do you know who presented America with the Statue of Liberty and why? Read about the Statue of Liberty here and find out what its official title is.

There are many lesson ideas & questions that can be tied to this famous statue, so we’ve provided a short list that you can expand:

Architecture/Science: Explore the materials. Why is it green? Why would copper be used? What are the dimensions? Is the Statue bigger or smaller than you would expect? What kinds of repairs have to be done with those materials?

Literature/Poetry: After reading Emma Lazarus’s “The New Colossus,” have students write a new poem for immigrants. This can either be for immigrants coming through Ellis Island or present-day immigrants. Students could also write a short story about coming in to Ellis Island, using historic photographs of the Island, and their first thoughts after seeing the Statue.

Foreign relations/History: Why did France give the Statue to the United States? Were presents like this between countries common at the time? What about now?

Art: Look at drawings and photographs of the Statue of Liberty. How does it symbolize liberty? Have students design a new symbol of liberty.
Building A National Monument


This image is from the Emergence of Advertising in America: 1850-1920 collection. Why might this image be considered an advertisement? What do we know about some of the Americans who signed this document?

I Pledge Allegiance...

San Francisco, Calif., April 1942. First-graders, some of Japanese ancestry, at the Weill public school pledging allegiance to the United States flag. The evacuees of Japanese ancestry will be housed in War relocation authority centers for the duration of the war. [1942]

Look closely. What questions would you ask about these children? Why would people of Japanese ancestry “be housed in War relocation authority centers” in the year 1942 and afterwards?

...To the Flag

American Flag 1 [by Beth Doty, 2001]

This artwork was created by a 3rd-grade student at Sequoyah Elementary in Knoxville as a response to the September 11, 2001 attacks. Read, see, and listen to more responses at the American Folklife Center’s September 11, 2001 Documentary Project.

Why was the American flag a ubiquitous image after 9-11? How does this artwork compare to other versions of the flag? In what ways can it be considered folk art?

Parading Around

Excerpt from New York Times, July 14, 1918 (page 7)

What groups of people are involved in the parade? Why would someone impersonate Joan of Arc in a Fourth of July parade in New York? What was going on in 1918 to inspire patriotism?

Note: Click on the image to downloaded as a PDF.