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

• COMING IN JUNE: We will be giving in-depth workshops to master teachers in Knoxville on June 11 at the East Tennessee History Society. On June 18, we will be joining with the Tennessee Civil War National Heritage Area for the Educators Workshop at Franklin’s Charge Symposium - Franklin to Nashville, the Last Days of the Army of Tennessee. If interested in a teacher scholarship for this event, email Stacey Watson or call (615) 595-0636. Media specialists and librarians—look for us at the Sumner County Technology Conference on June 25. We’re looking forward to seeing you!

• SIGN UP FOR OUR MIDDLE TENNESSEE WORKSHOPS on July 30, 9 a.m.-12 p.m., at the James E. Walker Library at Middle Tennessee State University in Murfreesboro. The first workshop, “Introduction to Primary Sources on the Library of Congress Web Site,” is 9 a.m.-10:30 a.m., while the second workshop, “Creating Primary Source-Driven Lesson Plans,” is 10:30 a.m.-12 p.m. Participants will be at individual computer stations. Email sgraham@mtsu.edu by July 9 to register. The workshops are FREE. Participants can receive a travel stipend plus continuing education credit.

UPCOMING EVENTS:

• June 11 (Knoxville)- workshops, in conjunction with ETHS—already filled!

• June 18 (Franklin)- Franklin’s Charge Symposium, Educator Workshop, 3 p.m.-5 p.m. Registration required.

• June 25 (Gallatin)- Sumner County Technology Conference, time TBA

• 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.)

“AWESOME” SOURCE OF THE MONTH:

Video: Stop motion: "Time for Coke" [c. 1954 and 1956]

What does this say about advertising methods in the 1950s?
What is missing? Why would an advertisement like this cause Coca-Cola to switch advertising agencies?

DID YOU KNOW?

We’ve got a new, user-friendly look to our Web site, thanks to our partnership with Mary Ellen Pozzebon, Electronic Resources Librarian, MTSU Walker Library. Check it out!

Note: If you’ve bookmarked any of the pages from our old Web site, you’ll want to re-bookmark from the new pages.

The Library of Congress and Teaching with Primary Sources across Tennessee are working hard to keep up with new technology and Web services. Both TPS-TN and the Library of Congress are now on Twitter (neither require membership to see updates). We also have a Facebook group that you can join.

The Library of Congress has also ventured into Flickr and YouTube and placed some of their images and videos on both. This introduces new people to the primary sources and Webcasts available from the Library of Congress.
LESSON IDEAS - THE AMERICAN DREAM

This month, TPS-TN wants to show educators how popular culture, as expressed through the performing arts, contributes to the American dream. For instance, many of the people highlighted in the “Vaudeville” lesson plan below were immigrants in search of their own American dreams. “Songs of our Times” (see next page) tell important stories of American life. The Library of Congress has created a lesson plan called “America Dreams” to introduce students to different dreamers in many professions.

First, invite students to begin their inquiry by considering the dreams and dreamers of today. Assign students one of the following roles: photographer, lawyer, poet, politician, producer, comedian, musician. Next, use the American Memory collections to learn about our cultural heritage and find evidence of the dreamers in our collective history. Finally, ask your students to compare their own dreams to the dreams of those who lived before them. Help students understand that as they define and pursue their own dreams, they create the future of our nation and the world.

How does the American Dream come alive through popular culture?
Which of the roles could be considered a part of popular culture? How does American culture change with new immigrants?

Man: Can you give me a room and a bath?
Bob Hope: (Reads line together)
Well, I can give you a room, but you’ll have to take the bath yourself.

Bob Hope was an immigrant with a major impact on American popular culture. Joke notebook, c. 1930.

LESSON IDEAS - VAUDEVILLE

During the summer months, students are likely to see blockbusters at the movie theater. But do they know how show business came to be?

Take a look through the American Variety Stage: Vaudeville and Popular Entertainment, 1870-1920 collection. Also be sure to look through the Collection Connections for lesson ideas about the different types of sources available.

Using the playscripts and sound recordings in American Variety Stage, students can practice a wide range of reading, language, writing, and listening skills. You can also use this collection to discuss immigration and the importance of new cultures entering American society.

This lesson can be adapted to meet state curriculum standards for grades 6-8 theatre (5.1, 5.2, 6.1), grade 7 social studies (1.4, 5.1, 5.2), grade 8 social studies (1.3), and U.S. History (Eras 6 & 7, standard 1.0).

Harry Houdini performs the great milk can escape, [c. 1908]

What clues let us know that this is Harry Houdini? If students do not know who Houdini was, what clues in the picture inform us? Why does Houdini belong in the same category with plays and motion pictures?
LESSON IDEA— THE WONDERFUL WIZARD OF OZ

Did you know that in L. Frank Baum’s version of The Wonderful Wizard of Oz, the shoes Dorothy wears are silver, not ruby?

The Wizard of Oz has inundated pop culture for almost a century, appearing in books, movies, plays, and musicals. With so many versions out for public consumption, it is important to go back to the original to see where the popularity began.

Are you talking about populism or symbolism in your class? Some believe that L. Frank Baum added political commentary to this beloved story, or at the very least, signs of the time in which he wrote the story. Examples of some of the possible populist symbolism include: Kansas (a populist hotbed), yellow brick road (gold standard), and silver slippers (coining silver). More signs can be found at the Today in History for May 15.

Have students read a passage from the original story (available through the Library of Congress Rare Book and Special Collections, your local library, or online from a number of sites). What differences do they notice from the popular movie version? What symbols do they notice?

This lesson can be adapted to meet state curriculum standards for 7th – 12th grade Language Arts (Standard 8 – Literature) or U.S. History (Era 6).

Some sites to look at include:
- The Wizard of Oz: An American Fairytale

FEATURED FEATURE!— “SONGS FOR OUR TIMES”

“What do songs say about the time in which they were created?

Songs express what people think and feel, even as they introduce people, places and events. In this activity, you can explore the past through songs. Consider why the songs were written and what they tell you about life and beliefs in previous eras. Then, re-write the songs for our times, reflecting the events, places, people, feelings and perspectives of today.

This activity provides an opportunity to enhance the teaching of both history and music. State and national learning standards suggest the use of primary sources to promote historical thinking skills and to develop historical understanding through knowledge of the people, events, policies, beliefs, and all else that comprise an era. In this activity, students analyze song lyrics and graphical sheet music covers as part of the historical evidence of the past.”

To learn more about this activity, check out “Songs for Our Times”. (This feature requires flash player on your computer, but you can also view it in plain text.) To find other activities available from the Library of Congress, check out the Features & Activities section from the Learning Page.

You can also use the song analysis sheet provided through our TPS-TN Web site as a way to examine these songs either individually or in student groups.

The Wonderful Wizard of Oz [1900]
by L. Frank Baum

How do different versions of something so popular change our views of the original?

Casey Jones, the brave engineer. [1909] Courtesy of Duke University.
**Roller Skating**

The roller skate craze / Selig. [1907– video footage]

Does anything strike you as being out of the ordinary about the people wearing the roller skates? Why are these people wearing roller skates?

**Theatre Seating Chart**

Seating chart for the opening night performance of *Middle of the Night*, [ANTA Theatre, New York City, 1956]

How would you set up a seating chart? What famous names do you see at this opening event? (Hint: click on the image and zoom in to see Row B.) Is this building still a theatre today? (Look here to find out.)

**So You Think You Can Dance?**

How to dance. A complete ball-room and party guide. [1878]

“Designed for people who never learned to dance either because of bashfulness or lack of time or money, this manual covers the bare necessities of dress, introductions, and general etiquette.” How would this guide be useful to people who want to learn to dance in 2009? What’s different about dancing today?

**All the World’s a Stage**

Woman, seated with lyre, thespian’s mask, and cupid [c. 1870]

This is called a stock poster, created without a specific show in mind. Why might plays use these types of posters? What imagery do you see in this picture?