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

- **GET PAID TO SHARE YOUR LESSON UNITS WITH US!** We are seeking high-quality, inquiry-driven lesson units, in all subjects, that are based on primary sources from the Library of Congress Web site. Selected submissions will be posted to our TPS-TN Web site, and the submitting teacher will receive a stipend. Please email us or call us at (615) 494-8783 or 898-2947 for more information.

- Let us know what you’d like to see on our Web site! Fill out our Two-Minute Questionnaire, which you can click and send straight from our Web site.

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“Awesome” Source of the Month:

Let Them Grow.

Why would the Works Progress Administration promote the conservation of flowers during the Great Depression?
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CHECK THIS OUT!

Do you have students who are full of questions? Are you curious yourself? Check out Everyday Mysteries from the Library of Congress! This site answers such mysteries as, “Why is the ocean blue?” and “What are the seven seas?” while also providing additional sources if you want to know more about the topic.

This resource is useful for teachers of many subjects, including science, technology, geography, anthropology, and more!

The Aurora Borealis as seen at Dawson, the capital of Yukon Territory [c. 1908], from “What are the northern lights?”
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UPCOMING EVENTS:

- **April 4 (Nashville)- History Day state competition—Lunch workshop for teachers, 12:30–2:30 p.m.** (To sign up, contact Kelly Wilkerson at kellyw@tennesseehistory.org.)

- **April 22 (Everywhere)-Earth Day**

DID YOU KNOW?

- April is an important month for environmentalists and conservationists. On April 5, 1916, the National Park Service was established, and **April 22, 1970** was the first official “Earth Day.”

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 IDEAS– NATIONAL PARK SERVICE

Did you know that many of the National Park Service’s maps and brochures are available in the Map Collections? You can take a National Park field trip without leaving the classroom!

Divide the class into about 4 or 5 groups (Grand Canyon, Great Smoky Mountains, Acadia, Gettysburg, Yellowstone, or search “National Park Service” for other options). Have students discuss the types of maps they found on their locations, and where their park is located on a map of the United States. Then have the groups find more images from the parks (the Library of Congress Web site has many!) and also research when the park was originally founded. Later in the week, have a “National Park Fair,” where the groups display their findings and images.

These ideas can be adapted to meet state curriculum standards for Social Studies standards 3.01 (grades 5 and 7) and 3.02 (grade 7), and Geography standards 3.1 and 3.2 (high school).

LESSON IDEAS– ENVIRONMENTAL SCIENCE

Human impact on the environment has become an important topic for everyone to think about. But did you know that a group of botanists documented nature, including the consequence of human interaction, between 1891 and 1936? This group of photographs is now a part of the American Environmental Photographs, 1891-1936: From the University of Chicago Library collection on the Library of Congress Web site.

Within this collection, have your students search “environmental degradation,” “lumbering,” “irrigation,” or “erosion” in small groups. Have the students explain how humans might be responsible for any of the environmental change in those images.

Once students have seen several images from different searches, have a class discussion, using the following questions.

- These pictures were taken about 100 years ago. How might these pictures look if the botanists took them today?
- What should be done to limit these effects on the environment? What responsibilities do we have to the next generation?

These ideas can be adapted to meet state high school curriculum standards for Environmental Science Standard 7: Global Change and Civic Responsibility.

IMPORTANT LINKS:
- Earth Day Reference Guide
- The Evolution of the Conservation Movement 1850-1920
- American Environmental Photographs 1891-1936
- Essay: Ecology and the American Environment
- Reclaiming the Everglades: South Florida’s Natural History 1884-1934
- Map Collections, Conservation and Environment
- Mapping the National Parks
- Everyday Mysteries
- Manmade Disasters
- Science Reference Services (Updated!)
Rachel Carson, a biologist, is most famous for her book *Silent Spring*, which detailed the consequences of pesticides on the environment.

Have students read *Silent Spring* and look at the entry about Carson in *America’s Library* (and read the “More Stories” section!)

Discuss the book in class, considering questions such as:

- What are students’ initial reactions to the book?
- What are their thoughts on others’ reactions when the book was first written? Are we more willing to believe it immediately, unlike critics then?
- How has time changed the way we view the book?
- How did *Silent Spring* impact President Kennedy?
- How does the image provided to the right show the use of pesticides?

These ideas can be adapted to meet state high school curriculum standards for Environmental Science Standard 4: Water and Land Resources; English III CLE 3003.8.1 and 3003.8.4 for literature standards; and U.S. History Era 9 (Post-WWII).