WELCOME!

Teaching with Primary Sources—Middle Tennessee State University, administered by the Center for Historic Preservation, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.

Contact: Stacey Graham or Kira Duke at (615) 898-2947 or www.mtsu.edu/tps

NEWS

- Check out our newest lesson plan “Historical Empathy: Columbus and the Indians.”

  Historical empathy is a historical thinking skill that calls on students to understand why people in the past acted and thought in certain ways. It tries to look at people and events in the larger context of their time period to make sense of their motivations and causes.

- TPS-MTSU is excited to be part of the Teaching with Primary Sources Poster Session at the National Council for the Social Studies conference in Chicago later this month. Our poster “Reshaping America: The Fourteenth Amendment and Its Legacy” will highlight some of the resources including lesson plans such as “The Road to Brown.”

NEW UPDATES

"AWESOME" SOURCE OF THE MONTH:

**EUROPE'S CHILDREN**

*Therese Bonney, Europe's Children [1943]*

"I go forth alone, try to get the truth and then bring it back and try to make others face it and do something about it.” How did photojournalism during WWII move Americans to action?

THEME: WORLD WAR II

World War II is one of the most fascinating and popular topics in American history, both among students and the general public. Partly, this is because the experiences of those who participated are still available within living memory, and partly because of its reputation as a war worth fighting, one which liberated thousands of people who were imprisoned only for practicing their religions and lifestyles.

The Library of Congress has thousands of primary sources about this time in American history, including the photograph collection of the OWI (Office of War Information). This is where you can find the famous Rosie the Riveter images!

The more women at work the sooner we win!

Women are needed also as [...] See your local U.S. Employment Service. [1943]

UPCOMING EVENTS:

- **November 10**
  (Murfreesboro) - "World War II" workshop in partnership with Albert Gore, Sr., Research Center from 9 a.m. to 3 p.m. To register, email Kira Duke.

- **December 7**
  (Knoxville) - "Era of the American Revolution" workshop, from 9 a.m. to 3 p.m. ET, at East Tennessee History Center. To register, email Lisa Oakley.

For more professional development opportunities from our partners, check out Discover Tennessee History. Be sure to scroll to the bottom of the page and check out our shared calendar of upcoming workshops.
LESSON IDEA—REACTIONS TO THE “DAY OF INFAMY”

On December 7, 1941, the Japanese Navy Air Service bombed the American naval base at Pearl Harbor in Hawaii (which was then a U.S. territory, not yet a state). Reactions across the nation were immediate. President Franklin Roosevelt declared war on Japan the next day and Congress passed the resolution with only one dissenting vote.

Newspapers reported the event on front pages across the country on December 8th. First project this article (right-hand column) from the The Evening Star (Washington, D.C.) onto a screen and read it as a class. What is FDR’s reaction to the attack? What is the justification for going to war? Then project this article from The Wilmington (NC) Morning Star (right-hand column) and ask the same questions. Has anything changed from Dec. 8-10? How is the country mobilizing?

Ordinary people also had strong reactions to this attack. On Dec. 8, Alan Lomax, who recorded folk music for the Archive of American Folk Song at the Library of Congress, sent people out to record “man on the street” interviews to document people’s reactions. Copy and print the quotes from some of these interviews listed on this page and distribute to students. (They can either read all of them together or in pairs/groups read one quote each.) What are people’s reactions to the attack? How do they justify going to war? How are the “man on the street” reactions similar to and/or different from the reactions seen in the news articles (in form and content)? Did the actions of Congress and the president represent the desires of the American public?

This lesson meets the new 2019 state standards for 5th grade Social Studies (5.18).

LESSON IDEA—THE SOLDIER’S EXPERIENCE

Many young men and women across the world found themselves fighting on the front lines miles away from home during the Second World War. Whether it be in the hills of Italy, the humid beaches of the Pacific, or the hedgerows of France, all of these soldiers experienced the horrors of modern warfare firsthand. These soldiers’ experiences can tell us stories that transcend the campaigns and maneuvers represented by blocks or arrows on military maps or documentaries. In their stories, we find tales of struggles, joy, sadness, and humanity that allow us a snapshot into the lives of those that fought.

Begin the class by asking your students what they think about when they think of fighting during WWII. Why did they say this? What informs their knowledge of what it must have been like to be a soldier in WWII? Did they picture an infantryman? A sailor? An airplane pilot? A nurse?

This lesson idea draws from transcripts of interviews with veterans located on the Library of Congress’ Veterans History Project website. Assign students one of the following five interviews: Ruth Lillian Anderson Atkken (Army Nurse Corps), Anthony A. Adams (Army Air Forces), Leo Nelson (58th Armored Infantry), Norman Wesley Achen (Army Air Forces, POW), and William G. Adair (Army). Depending on grade level and appropriateness, you may want to excerpt and preview the interviews before assigning them to your students.

Begin by asking students to summarize what they learn about their soldiers. Who are your veterans? What were their experiences during World War II? What surprised you about their interviews? How has this changed the way that you think of World War II? In what ways does it reinforce what you thought you knew about World War II and the soldier’s experience? Next ask students to write a letter from the perspective of their soldier to a family member back home. The letter should reflect how they think the soldier’s experiences would have shaped their thoughts on their time in service, the war, and their role in WWII. Students can take some creative license with the letter, but it should be grounded in what they have learned from analyzing the oral history.

This lesson meets the new 2019 state standards for high school U.S. History (U.S. 51) and English Language Arts (Writing).

IMPORTANT LINKS:
- Primary Source Set: World War II
- Lesson Plan: Double V Campaign
- Lesson Plan: Choosing the Secret City: The Creation and Importance of Oak Ridge, TN
- Lesson Plan: World War II and the Atomic Bomb News Project
- Lesson Plan: African American Involvement in WWII
- Newsletter Featured Feature: “My Experience in a Japanese Prison Camp” by Sam Mihara
- Codebreaker Betty Allan Lesson Plan
- WWII Web Guide
LESSON IDEA—WOMEN’S IMPACT ON THE WAR EFFORT

During every war, traditional labor roles for women are challenged as the need to support the war effort takes priority. This was especially true as the U.S. officially entered WWII. As the nation mobilized for war and men left their jobs, women stepped up to meet the labor needs. This extended from the farm to factories to military and from the home front to the front lines. The call for women to step outside of the traditional domestic sphere was presented as part their patriotic duty and vital to supporting their men who were fighting on fronts around the world. Women answered the call in large numbers, and their contribution would reshape gender roles in labor.

Begin by asking students what jobs women worked prior to WWII. Next ask them to list some ways that women might have contributed to the war effort. Then divide the class into three groups. Each group will be assigned a different collection of sources: Rosie Pictures, The WASP: First in Flight, and Women Come to the Front. (Note: Not all images in the Rosie Pictures feature or the Women Come to the Front exhibit are expandable. Also, students analyzing sources in The WASP: First in Flight feature will need computers or devices with audio capabilities.) Students should research the content of each feature and select two to three sources from each that highlight the ways that women contributed to the war. As student think about women’s war roles, have them think about how these jobs challenged traditional gender labor roles. What was the impact of their contribution both in the short-term and long-term? How can we see the legacy of their contributions in today’s society? You may choose to have students create short presentations to share their findings.

This lesson meets the new 2019 state standards for high school U.S. History & Geography (US.52) and English Language Arts (Reading Information Text and Speaking/listening).

FEATURED FEATURE—THE BATTLE OF STOMACHS: FOOD IN WWII

What role did food play in World War II? Did you know that hunger was the leading cause of death during WWII? At our inaugural mini-conference “Teaching History Today: Content and Strategies for U.S. and World History” in 2017, one of our most popular sessions was Dr. Amy Sayward’s talk exploring these questions and a different way of engaging students in learning about the world’s largest conflict.

“The Battle of Stomach: Food in WWII” makes the argument that food is a critical lens for understanding WWII from its causes to how the war could be won. From the challenges facing Germany and other European nations in the wake of World War I, the lack of food was a driving force for creating unrest and producing a climate where another war could break out. The importance of food would also create the conditions that allowed the U.S. to emerge as a world leader after the war.

In the years between the world wars, new research into nutrition changed the understanding of the relationship between food and health. These new findings began to appear in policy proposals with policies such as promoting daily consumption of milk for children. The League of Nations concentrated their efforts on exploring how to address the problems of lack of food and nutritional deficiencies in many nations. Many of these findings and policy changes would shape nutrition policies for decades afterward.

After WWI, the United States had been experiencing a problem with surpluses in agricultural output that had driven down prices. To improve the economic situation for U.S. farmers and to get surplus food to hungry communities, the government began working to have surplus food shipped to hungry communities. Agricultural policy changes such as this would have long-lasting impacts on U.S. agriculture and the role of U.S. government in regulating the agricultural economy.
Memorialization

United Nations exhibit put on by OWI in Rockefeller Plaza, New York, N.Y. [1943]

Memorialization took place both during and after World War II. These memorials often incorporated complex symbolism to advance the message of the creator. This exhibit was created by the Office of War Information for Rockefeller Plaza during the War. What are some interesting features of this picture? What do you think the features represent? What do you think the message is? After looking at the description on the Library’s website, can you see the author’s intent?

Situation Maps

[June 6, 1944], HQ Twelfth Army Group situation map.

A “situation map” is a map created to depict the situation of ground troops—in this case, the situation of the Twelfth Army Group during the invasion of Normandy, a.k.a. D-Day. An entire series of these maps is available in this online collection, so you can trace troops movements during this important Allied campaign of the war. Tell students to keep in mind that, although these are primary sources, these maps often contain inaccurate information. Why would generals not have accurate information about troop placement in wartime?

Labor and World War II

The CIO news [1942]

Unknown to many, labor strikes, organized to ensure fair pay and fair labor conditions, continued during World War II. The Congress of Industrial Organizations, otherwise known as the CIO, were unique in that they accepted a no-strike pledge in return for government arbitration in pay wages. However, this arbitration frequently did not keep up with inflation, and many workers found themselves struggling to make ends meet. What does this cartoon convey? What is the significance of the imagery? What are themes present in the cartoon?

The “Photo Fighter”

“Photofighter,” True Comics [1944]

Therese Bonney, a photographer during World War II, put herself in danger during what she termed “truth raids” to document the horrors of the war and its affect on the people caught in the fighting. This comic book is based on her exploits (see additional pages, too). What is the theme of the comic book? Is this an effective way to communicate information? Who do you think the audience is? Could you design a comic book based on a historical figure from World War II?