TEACHING with PRIMARY SOURCES—MTSU
NEWSLETTER: FEBRUARY 2019

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.

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NEWS

- Are you interested in learning more about Tennessee history? Join TPS-MTSU and our partners for the first Discover Tennessee History Conference: Stories, Strategies, and Sources on June 4 at Jackson State Community College. For more information including the full agenda and to register, please click here.

- Mark you calendar for the annual TPS-MTSU Summer Institute—June 11-13. This year we will be back in east Tennessee at the East Tennessee Historical Society in Knoxville and focusing on the civil rights movement in Tennessee. More details and registration will be available in our next newsletter.

- If you love podcasts, teach with podcasts, or are interested in incorporating them into the classroom, please consider taking this Library of Congress survey.

THEME: STAFF FAVORITES

When TPS-MTSU was just beginning (back when we were still called Teaching with Primary Sources Across Tennessee) we decided to start a monthly newsletter as a regular way to reach out to teachers and provide them with classroom ideas based on the cool sources we were discovering on the Library of Congress Web site (back when American Memory was still a thing). Our first issue was for January 2009 on the theme of Presidential Inaugurations. One month later we had adopted a look for our newsletter that would (more or less) remain stable ever since.

This issue marks our 121st issue, a.k.a. our 10-year-and-1-month issue, and we wanted to celebrate by revisiting some of our favorite lesson plans and primary sources. Which are your favorites?

UPCOMING EVENTS:

- February 20 (Martin) - “The Values of Democracy in Action: Teaching America’s Social Movements” workshop from 9 a.m. to 3:30 p.m. at UTM. To register, email Kira Duke.

- February 22 (Gallatin) - “The Story of Tennessee” workshop from 9 a.m. to 3 p.m. at Volunteer State Community College. To register, email Kira Duke.

- March 8 (Gatlinburg) - “Oral Histories and Historical Memory: Soldiers in the Second World War” session at Tennessee Council for Social Studies Conference.

- March 9 (Clinton) - “Beginnings of a Movement” workshop in partnership with East Tennessee Historical Society at the Green McAdoo Cultural Center from 9 a.m. to 3 p.m. ET. To register, email Lisa Oakley.

- March 29 (Memphis) - “Teaching Woman’s Suffrage” workshop at the Pink Palace Museum from 9 a.m. to 3:30 p.m. To register, email Kira Duke.
LESSON IDEA—CREATIVE WRITING & MUSIC

Movies and television often use music to support plot developments, such as building suspense or pulling at our hearts during an emotional scene. Music influences our perceptions of how a story will develop and where the storyteller is taking us. In this activity, students will write a short story using different pieces of music to influence how they think the plot should develop.

This activity can either be done individually or in groups. You will need to divide the class in half. To begin, provide students with the first lines of a story. For example: “The ground was hilly and difficult to navigate. Rocks and fallen trees blocked the path in front of me. I could hear the sounds of the wild all around me. Suddenly, everything went silent. I could feel the hair on the back of my neck stand up. I was not alone…”

Play a different piece of music to each half of the class. Selections from the Inventing Entertainment: The Motion Pictures and Sound Recordings of the Edison Companies collection such as Allah’s Holiday and In a Monastery Garden can be used. To search for other recordings, click on “Audio Recordings” from the collection items list. Have students listen to the musical selection as they begin writing their short stories.

Have students share their completed stories with the class. Discuss the differences in plots. Are plots similar for those that listened to the same piece of music? Why might this be? What impact did the music have on the development of their stories? How is music used today in television shows, movies, and commercials?

This idea can be adapted to meet TN state curriculum standards for English Language Arts for 1st-8th grade (Writing) and Music for middle school (Respond and Connect). This lesson idea is from our May 2010 newsletter on Music.

LESSON IDEA—CHRONICLING AMERICA: NEWSPAPER RESEARCH

The Chronicling America newspaper collection on the Library of Congress’ Web site is an excellent tool for researchers. However, due to the sheer size and scope of the collection, it can be hard to research effectively. This lesson idea will use the topic of World War I to help your students develop research skills using the Chronicling America collection. Please note that while this idea focuses on World War I, it can be adapted to a wide array of standards and content topics.

A crucial part of research is developing good search terms. On the Chronicling America search pages tab, have them type in “world war one.” There are a few hits, but some of them do not relate to the subject of World War I. The reason, of course, is that nobody called it “World War I” while it was happening. Ask the students what else it could have been called. Once you have received their input, have them type in “the great war.” This search term gets us back on track with our research.

It is also important for researchers to know the scope of the subject they are researching. For example, it is commonly accepted that World War I started in 1914 and ended in 1918. In addition, it may be useful for researchers to define the area they are looking at. Have your students use Tennessee as the state with 1914 and 1918 being your from/to dates. This narrows it down considerably more, although we still have over 2,400 results!

Lastly, it is important for researchers to have a question to focus their research. While sifting through this material, maybe our researchers would like to know more about how African American newspapers reacted to World War I. Have your students use the “All Digitized Newspapers 1789-1922” tab and type in Tennessee, African American, and All Languages. This will give your students a list of all African American newspapers in Tennessee. We will use The Nashville Globe for this exercise. Go to the “Advanced Search” tab and select The Nashville Globe. Enter in the date range (1914-1918) and the key words “the great war” using the “within 5 words” option. This gives you excellent results, with April 27, 1917 being especially useful for answering the aforementioned question. For more information on how to use Chronicling America or for the types of projects done using this collection, check out this blog.

This lesson idea meets 5th Grade Social Studies standards (5.44) and was featured in the November 2016 Newsletter.
LESSON IDEA—JOHNSON’S IMPEACHMENT

Andrew Johnson’s presidency was fraught with political conflict and power struggles, especially over differing views of how former Confederate states and their citizens should be readmitted to the Union. Johnson’s plan for Reconstruction was viewed as too lenient by the Radical Republicans, who wanted to punish the South, especially wealthy former slaveholders, and ensure that former slaves’ rights were protected. The political conflict between Johnson and the Radical Republicans reached its peak when the Radicals, led by Thaddeus Stephens, passed articles of impeachment against the President. Ultimately, the Senate failed to convict Johnson on the impeachment charges in a vote that fell one shy of the necessary two-thirds needed.

Begin by having students analyze the political cartoon “The Smelling Committee.” (Download the TIFF file to insure your students can read all of the text.) Ask students to summarize the meaning of the cartoon and each of the individuals portrayed. You might have students conduct some brief biographical research into each person depicted in the image. Why is impeachment represented as a dying horse? What does the ram with 30,000 on it represent? (To learn more about the 30,000 ram, read this excerpt.)

Next, divide students into groups and have them analyze the different articles about the Senate’s impeachment vote from The Union Flag, published in Jonesborough, TN. Be sure to have one group read “The Chase Conspiracy” article. How does this conspiracy article connect with the “seven” reference in the cartoon? Why might some Republicans believe that members of their party were part of a conspiracy after the vote? How does coverage of this political event compare with political journalism today?

This lesson idea meets TN standards for 4th & 8th grade Social Studies (4.38, 4.39, 4.40, 8.68, 8.69, & 8.71) and for 4th & 8th grade English Language Arts (RI.KID.1, RI.CS.6). This lesson idea is from our June 2015 newsletter on Reconstruction.

LESSON IDEA—BE AN ARCHAEOLOGIST OF ANCIENT EGYPT

Numerous examples of ancient Egyptian material culture have survived thousands of years and are still preserved today. The Library of Congress has many photographs of ancient Egyptian buildings, sculptures, artifacts, and hieroglyphics that can help students learn about ancient Egyptian culture.

Have students search the Matson (G. Eric and Edith) Photograph Collection (keyword: Egypt) for photographs of ancient Egyptian material culture, or select one of the following: Sakkara. The step pyramid with temple excavations in foreground; Memphis. The Sphinx (sic) of Memphis (at right); Cairo. King Tutankhamun’s coffin; Abou Simbel; or Interior court, Temple of Medinet Habu, Thebes.

Have students pretend they are archaeologists, and they just discovered what is in their photographs. First, have students locate their discoveries on the Egypt and Arabia petraea map. Then have students try to find additional images of their sites or artifacts by searching the Library’s Photos, Prints, and Drawings. Encourage students to search the Internet to find additional information. Then, students can use the photographs and map to make an illustrated journal entry describing the site or artifact in as much detail as possible. Where was it? What does it look like? What was it used for? Are there any hieroglyphics? Have students get into groups and share their journal entries with each other.

As an additional activity, students can work in groups and try to decipher hieroglyphics, such as the ones featured in the images shown here, here, and here. Try using helpful Web sites, such as this one or this one. Students can even use this name translator to spell their names in hieroglyphics. Have students print out the translations and see if other students can decipher them.

This lesson idea (from the January 2011 issue) meets TN state standards for 6th grade Social Studies (6.18).
**Travel & Adventure**

Travel? Adventure? Answer - Join the Marines! Enlist today for 2-3 or 4 years [1917]

From our October 2011 issue on Armchair Travel, this poster is a conversation starter! Military recruiters often cite travel and adventure as core parts of their pitch to entice young men (and now women) to join their ranks. This poster provides a great comparative piece to both other historic military recruitment efforts as well as current military recruitment advertising.

**The C.I.A. in Leningrad**

Leningrad [1956]

This map, first featured in the November 2013 Newsletter, was produced by the C.I.A. in 1956. This map is a favorite because it provokes questions about the Cold War that other sources may not, such as why the C.I.A. felt the need to create such a detailed map of Leningrad. Furthermore, it also encourages conversation about exactly how “cold” the Cold War was when you consider the many proxy wars and counter-intelligence operations that took place between the United States and the Soviet Union during this period. Finally, this source is an excellent opportunity for students to practice reading maps and examining spatial relationships.

**What Have the Romans Ever Done for Us?**

[Roman bridge over the Gard, constructed by Agrippa, Nîmes, France] [between ca. 1890 and ca. 1900]

This stunning photograph was included in our January 2011 issue on “The Ancient World.” It depicts the Pont du Gard, one of the most famous ancient Roman aqueducts still standing. In my classes at MTSU, I accompany this image with this video clip from Monty Python’s Life of Brian, which lists the many achievements of Roman administration. You can search throughout the Photocrom Print collection for more images of Roman architecture, which left a lasting legacy in Europe, the Mediterranean, as well as in the United States.

**A Vision of Freedom**

Emancipation / Th. Nast ; King & Baird, printers, 607 Sansom Street, Philadelphia, [1865]

From our June 2013 Newsletter on Emancipation, this engraving by Thomas Nast portrays the lives of African Americans before and after emancipation. How realistic is this image? What does the center of this image portray, and why is the concept of family life important to the formerly enslaved? This piece is a great source to build a compare/contrast activity around!