TEACHING WITH PRIMARY SOURCES—MTSU
NEWSLETTER: MAY 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
• TPS-MTSU is excited to partner with Tennessee History Day again this summer to offer a series of workshops across the state during the month of July. We will be offering workshops in Manchester (18th), Cookeville (19th), Burns (24th), Union City (25th), Covington (26th), and Harrogate (30th). More information and registration will be available on the Tennessee History Day website.
• Have you checked out our grade level resource guides for social studies? These have all been recently updated to align with the new social studies standards. You will find links to primary sources, lesson plans, secondary source material, and much more. Each resource guide groups items by standard numbers to help you find the best materials quickly.

“AWESOME” SOURCE OF THE MONTH:

As of the completion of this newsletter issue, Avengers: Endgame is the biggest movie in America. (Stacey and Kira had an excited discussion of its merits in the office this morning.) Movies have a way of engaging people on a massive scale. Wouldn’t it be great if we could harness that engagement and excitement into our history lessons? It’s easy to picture adding video clips from films such as Saving Private Ryan, Gladiator, Green Book, and Gettysburg into class activities, based on real people or real scenarios as they are. It’s good, however, to also show students that even when the movies are totally fictional, as with Avengers, they are created within a historical moment when the style and message of the film will resonate with the contemporary audience in particular because of the current cultural climate.

THEME: HISTORY IN THE MOVIES, VOLUME III

From Avengers to the Lion King to Star Wars, Disney is arguably the biggest name in entertainment today. Have your students explore how it all started with Mickey Mouse.

UPCOMING EVENTS:
• May 3 (Gallatin) - “The Story of Tennessee” workshop from 9 a.m. to 3 p.m. at Volunteer State Community College with featured speaker: Dr. Carole Bucy. To register, email Stacey Graham.
• May 4 (Knoxville) - “The Indian Removal Act and the Trail of Tears” workshop, from 9 a.m. to 3 p.m. ET, at East Tennessee History Center. To register, email Lisa Oakley.
• June 4 (Jackson) - "Discovery Tennessee History: Stories, Strategies, Sources" conference at Jackson State Community College. To register, visit this website.
• June 12-14 (Knoxville) - “The Dawn of the Civil Rights Movement” Institute at Beck Cultural Center and East Tennessee History Center. To register, email Kira Duke.
• June 20-21 (Knoxville) - “Strategies for Teaching the Social Studies Process Standards” workshop from 9 a.m. to 3 p.m. ET, at East Tennessee History Center. To register, email Lisa Oakley.

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LESSON IDEA—**HENRY V & THE HUNDRED YEARS’ WAR**

The Hundred Years’ War (1337-1453) was fought between England and France over questions of whether the Kings of England had inherited the French throne. Much of England had been heavily influenced by France in language and custom since the Norman invasion of the 11th century, but the Hundred Years’ War marked the end of English claims to France as well as French cultural (and linguistic) dominance in England. It also saw the rise and fall of the ideas of chivalry and chivalric orders of knights.

Henry V ruled as King of England from 1413 to his untimely death in 1422. In 1415, he inflicted one of the greatest defeats of the French army in the entire war at the Battle of Agincourt. William Shakespeare celebrated this battle by giving Henry one of the most rousing battlefield speeches in the English language in his play *Henry V*. Have students watch this speech, as given by Kenneth Branagh in his 1989 film version of the play. How is Henry portrayed? How does he encourage his soldiers? How does he make them proud to be English?

Compare his appearance in the film with this 18th-century illustration of another actor portraying Henry V; note similarities and differences. Now compare it to this medieval portrait of the actual King Henry V. Is this what you thought he would look like? How does he look like a knight? A king?

Now show students these medieval manuscript paintings of French knights during the Hundred Years’ War: the Order of the Star and the battle procession (from this French chivalric manuscript). How are these knights portrayed? How is the king portrayed? How do these paintings illustrate ideas of chivalry? Show students another clip from *Henry V*. How are the French knights (in blue) portrayed? What are the advantages of fighting in armor on horseback? What are the disadvantages? (Note effectiveness of English longbow versus swords.) How does this combat scene dispel the “romance” of chivalry?

This lesson idea meets TN state standards for 7th grade Social Studies (7.38) and ELA (Literature).

LESSON IDEA—**WONDER WOMAN & NO MAN’S LAND**

A number of movies have depicted the horrors of trench warfare during WWI. Yet it might be a comic book movie that has created one of the most memorable scenes of what charging into no man’s land would have been like. Set in WWI, *Wonder Woman* (2017) tells the origin story of Diana Price and her call to serve humanity. As the men traveling to the war front with her desperately try to explain to her the impossibility of rescuing a small village under siege by the Germans, Diana refuses to turn her back on the civilians suffering along the frontlines. She marches into no man’s land and leads the Allied forces into rescuing the village. The scene excels at showing how difficult it was to advance in the midst of trench warfare.

Begin by showing your students the scene from *Wonder Woman*. Ask them to describe their impressions of trench warfare based on how it is presented in the scene. Ask for volunteers to share a few of their impressions. Next divide your class into four groups. Each group will start by analyzing an image of trench warfare: French departure, formidable weapon, British under fire, and Over the top. After each group has analyzed their image, have them briefly discuss how it compares to what they saw in the film clip. Each group will present their image and their comparisons to the class.

Next each group will be asked to analyze the oral histories of American veterans of WWI who experienced trench warfare. Teachers should select an interview from those featured in “In the Trenches.” (Note: for those listed with quotes, you will find the page number related to the quote when you click on the veteran’s name.) Ask your students to read the excerpts from the oral histories. How did the experiences of these men compare to the impressions of trench warfare in the film? Finally, ask your students to write a brief addendum to the scene to reflect what they have learned from their primary sources.

This lesson idea meets TN state standards for high school U.S. History (US.25) and English Language Arts (Writing and Reading Informational Text).
**Lesson Idea— They Came From Outer Space**

Science-fiction is one of the most popular genres in American entertainment. One work of science fiction, *The War of the Worlds*, has captivated generations of readers, listeners, and viewers. Written between 1895 and 1897 by Englishman H.G. Wells, *The War of the Worlds* tells a story of an alien invasion of London. However, this story is perhaps most famous for the Orson Welles 1938 radio broadcast from New York, which incited panic amongst an unsuspecting American populace. The book has also inspired several film adaptations, with the most recent titled *War of the Worlds*, released in 2005 and starring Tom Cruise. This lesson idea exposes your students to all three iterations of *The War of the Worlds* and invites them to make comparisons and trace the ways in which we have consumed entertainment. Begin the class by asking your students what they know about *The War of the Worlds*. After your students have responded, give each of your students copies of pages 34–38 from H.G. Wells’ 1897 *The War of the Worlds*. Ask the following questions: What kind of imagery comes to mind? How does this differ from your conception of *The War of the Worlds*? What is the context surrounding the writing of this book? Next, have your students listen to the 1938 Orson Welles broadcast from 16:20–18:42. On the same sheet of paper, again have your students record their answers to the three aforementioned questions. Finally, show your students this clip from the 2005 *War of the Worlds* starring Tom Cruise, having them answer the same questions.

Now lead a general class discussion. What were some major differences between the three formats? Why do you think changes were made in the newer versions? How has the story been adapted to fit the times and needs of the people? Which version was most appealing to you? Why do you think this story has remained so popular over time? Can you see the influence of *The War of the Worlds* on other science fiction movies?

This lesson idea meets TN state standards for 5th grade Social Studies (5.22) and English Language Arts (7.RL.1KI.7).

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**Lesson Idea— Comparing Suffrage Movements Across Continents**

The United States was not the only country to see women organize to push for voting rights in the late 1800s and early 1900s. This lesson idea will compare the British and American suffrage movements. The teacher will draw or create a large timeline for students to later map out suffrage movements in the UK and the US. Start off by showing students two pictures (one from the UK and one from the US) of women protesting for women’s rights. Search the Library of Congress and British Library to browse and choose photographs to use with the Primary Source Analysis activity. Use the activity to break down pictures chosen as a class. After analyzing the pictures, show students the (2:31) trailer from the 2015 movie *Suffragette* about British protestors and this (4:01) clip from the 2004 movie *Iron Jawed Angels* about American protestors. Use each clip as a teaching tool to compare/contrast events, people, ideas, etc. in both movements.

After the initial analysis activity, have students work in small groups and give each group a few images of suffragettes, event descriptions, etc., and ask students to conduct quick research about their timeline pieces. After students have finished their research, they will decide where on the large timeline they should place their timeline pieces. Students will be asked to write a short piece justifying their timeline choices. After the students have put their sources on the class timeline, the teacher will facilitate a student-led discussion about the timeline and student decisions.

This lesson idea meets TN state standards for 5th grade Social Studies (5.09, 5.47) and high school U.S. History & Geography (US.18) and Tennessee History (TN.46).

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**Links for lesson:**

- [Women’s Suffrage Movement Across America](#) (Primary Source Set)
- [Primary Source Analysis](#) worksheet
- [Women’s Suffrage](#) (Teacher’s Guide & Primary Source Set)
- [British Library: Votes for Women](#)
Movie Posters: Then and Now

Love's stratagem [1909]
Movie posters are a crucial part of the movie-going experience. Not only do they communicate themes in the movie, but they also are highly sought-after collector’s items. Search the Library of Congress for movie posters available online. Then compare them to contemporary posters, such as Avengers: Endgame’s “Avenge the Fallen” series. What are some similarities? Differences? How have movie posters evolved and changed over time?

Watching movies: Then and Now

In front of the movie theater. Chicago, Illinois [1941]
Going to the theater to see a new movie is always so much fun! It is an experience that many people can relate to. A lot of us stream movies now using instant streaming options like Netflix. Ask students about the last movie they watched. Was it at home or in a movie theater? Ask students to compare movie theater visits in the past to our experiences with entertainment today. Encourage students to discuss similarities and differences. The Library of Congress website has photos and resources available here to use for this activity.

Drive-in Theaters: Then and Now

The screen and sound poles (minus their audio boxes) at the Hilltop Drive-In Theater in West Virginia, which was once one of 75 active drive-in movie theaters in the state [2015]
Start by asking students if they know what is pictured here. Next, ask students if they have ever visited a drive-in theater to watch a movie. Explain and discuss how drive-in theaters were a huge part of American culture for years. Ask students why they think drive-in movie theaters are not as popular today. How else has American culture changed in the last few decades? Encourage students to discuss how they think their family will watch movies in the future. More pictures of working and abandoned drive-in movie theaters can be found here using the search tool on the Library of Congress website.

Facts About Film

Facts About Film [1948]
The technology surrounding movies and films has changed over time. This film demonstrates best practices in protecting film against damage during the 1940s and shows some of the dangers that improper film maintenance can cause. Why do you think that this film was necessary? Who do you think it was designed for? In what ways do you think this affected the hiring of employees at movie theaters? How do you think this affected the overall operation of the movie theater?