TEACHING with PRIMARY SOURCES—MTSU
NEWSLETTER: October 2019

WRITING 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

- Are you interested in the Cold War? TPS-MTSU will be exploring ways to teach the Cold War on November 15th at the East Tennessee History Center in Knoxville from 9 a.m. to 3 p.m. ET. Dr. Brandon Winford from the University of Tennessee History Department will be joining us as a guest speaker. To register, please email Lisa Oakley.

- TPS-MTSU is embarking on an exciting new partnership over the next couple of years. We will be partnering with the TPS programs at Mars Hill University and the University of South Carolina for the TPS Civil Rights Fellowship. Over the next four weeks, we will be taking applications from educators to participate in the fellowship. Be sure to check out the Featured Feature on page three for more information!

"AWESOME" SOURCE OF THE MONTH:

The Congressional Club Cook Book [1965]
Community cookbooks are a staple of American culture. They are a way that family and regional recipes have been passed down. What type of recipes would you expect to find in this cookbook?

THEME: FOOD VOLUME II

Researching for this newsletter issue, I came across a blog titled, "Politics and Possum Feasts: Presidents Who Ate Possums," and I felt like this was the perfect example of why we should teach foodways to students. First, it engages their attention because it directly relates to their experience (or lack of experience, as in, "Ew! Who would ever eat possum?"). Second, it shows how foods can signal political and social allegiances. Third, it shows how attitudes towards foods have, like so many other things, changed over the years.

In this issue, you’ll find lessons on coffee and its ties to New World imperialism (which was, incidentally, written on International Coffee Day), the origins of the FDA, and the role of potatoes in building western populations. So, pour yourself a fresh cup of coffee (Brazilian roast), give thanks to the FDA, and bon appetit!

WELCOME!

UPCOMING EVENTS:

- October 4 (Halls) - "Social Studies Practices and Primary Sources" Lauderdale County Schools In-service with elementary teachers from 8 a.m. to 3 p.m. Lauderdale County teachers may register through their district.

- October 10 (Memphis) - "Teaching with the Social Studies Practices" Shelby County Schools In-service from 8 a.m. to 3:30 p.m. Shelby County teachers may register through their district.

- October 17 (Nashville) - "Teaching with the Social Studies Practices" Metro Nashville Public Schools In-service from 8 a.m. to 3:30 p.m. MNPS teachers may register through their district.

- November 1 (Pulaski) - "Teaching with the Social Studies Practice" Giles County Schools In-service from 8 a.m. to 3:30 p.m. Giles County teachers may register through their district.
LESSON IDEA—COFFEE IN THE NEW WORLD

From its “discovery” in medieval Ethiopia to its modern role in American consumerism and culture, coffee has had a major economic, social, and political impact. Spreading from Africa to the Middle East via the Arab world, thence to Europe via Italy, coffee brought people together in salons and coffee houses (from Algeria to Alabama!). Coffee inspired the Founding Fathers, and quickly replaced tea in America after the Boston Tea Party. Take a look at this table of exports to see how valuable coffee had become to the American economy by the early 19th century.

Coffee’s role in the New World greatly expanded through the use of enslaved labor on coffee plantations in places like Haiti, Guatemala, Costa Rica, and Brazil. Briefly introduce students to the history of coffee in the New World using this PBS video clip (51.08-55.45). How did the slave trade make the coffee trade possible? Next, focus on Brazil (as the largest coffee producer in the world) in particular. Watch another clip from the same documentary (8.11-14.34). What was the impact of coffee production on the environment? the labor force? the plantation owners? Have students analyze these pictures from a book produced about Brazil for the Louisiana Purchase Exposition in St. Louis in 1904. What message are these photos meant to send to audiences? Then show students this newspaper article from 1919. How does Brazilian coffee production affect the American economy and the average American consumer of coffee? Do you think Americans actually cut back on coffee consumption in the 1910s?

This lesson idea meets TN state standards for high school World History & Geography (W.25, 27).

LESSON IDEA—FDA REGULATIONS AND LITERATURE

Upton Sinclair’s The Jungle tells the story of an unlucky Lithuanian immigrant who works in a meatpacking factory. Sinclair aimed to make a statement about the immigrant worker’s wages and the hard lives they lived, but instead readers were captivated by the horrors described in the book of expired meat filled with rat droppings, chemicals, sawdust, and other unspeakable things. Sinclair further shocked readers by writing of men falling into the vats and turning into lard. Sinclair explained that The Jungle was a work of fiction but many outraged and disgusted Americans called for reform of the food industry.

This lesson idea requires students to address the investigative question: “How did Upton Sinclair’s The Jungle lead to the Pure Food and Drug Act and Meat Inspection Act?” while evaluating multiple sources. Begin by sharing Sinclair’s quote, ”I aimed for the public’s heart and by accident hit it in the stomach,” with students and ask them to analyze the quote and what can be deduced about the impact of Sinclair’s book.

Instruct students to explore the Capitol exhibit (four sources total) on Upton Sinclair and The Jungle. If students have access to the Internet they can look at the exhibition on their own or in small groups using their devices or computers. If there is no Internet access, the teacher can print off the materials ahead of time for students to analyze. Ask students to take notes on each exhibition item on their synthesizing sources handout. Next, the class will read together an excerpt from The Jungle. After reading, discussing, and making observations on their synthesizing sources handout for the excerpt, students will listen to an interview from NPR recorded in 2004 that further explains the impact of The Jungle on the meatpacking industry. Students will add the interview to their synthesizing sources handout. Students will evaluate all six sources using the synthesizing sources handout and then address the investigative question once more.

This lesson idea meets TN state standards for high school U.S. History & Geography (US.16).
Lesson Idea—Potatoes - A Staple of Western Civilization

Originating in the Andean highlands of South America, the potato is arguably one of the five most important crops in the world. Its introduction to Europe by the Spanish during the Colombian Exchange altered the course of western civilization. Prior to widespread cultivation of the potato, much of Europe struggled to consistently feed itself. The potato allowed for larger crop yields and increased the caloric intake of communities across the European continent, especially the northern region. This allowed for the growth of urbanization and the spread of European empire across the globe. The potato blight of the mid-1800s caused widespread famine and created an emigration crisis for countries such as Ireland.

To begin, assign your students sections of the article “How the Potato Changed the World.” Students will be responsible for summarizing the key points of their section to the class. At the conclusion of the student summaries, ask them to discuss the importance of the potato. Did it actually change the world? Looking at a world map, ask your students to pinpoint locations referenced in the article.

Next read aloud excerpts from “The Potato Mania” from Best’s Potato Book. Ask students why the author begins this article with the story of the $50 potato. You might share with your students that adjusted for inflation this is equal to $952 today. Allow students time to ask questions for further research as you dig deeper into this article. What does this tell us about the importance of the potato to the U.S. at the time? In pairs, have your students analyze this passage from “The Potato Mania.” Why is Father Goodrich called the “Father of the modern potato”? How did his work contribute to fighting back against the potato blight? How does this explain the story that started the article about the $50 potato? You may elect to have your students do additional research on potato agriculture today by looking at the International Potato Center in Peru.

This lesson idea meets TN state standards for 8th grade Social Studies (8.39) and high school World Geography (WG.17), as well as 7th grade Life Sciences.

Featured Feature—TPS Civil Rights Fellowship

Teaching with Primary Sources—MTSU is partnering with the TPS programs at Mars Hill University and the University of South Carolina for the TPS Civil Rights Fellowship. This fellowship will include a selected cohort of 18 educators (six from each state). Over the course of one and half years, the cohort will study various aspects of the long struggle for civil rights, including the history and repercussions of slavery, the Civil War and Reconstruction era, the Jim Crow period, and the modern Civil Rights movement. The final phase of this fellowship will involve a mini-conference in which the fellowship cohort will present for other teachers, and learn from expert educators about other topics related to civil rights. Fellowship participants will be compensated for their time and energy.

Goals for educators:

- Improve content knowledge related to the long struggle for Civil Rights in America
- Develop confidence teaching about difficult historical topics
- Create and implement model lesson plans using primary sources
- Gain confidence presenting professional development for other educators
- Develop a regional support system of educators within the cohort

Participants will be selected in pairs using an application process. Preference will be given to pairs that include an experienced TPS participant and a participant who is new to the program or has limited experience. The fellowship is also interested in partnerships that include a classroom teacher partnered with a librarian. Click here to download the application. Applications must be submitted by November 1st. If you are interested and have questions, please email Kira Duke.

The first vote [1867 November 16]
**NOT JUST A SEASONING**

Salt-Shaker [1980]

Salt might be a common table top must-have today but in the past, salt was used for so many reasons beyond simply adding flavor to food. Salt was often used to preserve food and heal wounds. Salt was precious to most, and according to an article on Time.com, Roman soldiers were paid a part of their salary in salt. Ask students if they use salt for other purposes besides flavoring food at home. What kinds of salt do they use? This topic could also lead to discussions of other societies around the world and their usage of salt and minerals.

**FAVORITE FALL VEGETABLE**

[Girl in red chair with pumpkin] [1899]

Did you know that October 26th is National Pumpkin Day? Pumpkins are one of the quintessential New World foods, and have been incorporated into many of the rituals of fall, including Halloween (as jack-o-lanterns), Thanksgiving (as pie), and even enjoying a seasonal beer.

Ask students why pumpkins are so great to eat, drink, carve, paint, and otherwise decorate and/or consume. If you see a picture of a pumpkin, what does it possibly symbolize? Why would a child be depicted happily holding one in a chair?

**VICTORY GARDENS**

**War Gardens for Victory [1939-1941]**

During World War II, many people on the American home front contributed to the war effort. The campaign for Victory Gardens swept across the nation. Gardens were planted in window boxes, yards, and even on rooftops! Planting gardens helped prolong rations and ensured that more food was available for soldiers. Ask students where they get their food today and facilitate a discussion on the impact and importance of Victory Gardens. To learn more about Victory Gardens you can search through the Library of Congress photograph collection and visit The Classroom Victory Garden Project.

**A “WACO,” A.K.A. DR. PEPPER**

Vintage Dr. Pepper advertisement on an exterior wall of the Dr Pepper Museum in a former plant that bottled the soft drink in Waco, Texas [2014-06-08]

Invented by pharmacist Charles Alderton in 1885 at Morrison’s Old Corner Drug Store in Waco, Texas, Dr. Pepper was the first soda brand in the United States. How has soda influenced American culture? Why do you think many early sodas were invented by pharmacists?