

# TEACHING WITH PRIMARY SOURCES—MTSU

NEWSLETTER: JANUARY 2020

VOLUME 12, ISSUE 1

WELCOME!

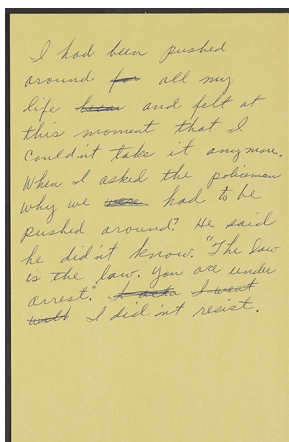
Teaching with Primary Sources—Middle Tennessee State University, administered by the Center for Historic Preservation, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.

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

## NEWS

- Among our upcoming events (see right) is the **“Road to Suffrage” workshop** at Middle Tennessee State University on March 17, which is produced as part of a symposium sponsored by the [Tennessee Woman Suffrage Centennial Collaborative](#). For the afternoon portion of the workshop, participants will experience a panel of featured scholars discussing the legacy of women’s suffrage, 100 years after the ratification of the 19th Amendment. Email [Kira](mailto:Kira.Duke@mtsu.edu) to register.
- **Save the date!** This year’s [Discover Tennessee History](#) conference, in partnership with all our favorite state-wide professional development providers, will take place on June 4th in Harrogate at Lincoln Memorial University. Registration and conference agenda will be available soon.

## “AWESOME” SOURCE OF THE MONTH:



[Rosa Parks. Reflections on her arrest for refusing to surrender her seat to a white passenger, December 1, 1955, ca 1956–1958.](#)

A new Rosa Parks exhibit opened last month at the Library, and you can see it all [online!](#)

## THEME: HISTORICAL THINKING, VOL. VI

Each year, Stacey’s “Teaching Historical Thinking” class at MTSU creates lesson ideas based on historical thinking skills for an issue of the TPS-MTSU newsletter. These skills include concepts like contextualization and are articulated through such organizational sites as the [Stanford History Education Group](#). This year, we used the Tennessee state academic standards’ new Social Studies Practices chart as our primary focus for historical thinking skills. Thus, each of the lesson plans that follows tackles one of the bullet points from SSP.05: change over time\*, historical empathy, contextualization, and continuity and change.

*\*Please note that since students were assigned to work with primary rather than secondary sources, “change over time” will refer to primary sources only.*



*Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.*

## UPCOMING EVENTS:

- **February 6 (Knoxville)** - “Cold War” workshop at the East Tennessee History Center from 9 a.m. to 3 p.m. ET. To register, email [Lisa Oakley](mailto:Lisa.Oakley@mtsu.edu).
- **February 29 (Knoxville)** - “Migration” workshop at the East Tennessee History Center from 9 a.m. to 3 p.m. ET. To register, email [Lisa Oakley](mailto:Lisa.Oakley@mtsu.edu).
- **March 13 (Cool Springs)** - Tennessee Council for Social Studies Conference
- **March 17 (Murfreesboro)** - “Road to Suffrage” at the MTSU Student Union from 9 a.m. to 4:30 p.m. To register, email [Kira Duke](mailto:Kira.Duke@mtsu.edu).
- **May 2 (Knoxville)** - “Industrial Revolution” workshop at the East Tennessee History Center from 9 a.m. to 3 p.m. ET. To register, email [Lisa Oakley](mailto:Lisa.Oakley@mtsu.edu).

## LESSON IDEA— THE PHONOGRAPH (CHANGE OVER TIME)

The average American life changed dramatically between 1877 and 1900, much of this due to the inventions of one man, Thomas Edison. In 1877, for example, he built on Alexander Graham Bell's telephone, and in 1883, he established his company to build central power stations throughout the northeast. Also, in 1896, Edison introduced his home phonograph, affordable and easy to operate for everyone.

The teacher should ask the class what inventions they think made big changes in the country during this period. Then students can learn about Thomas Edison's inventions by reading [this essay](#). Edison also appeared in many newspapers, so split students into pairs/groups and have them analyze "[The New Edison Phonograph](#)" in *The New York Times* and see what the phonograph looked like in a person's house in 1916. Compare this to what the phonograph looked like in [1940](#), then what would be [today's equivalent](#) of the phonograph. Ask students if they grew up with anything like this in their own homes. What did their parents and grandparents listen to music on? The students then should [learn about the phonograph](#) to understand how important it was at the time of its invention and early use. Click on the link to hear what it sounded like and ask students to describe the sound and compare it to today's recording technology. After they discuss in their groups, open discussion to the whole class. For an assignment, students should write in their own words how the phonograph changed over the past century.

This lesson idea meets TN state standards for high school U.S. History & Geography (US.05 & SSP.05).



[Daughter of FSA \(Farm Security Administration\) rehabilitation borrower listening to phonograph. Crawford County, Illinois \[1940\]](#)

### IMPORTANT LINKS:

- Historical Thinking newsletter issues: [vol. I](#), [vol. II](#), [vol. III](#), [vol. IV](#), [vol. V](#) (see newsletters pages for attachments)
- *TPS Journal*: [Historical Thinking](#)
- [The Historical Thinking Project](#)
- [Historical Thinking Chart](#) (from SHEG)
- [Historical Thinking](#) (from National Center for History in the Schools)
- [Historical Thinking Skills](#) (from the AHA)
- [Historical Thinking Matters](#) (activities)
- [Thinking Like a Historian](#) (from teachinghistory.org)

## LESSON IDEA— TULSA MASSACRE (CONTEXTUALIZATION)

On May 31, 1921, reports circulated around Tulsa, Oklahoma that a black man had assaulted a young white woman. Tensions began to grow, resulting in mobs of whites entering the area known as "Black Wall Street" because of its economic success. The actions of this white mob resulted in the death of over 300 black men, women, and children and the complete annihilation of "Black Wall Street." This lesson is designed to teach students to contextualize the Tulsa Race Massacre (sometimes called "Riot") within the events of this time period.

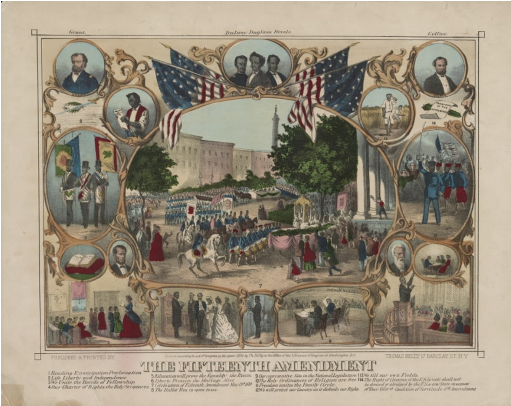
Begin by showing students the clip from [Watchmen](#) that depicts the Tulsa Race Massacre; provide no information, captions, or insight into what is happening in the video. Start two lists as a class: "what we know," and "what we want to know." Let students make observations about the video; push students to notice the date and explore what is going on in the U.S. in 1921. Ask questions about things they need more information about. Students should then read more details about the event [here](#) and [here](#). Next, have students form groups and create a [Big C - Little C chart](#) ([printable worksheet](#)). After students have finished in their groups, come together as a class and discuss the Big C items that could have contributed to the massacre. [Browse](#) photos and other sources on the 1920s resurgence of the KKK in the Library of Congress. Finally, have half of the class listen to, or read the transcript from the [Olivia Hooker interview](#), and the other half explore the [newspaper articles](#) from *Chronicling America*. Discuss as a class what Hooker means when she refers to things they shouldn't have. Ask your students questions like "Why are these men infiltrating these houses?" or "What lesson is Hooker referring to?" Discuss as a class what information was left out of the Watchmen clip and included in the interview and newspaper articles. Close the lesson by discussing with students how their perspective on the Tulsa Race Massacre changed once they were able to take the context into account.

This lesson idea meets TN state standards for high school African American History (AAH.29), U.S. History & Geography (US.35) & SSP.05.



[The Morning Tulsa \[OK\] daily world. \[volume\], June 01, 1921, FINAL EDITION. Image 1](#)

## LESSON IDEA– AFRICAN AMERICAN VOTING RIGHTS (CONTINUITY & CHANGE)



In 1870, five years after the end of the Civil War, Congress ratified the 15th Amendment giving African American male citizens the right to vote. Because of this, African Americans were able to gain representation in some state and local governments, thereby playing a pivotal part in the Reconstruction of America. After this, however, the progress of [African American voting rights](#) was not linear, due to the continuation of racist sentiments and practices. The 1915 film [Birth of a Nation](#), for instance, illustrates the rise in numbers of the [Ku Klux Klan](#) in the early 20th century, which contributed to the suppression of black voting that the 15th Amendment had granted. The fight continued in the mid-20th century, as blacks began to mobilize in large numbers and federal government action protected African Americans' right to vote with the passing of the Voting Rights Act in 1965.

[The Fifteenth amendment](#) [1870]

Divide students into five groups and give each group one of the following sources (with accompanying bibliographic information): [Guinn v. United States](#), [“Saving the Race,” At the Ballot Box](#), [The Fifteenth amendment](#), and [“The first vote.”](#) Have students identify the dates on the sources and then line up in chronological order according to their sources. Groups should analyze their source using [this worksheet](#) and, in order, discuss their source analysis with the class. As the class goes through each of their sources, ask students how these sources document both continuity and change along the road to equal voting for African Americans from the 15th amendment to the passing of the Voting Rights Act. Students can write a paragraph about this continuity and change as a homework assessment.

This lesson idea meets TN state standards for high school African American History (AAH 18, 29, 44) and SSP.05.

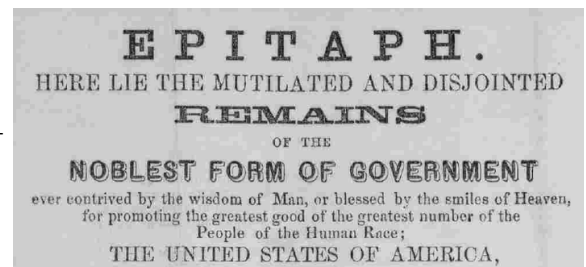
## LESSON IDEA– CONFEDERATE SECESSION (HISTORICAL EMPATHY)

When Abraham Lincoln was elected as the sixteenth president of the United States in 1860, the Southern states began to rebel against the U.S., becoming the Confederate States of America. The reasons for rebellion varied from the protection of states' rights against the federal government, to the maintenance of the slave economy, to the defense of their lands against invasion, and more. This lesson will help show that while many political leaders of Southern states seceded over the issue of slavery, many civilians and soldiers largely framed the issue as defending their homes and ways of life from a federal government they no longer felt connected to.

First, ask the students the question, “Why did the South seceded from the United States of America?” Write down all their comments on the board and discuss briefly. Next, divide the class in half; give one half the first source, three short excerpts from the [“Supplement to South Carolinian,”](#) and the other half the long excerpt from the [“Epitaph.”](#) Have them discuss these questions with their classmates: Whose arguments are expressed here? How does the author justify seceding from the Union? For further context, read this article on [“The Reasons for Secession”](#) and examine the graphic data visualizations that highlight the words different state politicians use to support secession. Now bring out two different primary sources for the class groups to analyze, from the point of view of Confederate soldiers: a [letter](#) from [Joseph J. Hoyle](#) and an [excerpt](#) from a letter from [James Billingslea Mitchell](#). How do their thoughts on secession differ or overlap with the previous sources’?

To conclude, have students have a short essay on why the South seceded from the Union, from the point of view of both the politicians/elites and also the people who were actually in the fighting ranks. How do they imagine “freedom” and how does this govern their actions?

This lesson idea meets TN state standards for 8th grade Social Studies (8.62 & SSP.05).



[Epitaph. Here lie the mutilated and disjointed remains of the noblest form of government ever contrived by the wisdom of man, ...](#) [1861]



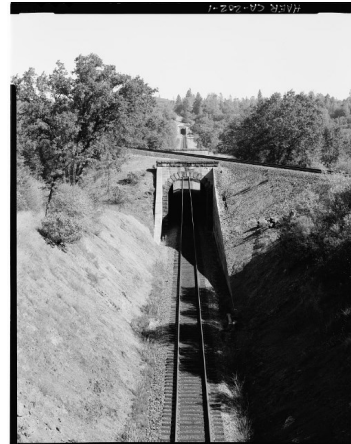
## CORROBORATION



[My First Real Bath: Gee! Ain't it Great!](#) Clifford Kennedy Berryman, artist, 1925. [Cartoon Drawings, Prints & Photographs Division](#)

In 1925, high profile lawyers and reporters descended upon the small town of Dayton, TN, for what would become the most high-profile case of the 1920s. *The State of Tennessee v. John Thomas Scopes* was a debate about whether evolution should be taught in school. Many people in Dayton itself were against teaching evolution, but what about outside of Dayton? To find this answer, have students read examine this [newspaper article](#). Then, have them compare it with these [two political cartoons](#) (scroll to the bottom). How are the article and images working together and what image are they working together to present of Dayton?

## CAUSE AND EFFECT



[Central Pacific Transcontinental Railroad, Tunnel No. 26, Milepost 133.29, Applegate, Placer County, CA](#) [after 1968]

The [Transcontinental Railroad](#), completed on May 10, 1869, connected the west coast of the U.S. (at Sacramento) to the rest of the continental U.S. via the midwestern hub at Omaha, Nebraska. Congress helped this enormous project by providing huge land grants where the railroad was supposed to go. This would lead to a growth in people moving to the west, as the west coast and east coast would be one train ride away. The [Homestead Act of 1862](#) was an earlier attempt to get people to move into the west. The law was passed, and this would make a huge change to the westward migration. How were the Homestead Act and the Transcontinental Railroad *causes* of westward migration (the *effect*)?

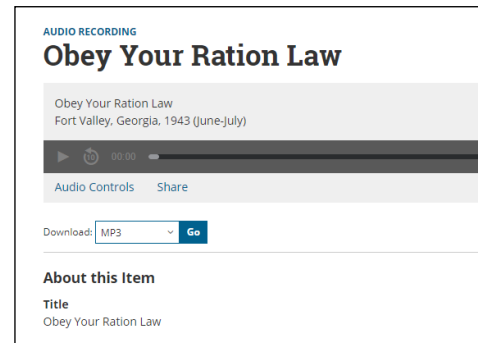
## GEOGRAPHICAL AWARENESS



[A map of part of the continent of North America ...](#) [1805]

The map was drawn by Lewis Clark during the winter of 1804-1805 at Fort Mandan. The map provided the first accurate depiction of the Missouri River to Fort Mandan based on the expedition's astronomy and geographical observations. Zoom into the map and find a sketched-out, narrow chain of mountains and rivers with headwaters close one to the other. How does this suggest an easy water passage to the Pacific Coast? What did they find instead?

## AUTHOR'S PURPOSE



[Obey Your Ration Law](#) [1943]

As the Second World War raged on, the American people were rationing to help support the war effort. Enforcement of rationing through propaganda was widely used to help control the consumption of resources such as [sugar](#) or [gasoline](#). The American government would enforce and help promote rationing through [instructions in rationing books](#), while posters and radio were also used to spread this propaganda. Click on the song above by Buster Ezell. Does the song express the same intentions as the U.S. government? What is Ezell's purpose in making a song about this?