

# TEACHING WITH PRIMARY SOURCES ACROSS TENNESSEE

NEWSLETTER: APRIL 2012

VOLUME 4, ISSUE 4

## WELCOME!

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

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## NEWS

- Looking for interesting professional development opportunities for this spring and summer? Sign up today for one of our advanced teacher workshop opportunities! Spaces are still available for the **Civil War Summer Institute, June 19-21** and **Preparing for Revolution, May 12**. For more details on these and other workshop opportunities be sure to check out our [upcoming events page](#).
- Interested in having a Teaching Primary Sources workshop in your school district, free of charge? Simply contact [Kira Duke](mailto:Kira.Duke@mtsu.edu) for more information and available dates.
- Did you know J. Edgar Hoover used to work at the Library of Congress? Read all about it in the latest [“Teaching with the Library of Congress”](#) blog posting.

## “AWESOME” SOURCE OF THE MONTH:



[In the merry month of May](#) [1905; detail]

What are the people in this image doing? What is a maypole? What is the origin of this custom? Learn more about May Day in this [16-minute webcast](#).

## THEME: ETHNIC CELEBRATIONS

The United States is a nation of immigrants, and its citizens represent most ethnic groups on earth. Many immigrants have brought their traditions with them, including holidays and other celebrations important to their culture. The Library of Congress brings you primary source images and texts that witness the importance of ethnic celebrations to American diversity.

Many celebrations that one would consider “ethnic” revolve around religious holidays, or at least have their roots in religious observances (such as May Day, *see picture at left*). Some ethnic celebrations in America, however, have attracted people from all backgrounds (such as Cinco de Mayo, *see p. 3*), as they and their practitioners have been absorbed into the “salad bowl” of American culture.

## UPCOMING EVENTS:

- **April 4**—(Pickwick Landing State Park) “Illuminating the Battle of Shiloh: Primary Sources from the Library of Congress” from 9:30 a.m. to 3 p.m. To register, email [Kira Duke](mailto:Kira.Duke@mtsu.edu).
- **April 5**—(Murfreesboro) “Teachers’ Experiences from the Library of Congress Tennessee Civil War Institute” Webcast with MTSU Center for Educational Media at 3:30 p.m. Click [here](#) for viewing information.
- **April 12**—(Murfreesboro) “Using Maps from the Library of Congress” Workshop at Heritage Center from 9 a.m. to 3 p.m. To register, email [Kira Duke](mailto:Kira.Duke@mtsu.edu).
- **May 12**—(Knoxville) “Preparing for Revolution” Workshop at the East Tennessee History Center from 9 a.m. to 3 p.m. EST. To register, email [Kira Duke](mailto:Kira.Duke@mtsu.edu).
- **June 19-21**—(Clarksville) Civil War Summer Institute—“Occupation” at Austin Peay State University. For more details click [here](#). To register, email [Kira Duke](mailto:Kira.Duke@mtsu.edu).



[Carnival Dominica](#) [1919; detail]

## LESSON IDEA— EMANCIPATION DAY CELEBRATIONS

**GRAND  
Emancipation Celebration**

**FOR BENEFIT OF OLD FOLKS' HOME,  
Thursday Evening, Sept. 22, '04,  
FOREST ST. ARMORY,**

Under the auspices of the Men's Auxiliary to Home for Aged Colored People.

**Programme will consist of Music, Speaking, Solos, Empire  
Quartette, Exhibition Drill by the U. R. K. of P.  
Metropolitan Band. McAfee's Celebrated Orchestra in attendance.**

**ADMISSION, 50 CENTS.**

**REFRESHMENTS served by the Ladies of the Home Association.**

**COMMITTEE:**  
Nahum D. Brascher, Chairman; Thomas W. Fleming, Secretary; J. H. Jackson, Treasurer; J. E. Reed, J. A. Rogers, Charles Leatherman, J. A. Wilson, George Buchanan, Harry West.

*Cleveland Journal* [Emancipation Day advertisement](#) [Sept. 10, 1904]

Emancipation Proclamation in 1863. Then, ask students to analyze three documents related to September 22 activities in Ohio: a 1904 [advertisement](#), a 1918 [article](#), and a 1922 [program](#). Lead the class in listing the celebrations' similarities and noting any unique elements. Finally, show your students two images of Emancipation Day celebrations, an 1866 [print](#) and a 1905 [photograph](#), and ask them to create an advertisement, program, or newspaper article about the event based on the image and on their knowledge of Emancipation Day celebrations.

This idea can be adapted to meet state curriculum standards for Grade 5 Social Studies (History, Eras 5-7) and Grade 5 English/Language Arts (Standard 3: Writing and Standard 6: Media).

The end of slavery in the United States has been celebrated by African Americans since the Civil War through ceremonies, religious services, parades, barbecues, picnics, dances, athletic competitions, and charitable activities. The day on which [emancipation](#) is celebrated varies regionally across the country (and within Tennessee) and includes January 1st (the day that the Emancipation Proclamation went into effect), June 19, or [Juneteenth](#) (the day that slaves in Galveston, Texas, first learned they were free), and August 8 (the day that President Andrew Johnson is said to have freed his slaves).

Review with students the Today in History feature on emancipation for [September 22](#) ([scroll down page](#)), the day that President Abraham Lincoln announced the

### IMPORTANT LINKS:

- [Hispanic Heritage Month](#) (Sep. 15—Oct. 15)
- [Jewish American Heritage Month](#) (May)
- [Asian-Pacific American Heritage Month](#) (May)
- [Immigration](#) presentation
- [Immigration and Ethnic Heritage](#) lesson plans
- [Holidays](#) (Themed Resource: "For Students")
- [Folklife Resources for Educators: Materials Related to Celebration](#)
- [Local Legacies: Celebrating Community Roots](#)

## LESSON IDEA— CHINESE NEW YEAR

Chinese New Year, also known as Spring Festival, is the most important traditional holiday of the Chinese year. Because the Chinese calendar is lunar, the date of Chinese New Year varies every year, falling anytime between January 21 and February 20. The celebration lasts 15 days, with firecrackers, parades, traditional food and gifts of money, and family visits and reunions. Students can watch [this video at History.com](#) for more on the history and traditions of Chinese New Year.

In the 19th century, immigration during and after the gold rush created a large Chinese population in many of America's west coast cities. With them, they brought their culture and celebrations. Unfortunately, the Chinese immigrant communities in these cities faced discrimination and controversy. Students can learn more about this period in the Library's presentation on [Chinese Immigration](#) to the United States.

Next, have students use the [Primary Source Analysis Tool](#) with this 1871 article on Chinese New Year celebrations in San Francisco ([pt. 1 and 2](#) and [pictures](#)). (For suggestions on how to prepare students to analyze politically incorrect sources, see our [January 2010](#) newsletter.) What do these sources reveal about attitudes toward the Chinese immigrants and their celebration? How is the controversy over Chinese immigration reflected in this portrayal of the Chinese community's most important holiday? Ask students to consider how the exclusion of the Chinese immigrants from much of mainstream American life might have affected how they celebrated their culture in America.

These lesson ideas can be adapted to meet curriculum standards for Grades 5-7 Social Studies (Standard 1.0: Culture) and high school U.S. History (Era 6).



[Chinese New Year parade in the Chinatown neighborhood of Washington, D.C.](#) [between 1980 and 1990]

## LESSON IDEA— CINCO DE MAYO

Often mistaken by Americans for Mexican Independence Day, Cinco de Mayo is widely celebrated in the United States and in some regions of Mexico. The holiday has its roots in the commemoration of the Mexican army's defeat of the French to protect of town of Puebla on May 5, 1862. The French under the leadership of Napoleon III had hoped to increase French influence in Latin America. French troops marched on the town of Puebla on their way to capture Mexico City. The Mexican victory on May 5 was short-lived, however, as the town later fell to the French army and a puppet regime was installed in Mexico City. Mexico did not free itself from European control until 1867. Today, [Cinco de Mayo](#) is recognized as a holiday to honor Hispanic culture and heritage.



[Mexico, the 5th of May in the Plaza de Armas.](#) [between 1880 and 1897]

Begin by having students discuss why Cinco de Mayo is a holiday. Divide students into groups and assign each group a section of [H.Con.Res.44: Recognizing the significance of the Mexican holiday Cinco de Mayo](#). Have each group report what it learned from its section of this legislation. How does this change students' perceptions of the holiday? Why do they think that the holiday is so widely celebrated in the United States? What regions are most likely to have the largest Cinco de Mayo celebrations?

Next have students read about how the day is celebrated in [Denver, Colorado on America's Library](#). What other communities host large Cinco de Mayo celebrations? Is there a Cinco de Mayo celebration in their community or school? What activities take place at these celebrations?

Using the suggested collections at the bottom of this [Today in History](#) feature and the [Hispanic Reading Room](#), have each student select a source for a classroom Cinco de Mayo display celebrating Hispanic heritage. Students should identify their sources and be able to explain why they selected those particular sources. How does each source reflect the contributions and accomplishments of Mexican-Americans?

This lesson can be adapted to meet Tennessee curriculum standards for Grade 5 Social Studies (Standard 1.0: Culture).

## FEATURED FEATURE— NEW ISSUE OF *TPS JOURNAL*

**The Teaching with Primary Sources Journal**  
Strategies and resources for K-12 classrooms from the Library of Congress



**TEACHING WITH PRIMARY SOURCES**



**The Civil War Across Disciplines**  
Vol. 1, No. 1, Winter 2012

This issue explores how teachers can use Civil War - era primary sources in various subject areas to help students better understand the scope of this conflict's lasting impact.

In this issue, we explore how teaching about the Civil War with primary sources—original documents and objects which were created at the time under study—provides opportunities for expanding this well-known lesson in history into subject areas as varied as geography, language arts and science. War knows no boundaries, then or now. Civil War - era primary sources reflect this reality, giving students unique opportunities to discover how this epic struggle bled into nearly every aspect of American life.

**About The TPS Journal**

The Teaching with Primary Sources (TPS) Journal is an online publication created by the Library of Congress Educational Outreach Division in collaboration with the TPS Educational Consortium.

Published quarterly, each issue focuses on pedagogical approaches to teaching with Library of Congress digitized primary sources in K-12 classrooms. The TPS Journal Editorial Board and Library staff peer review all content submitted by TPS Consortium members and their partners. Please email questions, suggestions or comments about The TPS Journal to Stacie Moats, Educational Resources Specialist, at [smoats@loc.gov](mailto:smoats@loc.gov).

**The TPS Journal Archive**

Previous issues of The Teaching with Primary Sources Journal, formerly known as Teaching with Primary Sources Quarterly, are found at [www.loc.gov/teachers/tps/journal/archive.html](http://www.loc.gov/teachers/tps/journal/archive.html).

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In this feature article, the author offers historical insight and strategies for teaching about the Civil War with primary sources across disciplines. Pg 2

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**Learning Activity - Elementary Level**  
Students analyze an 1863 map of the Battle of Nashville, created by the Union army, for clues about its purpose. They form a hypothesis, support it with detailed observations and develop questions about the map. Pg 6

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Students analyze Civil War—era primary source sets. They make inferences about short- and long-term consequences for those on the homefront based on primary source evidence. Pg 7

**Teacher Spotlight**  
Rebecca Byrd, middle school teacher at New Center School in Sevier County, Tennessee, offers ideas for using primary sources to teach about the Civil War in social studies and other subject areas. Pg 8

[www.loc.gov/teachers/tps/journal](http://www.loc.gov/teachers/tps/journal) 1

The Library of Congress educational outreach program (otherwise known as Teaching with Primary Sources!) has recently posted the latest issue of the *TPS Journal*, the quarterly newsletter of the nationwide TPS program. This issue, "[The Civil War Across Disciplines](#)," was written by the staff members of Teaching with Primary Sources Across Tennessee (otherwise known as us). It combines the Civil War expertise of the Center for Historic Preservation with a focus on how educators can use primary sources in a multi-disciplinary manner.

Featured in this issue is an article by Dr. Carroll Van West, director of both Teaching with Primary Sources Across Tennessee and the Tennessee Civil War National Heritage Area. The article explores multi-disciplinary ways educators can approach the Civil War in the classroom, with links to sources, collections, and teaching materials. More links to interesting teaching materials are provided in an annotated bibliography under "Research and Current Thinking." Two lesson plans from the TPS-TN Web site are highlighted for the way they combine Civil War history with other subjects such as English and Math. This issue also features a teacher spotlight interview with Rebecca Byrd, a middle school Social Studies teacher from New Center School in Sevier County.

For those of you looking for more ideas on teaching the Civil War, consider attending our [2012 Civil War Summer Institute!](#)

## HIGHLAND GAMES



[The great international Caledonian games Held at Jones Woods New York City, July 1st 1867 / / des. & lith. by J.L. Giles ; printed by Chas. Hart. \[1868\]](#)

As with this event in 1867, Scottish Americans still celebrate their heritage with gatherings like the [Grandfather Mountain Highland Games in North Carolina](#) and National Tartan Day, held on April 6. What similarities can you spot between the event described by the Local Legacies profile and the 1868 engraving?

## DIA DE LOS MUERTOS



[Gran bola de garbanceras que, por ser muy pretensiosas, se volverán calaveras podridas y apestosas](#) [between 1890 and 1909; detail]

Why are skeletons depicted? What celebration is depicted in this image? Where is this celebration taking place? Click [here](#) and [here](#) to read more about Dia de Los Muertos.

## NORWEGIAN NATAL DAY



[\[Norwegian Natal Day celebration, two children dressed in ethnic costume\].](#) [May 17, 1909]

Norwegian Natal Day celebrates the 1814 signing of the Norwegian Constitution. Immigrants brought this celebration to the U.S. How would you describe the clothing? What kind of expressions are on the children's faces? Why do children participate in ethnic celebrations?

## OMAHA POW-WOW



[Tai Piah Singers \[color\]](#) [1983]

America may be a nation of immigrants, but those immigrants encountered people already living here with celebrations of their own. In this photograph, a group sings at an Omaha Indian pow-wow held in Macy, Nebraska. Select and listen to one of this group's songs [here](#). Why is the drum an important part of singing and dancing in many Native American celebrations?