

TEACHING WITH PRIMARY SOURCES—MTSU

NEWSLETTER: SEPTEMBER 2017

VOLUME 9, ISSUE 9

WELCOME!

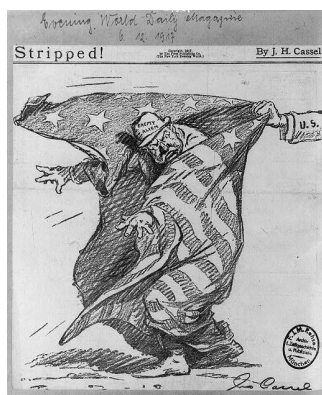
Teaching with Primary Sources—Middle Tennessee State University, administered by the Center for Historic Preservation, engages learners of all ages in using primary sources to explore major issues and questions in many different disciplines.

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

NEWS

- High school world history teachers, we have a new lesson plan for you! Check out our latest lesson plan on the [Causes and Events of the French Revolution](#). This lesson plan explores the revolution using political cartoons and excerpts from different secondary sources.
- Interested in finding even more resources to teach immigration? Check out our newest primary source set "[Immigration in America](#)" which features sources from the nation's founding up to the 1920s. We also have a new lesson plan for 5th grade: [The Land of Opportunity vs. Nativism](#). This lesson plan challenges students to analyze illustrations, political cartoons, and newspaper articles to determine how America was presented to immigrants.

"AWESOME" SOURCE OF THE MONTH:



[Stripped!](#) [1917]

Nativist fears of new immigrants increased dramatically as a result of World War I. At the same time, service in the American forces during that war became a path to citizenship and assimilation for thousands of immigrants. Read about it [here](#).

THEME: IMMIGRATION, VOLUME 2

In this issue, we examine again the theme of immigration. Specifically, we focus on immigration to the United States from the mid-19th century to the early 20th century, when Americans had to adjust to new waves of immigrants coming from countries that largely espoused different religions and cultures than the well-established ones that dominated white American culture in the 19th century. Some Americans even considered people from eastern or southern Europe as belonging to a different race than those of north-western European descent! Nevertheless, the story of the American immigrant is also one of success, opportunity, and assimilation, whether in the short or long term.

[Aliens filing income taxes at N.Y. Custom House](#)

[between 1909 and 1932]

UPCOMING EVENTS:

- **September 8** (Knoxville) - "Themes, Tips, and Tricks: Intermediate NHD Teacher Workshop" at the East Tennessee History Center from 9 a.m. to 3 p.m. ET. To register, email [Lisa Oakley](#).
- **September 22** (Murfreesboro) - "Immigration to America in the Early 20th Century" at the Heritage Center of Murfreesboro and Rutherford County from 9 a.m. to 3 p.m. To register, email [Kira Duke](#).
- **September 27** (Nashville) - Tennessee Council for History Education conference at Scarritt Bennett Center. For more information on the conference, click [here](#).
- **September 29** (Knoxville) - "Building Community in the Age of Jim Crow" at the East Tennessee History Center from 9 a.m. to 3 p.m. ET. To register, email [Lisa Oakley](#).
- **October 27** (Knoxville)- "Integrating Historical Thinking Skills" at the East Tennessee History Center from 9 a.m. to 3 p.m. ET. To register, email [Lisa Oakley](#).



LESSON IDEA— IMMIGRATION IN 19TH-CENTURY AMERICA



[The great fear of the period That Uncle Sam may be swallowed by foreigners : The problem solved.](#) [between 1860 and 1869]

The Great Potato Famine of the early 1800s caused many Irish to immigrate to America. Around the same time, the discovery of gold in the American West prompted many Chinese to immigrate in the hopes of escaping poverty. These influxes of new immigrants were not always welcomed with open arms into American society. Yet both groups played a key role in the expansion of the nation during the 19th century, including providing much of the labor that built the transcontinental railroad.

Begin by having students analyze [The great fear of the period That Uncle Sam may be swallowed by foreigners : The problem solved.](#) What is the message of this political cartoon? Next have students analyze this [1890 map showing foreign born population in the country.](#) Ask your students to each draw three conclusions based on their analysis of this map. Then

analyze these [pie charts of immigrant population in each state.](#) Ask students to identify the states with the largest Irish and Chinese immigrant populations. What states share a high percentage of both immigrant communities? Finally, have your students analyze this [map showing the national railroad system.](#) How does the path of the railroad, especially the transcontinental lines, correlate to areas where both of these communities are present? Finally, revisit the political cartoon. How might both the Irish and Chinese communities have responded to this cartoon?

This lesson idea meets state standards for 5th and 8th grade Social Studies (5.28, 5.29, 8.96).

IMPORTANT LINKS:

- [Immigration: A Case Study in Multiple Perspectives and Diverse Formats](#) (Lesson Plan)
- [The Devil Baby: A Story of Immigration and America](#) (Lesson Plan)
- [Immigration Volume I](#) (Newsletter)
- [Immigration](#) (Primary Source Set)
- [Immigration](#) (Themed Resource)
- [Complex Encounters, Continuing Exchanges: Exploring Varied Stories of Immigration Using Primary Sources](#) (Blog Article)
- [Immigration](#) (Presentation)

LESSON IDEA— IMMIGRATION QUOTAS IN THE 1920s

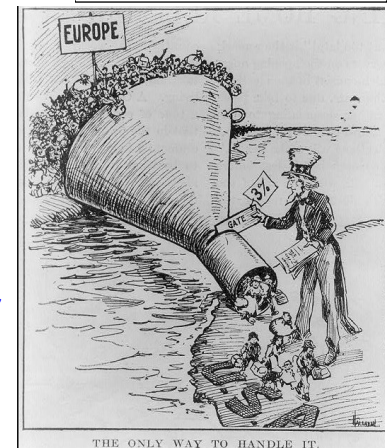
The immigration restrictions from certain predominantly-Muslim countries, enacted earlier this year, raised a high-profile debate over the protection of what's perceived by some to be America's best interests versus the U.S.'s long-standing reputation as a melting pot of immigrants since its founding. This is not, of course, the first time the government has targeted immigrants of a particular race or national origin from entry into the U.S. In the 1920s, in the wake of the international tragedy of the [first World War](#) and growing security fears after the [Bolshevik revolution](#) in Russia, the government passed some of the most stringent immigrant quotas in American history.

This lesson will examine both the [Emergency Quota Act of 1921](#) and the [Johnson-Reed Act of 1924](#), which restricted immigration to 3% (1921) and then 2% (1924) of immigrants from countries with existing immigrant populations already in the United States. In other words, if there were 182,000 immigrants from Italy (according to the 1890 census), then only 3% of 182,000 (=5,460) Italians would be allowed to immigrate to the U.S. after the 1921 law.

Start off by showing [this political cartoon](#) from 1921, titled "The Only Way to Handle It."

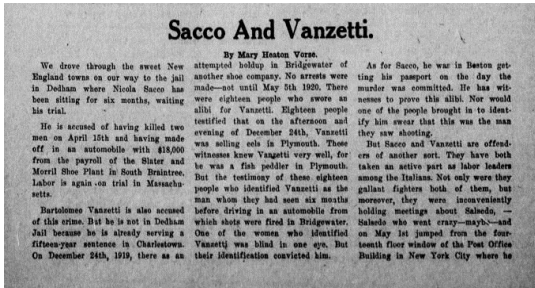
What does the artist mean by "it"? And what is "the only way"? Where do you think this artist's sympathies lie? Use this [teacher's guide](#) and [student worksheet](#) to analyze the cartoon as a class, or in small groups. Then explain the 1920s immigration quotas in context—there are excellent descriptions and timelines from the [Library of Congress](#), the [State Department](#), and the [Pew Research Center](#). Tell students they are going to debate for and against the quotas after reading newspaper articles from the time period. Fifth-graders should read [these excerpts](#), while high school students should read [these excerpts](#). You can start off by making sure students debate at first based only on information provided to them from the 1920s or before, but you may then want to let them debate the immigration-restriction issue in light of more current events as well.

This lesson idea meets state standards for 5th grade Social Studies (5.40) and high school U.S. History & Geography (US.36).



[Illus. for article "an alien anti-dumping bill"...] [1921]

LESSON IDEA— SACCO & VANZETTI CASE



[The toiler. \(Cleveland, Ohio\) 1919-1922, January 08, 1921, Page PAGE 10, Image 10](#) [1921]

watch a [short video](#). Next divide the class into three groups for a mock trial: prosecution of Sacco and Vanzetti, their defense team, and the jurors. The jurors will ask questions of both the defense and the prosecution in order to determine a verdict. Each group will receive the same amount of research so they can prepare for evidence and counter arguments. The research will consist of newspaper clippings: the first will cover the [highlights of the trial](#); the second will showcase [various opinions](#) on the outcome of the trial; and the third will discuss the [effects of the trial](#) on the American public.

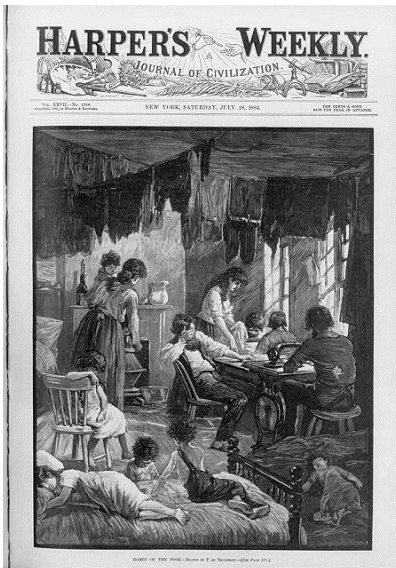
After students have had time to examine the sources, allow each side to present its arguments and respond to counter arguments. The jury will ask their questions of the two sides and then decide the verdict. After the mock trial has ended, bring students back together to discuss how the trial fit into the larger historical context of the Red Scare and the crackdown on immigration. Why was the public outraged by this trial? Would Sacco and Vanzetti have been accused if they were American citizens? If the same crime took place today, how would the events play out?

This lesson idea meets state standards for United States History & Geography (US.36)

The Nicola Sacco and Bartolomeo Vanzetti case of the 1920s is set within the larger context of the Red Scare and America's irrational fear of radicals, communists, and immigrants. The accused men arrived in America in 1908. Sacco and Vanzetti were both Italian-American anarchists accused of robbery and murder, a crime they most likely did not commit. The murder and the trial took place in Massachusetts. In 1927, both men were executed despite substantial evidence placing them somewhere else when the crime occurred. Many people fought for Sacco and Vanzetti's release and condemned the American justice system.

Before diving into the lesson make sure students are aware of the historical context of the Red Scare. Introduce students to the case by having them

FEATURED FEATURE— TEACHING HISTORY TODAY VIDEOS



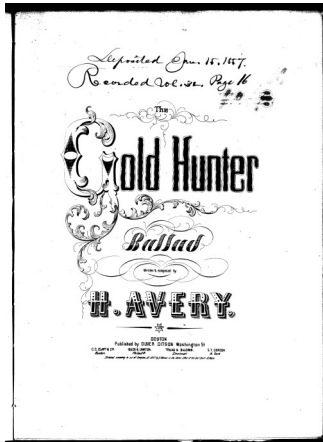
[Homes of the poor](#) [1883 July 28]

Earlier this summer, we partnered with the MTSU History Department and Center for Educational Media to offer a mini-conference, "Teaching History Today: Content and Strategies for U.S. and World History." We had a great turnout for the event, and received multiple inquiries about when the videos for the day's sessions would be available. They are now up and live on the [MTSU Center for Educational Media Web site](#)! If you have not used this site before, you will need to create an account to access the videos and print certificates for PD hours. That process is simple and takes less than two minutes. Your account will get you access to all of their online content.

From our mini-conference, you will find four videos of historical content. These include: [Trials and Triumph: Tennessee's Reconstruction Years](#) by Dr. Carroll Van West; [The Battle of Stomachs: Food in WWII](#) by Dr. Amy Sayward; [Ancient Egypt: A Civilization Wrapped in a Religious Box](#) by Dr. Dawn McCormack; and [The State of Franklin: Tennessee in the Early American Republic](#) by Dr. Lynn Nelson. Teaching with Primary Sources-MTSU offered four strategy sessions during the day. These include: [Strategies for Teaching Excerpted Text](#); [Teaching Complex Texts: The Starving Time](#); [Piecing Together the Bigger Picture: Corroboration Among Primary Sources](#); and [Primary Source Analysis and Historical Thinking Skills](#). With each of these sessions, you can access PowerPoints, handouts, and other resources under "Related Materials" at the bottom of the page.

Over the years, we have done a number of workshops with the Center for Educational Media. If you are interested in seeing any of our past workshops that they have available, check out [this search list](#). You will find webcasts as well as sessions from our traditional full-day workshops. This is a great way to catch pieces of workshops that you were not able to attend.

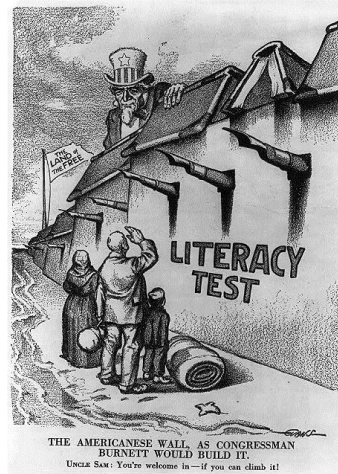
CALIFORNIA GOLD RUSH



[The gold hunter, ballad](#)
[1857]

The great California [gold rush](#) of 1848 began when James W. Marshall found a single gold nugget in the American River. Shortly after, Americans migrated to the west in hopes of fortune. The gold rush also sparked mass immigration from China, Europe, Australia, and Germany. The Chinese immigrated in large numbers during the late 19th century in hopes of escaping poverty and establishing a new life in the American West. Read more about life for Chinese immigrants in America [here](#). Why might Americans be unwelcoming to immigrants coming to the west?

IMMIGRATION POLICY



[The Americanese wall - as Congressman \[John Lawson\] Burnett would build it](#) [1916]

The [Immigration Act of 1917](#) contained a literacy test bill that required immigrants to pass a test in order to obtain entry into the United States. The intention of the bill was to further restrict immigration into America. The literacy test along with other restrictions caused controversy and split reactions. Take a look at the image above depicting a wall lined with pen points in front of an immigrant family. What is the literacy test being compared to? What issues in relation to immigration do we still debate today?

“UNDESIRABLES”



[Held at Ellis Island--undesirable emigrants to be taken back by steamship company that brought them](#)
[1902]

When we think of [Ellis Island](#) we often picture the crowd of immigrants flowing into the United States and the beginning of America as a melting pot. Ellis Island was also a place where “unfit” immigrants were held in deportation or detainment centers until they were shipped out of America. These immigrants often left with no belongings, food, or protections and did not arrive back to their native countries. How does this contrast with our perception and remembrance of Ellis Island? Who determines if a person is unfit to live in the U.S. and how?

IRISH IMMIGRANTS



[The Irish-American line. Let them come over in the style one would think they were accustomed to](#) [1907]

The Irish potato famine of 1845 sparked an influx of [Irish immigrants](#) to America, which continued into the early 20th century. Many native-born (non-Catholic) American citizens resented this and treated people from Ireland poorly and depicted them in the media as rude and unfit to live in American society. Many Irish families were forced to live in tiny houses with poor sanitation that were purposefully secluded from other neighborhoods. How are the Irish depicted in the image above?