

The American History Teachers' Collaborative presents

An Experiential Learning Trip



Memphis: Music, the Mississippi and Marching for Freedom

June 21-25, 2010

Trip Highlights:

- National Civil Rights Museum
- Mississippi River Museum
- Pink Palace Museum
- Stax Museum of American Soul
- Sun Studio and Graceland

This trip will include four nights hotel accommodations (two teachers per room), some meals, and a variety of activities. Teachers will be responsible for their own transportation to and from Memphis, including mileage and hotel parking or airfare and transportation to and from the airport. There will be scheduled activities, as well as time to explore Memphis on your own. Teachers who complete a lesson plan (either before or after the trip) will also receive a \$200 stipend.



Space is limited to only teachers from AHTC Consortium Districts. Please see attached form for application requirements. All application materials are due by February 2nd. Historical book reviews and registration fees are due by April 12.

U.S. History teachers and teachers of Illinois History will receive priority. More information, including registration forms, is available on the American History Teachers' Collaborative website: www.americanhistoryteachers.org. Please contact Alexis Jones, AHTC Program Coordinator, at ajones@usd116.org or 384-3582 with any questions.

The American History Teachers' Collaborative is funded by the U.S. Department of Education through the Teaching American History Grant Program and coordinated by Urbana School District #116.

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EXPERIENTIAL LEARNING TRIP OVERVIEW

As part of our 2009 Teaching American History Grant, the American History Teachers' Collaborative is excited to host an experiential learning trip to Memphis, TN. The purpose of this trip is to provide teachers with direct access to historical sites, artifacts, and primary sources not found in our area. Our goal is to help teachers better understand themes of national history so that they can help their students view these national issues through a local lens. During our trip to Memphis, we will be focusing on the Civil Rights Era, Memphis history, and the history of the Mississippi.

This trip is open to all AHTC teachers. However, space is limited, and we will only be able to accommodate 30 teachers on this trip. In order to select the teachers for this trip, we will be using an application process. This application process will take into account, but will not be limited to, the following: (1) active participation in the AHTC, (2) the AHTC priority list (see attached), (3) quality of application materials, and (4) completing the application materials according to the requirements. **IN ORDER FOR YOUR APPLICATION TO BE CONSIDERED, EACH OF YOUR APPLICATION MATERIALS MUST BE SUBMITTED BEFORE ITS DEADLINE.** This includes your application, \$75 registration fee, and historical book review.

Because we would like teachers to have a working knowledge of topics that may be covered during this experiential learning trip, all accepted applicants will be required to submit a historical book review as part of the application process. This paper will be 4-6 pages long and will be based on a non-fiction, historical book. The specific requirements for the historical review and the list of approved books are attached. These historical book reviews will be posted on the AHTC website.

The duration of this trip will be four nights and five days. Teachers will be responsible for their own transportation to and from Memphis, including mileage and hotel parking or airfare and transportation to and from the airport. While in Memphis, we will travel by foot, charter bus, and public transportation. We will stay at one centrally-located hotel for the duration of our trip, and there will be two teachers per room. All efforts will be made to accommodate roommate requests. The AHTC will cover the cost of hotel accommodations, transportation to group activities (that are not within walking distance), some meals, and admission to museums, etc. that we visit as a group. Teachers will be responsible for some meals and transportation and admission to non-group activities. The details of the itinerary have yet to be finalized, but highlights of our current plans include visits to the Civil Rights Museum, Stax Museum of American Soul, the Mississippi River Museum, and Sun Studio.

Either before the trip or upon return, teachers can submit a lesson plan related to the trip to receive a \$200 stipend. The details and instructions regarding this lesson plan are attached.

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Memphis: Music, the Mississippi and Marching for Freedom



INSTRUCTIONS FOR SUBMITTING YOUR APPLICATION MATERIALS

- The full application packet is available on the AHTC website: www.americanhistoryteachers.org. Please download the application and complete it electronically. All applications **MUST** be submitted electronically. Please email your application to Elizabeth Bologna at ebologna@usd116.org. Applications must be submitted by midnight on **February 2, 2010**. **APPLICATIONS THAT ARE NOT SUBMITTED ON TIME HAVE A GOOD CHANCE OF NOT BEING CONSIDERED.**
- On or before **February 16, 2010**, teachers whose applications have been accepted will be notified. Teachers will also be notified if they have been placed on the waiting list. Acceptance will be based on active participation in the AHTC, quality of the application, and teaching assignment placement on the AHTC priority list.
- If your application has been accepted, you will need to complete a historical book review. Detailed instructions are attached. Historical book reviews **MUST** be submitted electronically in Word or PDF format by midnight on **April 12, 2010**. Please email your historical book review to Elizabeth Bologna at ebologna@usd116.org.
- If your application has been accepted, you will also need to pay a \$75 registration fee for the trip. This fee must be postmarked or delivered by **April 12, 2010**. Please send your \$75 registration fee to:

Elizabeth Bologna—AHTC Assistant
205 N. Race Street
Urbana, IL 61801

- **IF YOUR HISTORICAL BOOK REVIEW AND REGISTRATION FEE ARE NOT SUBMITTED ON TIME, YOUR PLACE WILL BE GIVEN AWAY TO AN APPLICANT ON THE WAITING LIST.**

APPLICATION TIMELINE:

February 2nd	Application Due
February 16th	Acceptance and Waiting List Notification
April 12th	Historical Book Review and Registration Fee Due

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Memphis: Music, the Mississippi and Marching for Freedom



INSTRUCTIONS FOR SUBMITTING YOUR APPLICATION MATERIALS

For your reference, the experiential learning trip application is shown below. DO NOT FILL OUT THIS COPY OF THE APPLICATION FOR SUBMISSION. To complete your application, download it from the AHTC website (www.americanhistoryteachers.org), complete it, and submit it electronically. Only electronically submitted applications will be considered.

Experiential Learning Trip Application

Name:		Email:	
Home address:			
City:		State:	Zip:
School District:		School Name:	
Grade(s) Taught:	Total Years Teaching:	Years Teaching History:	
Subject(s) You Teach:			
Endorsements on Your Certificate:			
Does your curriculum include units on U.S. History, Illinois History, or Local History?			

Please describe in 500 words or less (1) how you have incorporated information gained from past AHTC events into your teaching, (2) what you hope to gain by attending the experiential learning trip to Memphis, and (3) how you plan to incorporate the knowledge gained from this trip into your teaching.

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PRIORITIES FOR TEACHER REGISTRATION AT AHTC EVENTS

The Department of Education expects that Teaching American History Grants will serve different teachers with each grant, if not different teachers each year of each grant. We have found that one of the strengths of our grants has been the mix of teachers who have attended AHTC events regularly and those who are new to our project. With the 2007, 2008 and 2009 grants, we are now serving teachers in Decatur, Danville, Champaign, Urbana, and several smaller school districts. Below is an explanation of how we will ensure that teachers in all of our consortium districts have opportunities to attend AHTC events, while still honoring the priorities set forth by the Department of Education.

-- Don Owen and Kathy Barbour

Spaces will be held for teachers from all AHTC consortium districts for each AHTC event. These spaces will be based on district size. For example, there will be twice the spaces held for Champaign teachers as there are for Urbana teachers. Not earlier than the C-U registration deadline and not later than three weeks before the event, unused district spaces will be released to teachers on the waiting list. Teachers on the waiting list will be added with respect to the size of their district (i.e., two Champaign teachers for every Urbana teacher). When there is no longer space, registration fees will be refunded to teachers.

Within each school district, teachers will be prioritized in this way:

PRIORITY ONE:

Teachers who spend 50% or more of their time with students teaching U. S. History, Illinois State History, or local history

PRIORITY TWO:

Teachers whose curriculum includes U. S. History, Illinois State History, or local history throughout the year, but they spend less than 50% of their time with students teaching this subject

Teachers who teach world history, geography, economics, or social studies for 50% or more of their time with students

Librarians

PRIORITY THREE:

Teachers whose curriculum and units regularly include U. S. History, Illinois State History, or local history, but they do not teach these subjects throughout the year

PRIORITY FOUR:

Teachers whose curriculum or units regularly include some world history or social studies, but they spend less than 50% of their time with students teaching world history or social studies

Teachers or coordinators who engage students in various history activities or regularly help students with history work

PRIORITY FIVE:

Teachers whose curriculum and units do not normally include U. S. History, Illinois State History, or local history (and they spend less than 50% of their time with students teaching world history or social studies), but they find ways to apply AHTC resources and information in their classrooms

PRIORITY SIX:

Teachers or coordinators whose curriculum and units do not include history or social studies, but who are endorsed in U. S. History, geography, or social studies

PRIORITY SEVEN:

Teachers or coordinators whose curriculum and units do not include history or social studies and who are not endorsed in U. S. History, geography, or social studies

Most current AHTC participants fall into priorities two through six.

To be considered for any of these priorities, applicants must have their registration form and fee turned in by the application deadline. Applicants who turn in their registration form and fee after the deadline will only be added after all other applicants have been accepted.

Memphis: Music, the Mississippi and Marching for Freedom



INSTRUCTIONS FOR HISTORICAL BOOK REVIEW

While a historical book review presents **CONTENT**, it focuses on **EVALUATION** in an attempt to answer the two-part question: "Would you recommend this book to others? Why?"

We suggest that you write your historical book review on one of the books from the attached book list. You may also choose another book related to the theme of the experiential learning trip (Memphis: Music, the Mississippi and Marching for Freedom) with pre-approval from Kathy Barbour (kbarbour@usd116.org). **Your 4-6 page book review should include:**

- 1. A thesis.** A good review – like any good essay – has a clear thesis which the entire paper argues and supports with evidence. For example: The author has written an intriguing book but fails to provide adequate evidence to support her argument.

- 2. An explanation of:**
 - a. the author's thesis and supporting arguments and evidence. (Do not shortchange this critical element. It will likely weave itself throughout your review.)
 - b. the author's approach (e.g., is the book a biography? Is it social history? military? political?)
 - c. your assessment of each
 - Look carefully at the book's introduction and preface.
 - Read the book for thesis/argument, not just facts.
 - Do not criticize the author for not writing the book YOU would have written. It is, however, valuable to note what would have made the book stronger.

- 3. An evaluation of the author's sources.**
 - Consider type, quality, and use of sources (keeping in mind the author's purpose and intended audience).
 - Does the author have adequate sources? Does he/she use them to present a convincing argument? Are only secondary sources used? If so, are their exclusive use suitable for the book? Are interviews and manuscripts used (if appropriate for the topic)? Do sources indicate the author has written a scholarly work if the author presents it as one?
 - Consider use – and usefulness – of footnotes (or endnotes) and bibliography. If either is missing, does that affect the book? (Consider author's purpose and reader's needs. Not every book needs documentation or was intended for an audience requiring it).

Memphis: Music, the Mississippi and Marching for Freedom



INSTRUCTIONS FOR HISTORICAL BOOK REVIEW

4. An explanation of the book's (a) organization and (b) contents.

- Is the book arranged chronologically, topically, or some variation? Is this the best arrangement to accomplish the author's goal?
- Do NOT try to summarize every point in the book, BUT be sure to provide a clear sense of what the book's contents are. Reviewers can often combine comments about contents with comments about thesis and organization. For example, a discussion of contents can provide information about how those contents are organized.
- Consider use – and usefulness – of index, appendices, photographs, charts, etc. Are they necessary? Helpful? Used properly? If they are not used, should they be? Do not mention a point unless you have some reason for doing so, which you must explain.

5. RELEVANT information about the author (such as profession, training, other works, politics, sex, religion, reputation).

- Who is your author? Is he/she an historian (or journalist or political scientist or participant? Etc.)
- Biographical information can often be found in a book's introduction or preface. The internet can also be a great source to locate information about your author.
- Throughout the review, consider whether the author is guided by values, biases, background, etc., rather than by objectivity/neutrality/facts. All authors will have a personal bias of some kind; however, if the bias does not seem to influence the scope of the scholarship overmuch, there is no need to address it..

6. You are the "expert" on your topic. Analyze the value of your book in relation to other works; do not treat it as if it existed in a vacuum.

- What does your book reveal about the need for future research? What research opportunities does it encourage or suggest?

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INSTRUCTIONS FOR HISTORICAL BOOK REVIEW

7. Analysis of the author's writing style (one or two can often suffice).

- How readable is the book? Does the author have an easy-to-follow style? Does his/her style fit the audience at which the book is aimed? Does the style have any notable peculiarities (good or bad)?
- If style can best be explained only through a sample, provide a quotation that epitomizes that author's style.

8. Whether you recommend the books to others and why.

- What type of reader should use this book? WHY?
- Is it a book for someone new to its topic? Is it a book for experts? Is it a book for the general educated review? Is it a book that is valuable but only if read with other works? If so, what other works?

Additional Instructions

- If one of the above considerations does not apply to your book, do not force it into your review.
- Do NOT quote at length, but if you quote, document with page numbers in parentheses in the text.
- As with all formal essays, your review must provide the reader with all necessary information (e.g., author's full name, book's full title) and must observe requirements of an essay.

Memphis: Music, the Mississippi and Marching for Freedom



ADDITIONAL RESOURCES FOR HISTORICAL BOOK REVIEW

Understanding Historical Perspective

All historians bring to their works their own historical perspective. That perspective might be determined by his or her political bent or by the use of social theories in the analysis.

Every historian's ideas are somewhere on the political spectrum. Historians may be described as conservative, liberal, or anywhere in between (and can vary according to the issue they are discussing). Rarely do scholars acknowledge their political perspective in their works; however, that does not mean that a perspective does not exist. Sometimes, that perspective plays a significant role in forming the historian's interpretation.

For instance, these historians differ significantly in their political views of Columbus and his world:

- Columbus personified the modern spirit. A modest capitalist, he invested some of his own money in the venture. When his tiny vessels dipped below the horizon in 1492, they carried with them a transcendent faith in the individual--and a passion for wealth, power, and glory. [Thomas Greer, *A Brief History of Western Man*, 2d ed. (New York: Harcourt Brace Jovanovich, 1972), 210]
- The Spain that Christopher Columbus and his crews left behind just before dawn on August 3, 1492, as they sailed forth from Palos and out into the Atlantic, was for most of its people a land of violence, squalor, treachery, and intolerance. In this respect Spain was no different from the rest of Europe. [David E. Stannard, *American Holocaust, Columbus and the Conquest of the New World* (New York: Oxford University Press, 1992)]

Some historians' works are informed by social theories. These theories most frequently include Marxism and feminism. The use of specific vocabulary of a theory, such as "patriarchy" and "exploitation," often indicate an author's use of that social theory in his or her analysis. For instance, feminist works often discuss patriarchy and the subordination of women:

- Historically, the generative capacity of women has been the material basis for their subordination and oppression. Men, ruling classes, and states have sought to manipulate this capacity to suit their economic and political needs at various periods. This study presents one example, that of a planter class attempting to control the reproductive capacity of slave women in order to further its economic interests." [Rhoda E. Reddock, "Women and Slavery in the Caribbean: A Feminist Perspective," *Latin American Perspectives* 22 (Winter 1985): 76-77]
- The purpose of this article is to suggest that the burdens shouldered by slave women actually represented in extreme form the dual nature of all women's labor within a patriarchal, capitalist society: the production of goods and services and the reproduction and care of members of a future work force." [Jacqueline Jones, "My Mother was Much of a Woman!: Black Women, Work and the Family under Slavery," *Feminist Studies* 8 (1982): 236]

Memphis: Music, the Mississippi and Marching for Freedom



ADDITIONAL RESOURCES FOR HISTORICAL BOOK REVIEW

Marxist works frequently describe relationships in terms of class structure and capital:

- In the Old South extensive and complicated commercial relations with the world market permitted the growth of a small commercial bourgeoisie. The resulting fortunes flowed into slave-holding, which offered prestige and was economically and politically secure in a planter- dominated society. [Eugene Genovese, "The Slave South: An Interpretation," *Science and Society* 25 (1961): 323.
- Similarly in Cuba slave mothers returned to work about six weeks after childbirth, at which time the child was turned over to the plantation nursery . . . This illustration lays bare the realities of marriage and the nuclear family. In this period in Caribbean history, this form of social organization did not meet the needs of capital." Rhoda E. Reddock, "Women and Slavery in the Caribbean: A Feminist Perspective," *Latin American Perspectives* 44 (Winter 1985): 68-69.

Histiographic Clues

Some Things to Look For in Books and Articles

- WHAT'S THE DEBATE? Use the author's discussion of other works to define the historiographic debate.
- WHAT'S THE AUTHOR'S PERSPECTIVE? Is he/she a Marxist? A conservative? A feminist? Trying to be middle of the road? How does the author compare his/her perspective to others?
- WHAT'S THE AUTHOR'S METHODOLOGY? Is the author an economic historian? An intellectual historian? A political historian? TIP: analyze the primary sources which the author uses; they should give you some idea of his/her angle of study. How does the author compare his/her methodology to others?
- WHAT'S THE PURPOSE OF THE WORK? WHAT'S ITS THESIS? TIP: Usually discussions of the purpose of a work (to look at some neglected topic, to study a topic from a new angle, etc.) are prime indicators of its thesis (i.e., the author's conclusions after looking and studying).
- WHAT SOURCES DOES THE AUTHOR USE? Does he/she rely on original documents? On the works of other historians? On the works of non-historians?.
- TIPS: sometimes authors discuss their sources in their preface or introduction. Some provide not only a bibliography but information about sources in a "preface" to the bibliography. If a book or article lacks a bibliography, check the endnotes or footnotes.

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Memphis: Music, the Mississippi and Marching for Freedom



APPROVED BOOKS FOR HISTORICAL ANALYSIS PAPER

CIVIL RIGHTS:

Southern Labor and Black Civil Rights: Organizing Memphis Workers by Michael K. Honey

Widely praised when it was first published and now considered a classic by many, *Southern Labor and Black Civil Rights* chronicles the southern industrial union movement from the Great Depression to the cold war, a history that created the context for the sanitation workers' strike that brought Dr. Martin Luther King, Jr. to Memphis in April 1968. Michael K. Honey documents the dramatic labor battles and sometimes heroic activities of organizers and ordinary workers that helped to set the stage for segregation's demise.

Going Down Jericho Road: The Memphis Strike, Martin Luther King's Last Campaign by Michael K. Honey

Although many people know Martin Luther King Jr. died in Memphis, few know what he was doing there, observes labor historian Honey in this moving and meticulous account of the sanitation workers' strike in Memphis between January and April 1968. Marrying labor history to civil rights history, the University of Washington professor fluently recounts the negotiations that ensued after black sanitation workers revolted over being sent home without pay on rainy days, although white workers were paid. While showing how their work stoppage became a strike, then a local movement, before coalescing in the Poor People's Campaign, Honey also reveals King's shift in emphasis "from desegregation and voting rights to the war and the plight of the working class." He also vividly captures many dramatic moments, including marches and sermons as well as King's assassination and its violent aftermath. While familiar villains, famous civil rights activists and King himself often take center stage, the rank-and file workers, whose lives are revealed here, remain the story's heroes and martyrs. Honey's passionate commitment to labor is undisguised, making this effort a worthy and original contribution to the literature.

You Must Be from the North: Southern White Women in the Memphis Civil Rights Movement by Kimberly K. Little

"You must be from the North," was a common, derogatory reaction to the activities of white women throughout the South, well-meaning wives and mothers who joined together to improve schools or local sanitation but found their efforts decried as more troublesome civil rights agitation. *You Must Be from the North: Southern White Women in the Memphis Civil Rights Movement* focuses on a generation of white women in Memphis, Tennessee, born between the two World Wars and typically omitted from the history of the civil rights movement. The women for the most part did not jeopardize their lives by participating alongside black activists in sit-ins and freedom rides. Instead, they began their journey into civil rights activism as a result of their commitment to traditional female roles through such organizations as the Junior League. What originated as a way to do charitable work, however, evolved into more substantive political action. While involvement with groups devoted to feeding schoolchildren and expanding Bible study sessions seemed benign, these white women's growing awareness of racial disparities in Memphis and elsewhere caused them to question the South's hierarchies in ways many of their peers did not. Ultimately, they found themselves challenging segregation more directly, found themselves ostracized as a result, and discovered they were often distrusted by a justifiably suspicious black community. Their newly discovered commitment to civil rights contributed to the success of the city's sanitation workers' strike of 1968. Dr. Martin Luther King, Jr.'s death during the strike resonated so deeply that for many of these women it became a defining moment. In the long term, these women proved to be a persistent and progressive influence upon the attitudes of the white population of Memphis, and particularly on the city's elite.

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Memphis: Music, the Mississippi and Marching for Freedom



APPROVED BOOKS FOR HISTORICAL ANALYSIS PAPER

Walking with the Wind: A Memoir of the Movement by John Lewis and Michael D'Orso

John Lewis is an authentic American hero, a modest man from the most humble of beginnings who left a rural Alabama cotton farm 40 years ago and strode into the forefront of the civil rights movement. One of the young people who brought the teachings of Gandhi and King to the lunch counters of Nashville in 1960, Lewis suffered taunts and threats, beatings and arrests. He spoke at the historic 1963 March on Washington and became chairman of the Student Nonviolent Coordinating Committee. The nation, tuned to the nightly news, watched in horror as state troopers clubbed him viciously, fracturing his skull as he led a march in Selma, Alabama, in 1965. Today, he's the only member of Congress who can be proud of having been carried off to jail more than 40 times. With the help of a collaborator, journalist Michael D'Orso, this remarkable man has written a truly remarkable book. *Walking with the Wind* is a deeply moving personal memoir that skillfully balances the intimate and touching recollections of the deeply thoughtful Lewis with the intense national drama that was the civil rights movement.

The Children by David Halberstam

In *The Children*, prize-winning journalist and author David Halberstam goes back in time to the beginnings of the civil rights movement in Nashville, Tennessee, tracing both the lives of the individuals who initiated it and the growth of the movement itself into its present-day status. Every epic must have its hero, and *The Children* has James Lawson, a young, African American divinity student whose tactics in civil disobedience were learned at the knees of Mahatma Gandhi's followers during a three-year stint as a missionary to India. When he returned to the States and was accepted into the all-white Vanderbilt Divinity School, Lawson began teaching workshops to Nashville's African American youth designed to equip them for the equal-rights struggle, a battle Lawson believed could be won only with nonviolent tactics. Halberstam chronicles the fight against racism with the insight that comes from witnessing it first-hand. As a young journalist for the *Tennessean* in Nashville, he covered the rise of the civil rights movement, and in *The Children* he draws on many of his writings from the era. From accounts of lunch-counter sit-ins to the freedom rides, Halberstam's book covers the map of the crusade for racial equality, serving as a poignant reminder that heroes come in all ages, colors, and characters.

Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement from 1830 to 1970 by Lynne Olson

Although men like Martin Luther King Jr. and Stokely Carmichael grabbed the headlines, women provided not just the backbone but frequently the leadership of the civil rights movement, this punchy popular history reminds us. And not just during the 1950s and '60s: Ida Mae Wells spearheaded an international anti-lynching campaign in 1892, Mary White Ovington helped launch the NAACP in 1909, and Pauli Murray led the first sit-in in 1944. Olson displays a marvelous knack for knitting sharp individual portraits into a cohesive group biography within a lively, accessible narrative. She makes it clear that women like Rosa Parks, Diane Nash, and Ida Mae Holland were not mere foot soldiers for male generals. Parks's record of civil rights work dated to the 1940s, long before she sparked the Montgomery bus boycott. The 22-year-old Nash revitalized the Freedom Rides after male colleagues nearly abandoned them in the wake of white violence. Holland transformed herself from an 18-year-old prostitute into a determined activist inspired by the older women she called "mamas" who could be seen on the front lines of every march, singing and testifying. Ella Baker, Jo Ann Robinson, Septima Clark, and Fannie Lou Hamer are among the other neglected figures who finally get their due in Olson's moving tribute.

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Memphis: Music, the Mississippi and Marching for Freedom



APPROVED BOOKS FOR HISTORICAL ANALYSIS PAPER

Battling the Plantation Mentality: Memphis and the Black Freedom Struggle by Laurie B. Green

African American freedom is often defined in terms of emancipation and civil rights legislation, but it did not arrive with the stroke of a pen or the rap of a gavel. No single event makes this more plain, Laurie Green argues, than the 1968 Memphis sanitation workers' strike, which culminated in the assassination of Martin Luther King Jr. Exploring the notion of "freedom" in postwar Memphis, Green demonstrates that the civil rights movement was battling an ongoing "plantation mentality" based on race, gender, and power that permeated southern culture long before--and even after--the groundbreaking legislation of the mid-1960s. With its slogan "I AM a Man!" the Memphis strike provides a clarion example of how the movement fought for a black freedom that consisted of not only constitutional rights but also social and human rights. As the sharecropping system crumbled and migrants streamed to the cities during and after World War II, the struggle for black freedom touched all aspects of daily life. Green traces the movement to new locations, from protests against police brutality and racist movie censorship policies to innovations in mass culture, such as black-oriented radio stations. Incorporating scores of oral histories, Green demonstrates that the interplay of politics, culture, and consciousness is critical to truly understanding freedom and the black struggle for it.

Origins of the Civil Rights Movements by Aldon D. Morris

Articulate and provocative, Aldon Morris' study of the American Civil Rights Movement is a comprehensive and comprehensible analysis of a strategic struggle for human survival and essential dignity. Emphasizing that African Americans have rarely accepted the subordinate position forced upon them, that the Civil Rights Movement was carefully orchestrated rather than a series of random events, and that women played a critical role in the organization and implementation of the movement, Morris incisively resurrects and dismantles official discourses. Morris' extensive use of the interview technique enables the reader to probe the minds of the makers and shakers of the movement, as we hear them speak in their own words. Somewhat academic in its approach, yet eminently readable, "Origins of the Civil Rights Movement" can be understood and appreciated by students, academicians, and history buffs alike. It is a must-read for those interested in a complete understanding of American history in general and of African American history in particular.

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APPROVED BOOKS FOR HISTORICAL ANALYSIS PAPER

MISSISSIPPI RIVER AND SOUTHERN ECONOMY:

When the Mississippi Ran Backwards : Empire, Intrigue, Murder, and the New Madrid Earthquakes by Jay Feldman

The shocks that devastated the Mississippi River town of New Madrid, Mo., and environs in the winter of 1812 were among the strongest earthquakes in America's history. But in human terms they were fairly inconsequential (about 100 people died in the lightly populated area), hence the resort to empire, intrigue and murder to flesh out this engaging if haphazard survey of the Mississippi valley frontier. Journalist and scriptwriter Feldman gives a lucid rundown of the geology and seismology of the quakes and skillfully deploys sparse firsthand memoirs of the disaster to describe the titanic upheavals of earth and water that terrified onlookers. But that leaves most of the book still to write, so he brings in other developments tenuously related to the earthquake and the region. These include the brutal Indian wars of the early 19th century, the maiden voyage of the Mississippi's first steamboat and the murder of a Kentucky slave by his degenerate owner, which came to light after one of the titular quakes demolished the chimney where the victim's remains were hidden; a set piece of the Battle of New Orleans is tacked on as a coda. The author's attempts to tie these happenings together are perfunctory at best, but it's a diverting patchwork of events, with colorful characters, that Feldman's well-paced storytelling turns into a vivid historical panorama.

Big Cotton: How a Humble Fiber Created Fortunes, Wrecked Civilizations, and Put America on the Map by Stephen Yafa

In the beginning was the plant—*Gossypium malvaceae*. From this common variety of swamp mallow came the fiber that brought success and hardship in equal measure to the humans who domesticated it. Screenwriter and journalist Yafa lyrically tells a tale of slimy merchants, corrupt politicians and downtrodden farmers and workers upon whose backs huge fortunes were made. Coming from a Europe starved for cotton fabrics, Christopher Columbus exploited the American natives' mastery of the plant. The Puritans of New England entered into the slave trade to finance their insatiable need for cotton cloth. And in the American South an entire civilization was based on "King Cotton": a flourishing slaveholding civilization featuring ostentatious plantation houses stuffed with the goods of conspicuous consumption. The cruelty and reward, Yafa shows, continue to this day. Cotton farmers in Mali are impoverished due in large part to U.S. government subsidies to corporate agribusiness. But despite much fascinating information, the book disappoints. Yafa has jammed his narrative with too many wild characters, outrageous stories and goofy personal asides. Some may tire quickly of the details of warp and weft and the workings of the spinning jenny. Yet for all the flaws of the single-lensed view of history, Yafa tells a tale that covers a wide, dramatic swath.

Cotton and Race in the Making of America: The Human Costs of Economic Power by Gene Dattel

Two themes, one explicit, one implicit, compete in this exploration of the link between the development of American capitalism and the devastation of the African-American community. The price of cotton as the determinant of America's destiny, influencing and even overcoming individual will and ethical behavior is the fully explicit one. In treating it, Dattel offers an economic history of cotton. The book's chronological path absorbs the creation of the Confederacy, the waging of the Civil War, Reconstruction, the rise of the Klan, the development of sharecropping, the displacement of black labor by machine and the falling price of cotton. The secondary and competing theme is Northern complicity in the slave trade, the cotton economy, segregation, racism and the development of the black underclass in the North and South, with its destructive behavioral characteristics. The economic slant leads to interesting tables and statistics concerning fluctuations in the price of cotton, but for serious readers, the usefulness of Dattel's work is diminished by his heavy reliance on secondary sources and casual documentation.

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APPROVED BOOKS FOR HISTORICAL ANALYSIS PAPER

Steamboats and the Cotton Economy: River Trade in the Yazoo-Mississippi Delta by Harry P. Owens

This first book to make a detailed exploration of the system of riverboat traffic of the Delta region is also the first balanced study showing how steamboats in the early years of the republic performed essentially the same role that railroads would later perform in revolutionizing the interior of the nation. In discovering the role of steamboats in the everyday life of the Mississippi Delta, this book reveals the vital economic function of river transportation in the development of the region. This history of the steamboat era in the region covers a century, from the 1820s when itinerant steamers of the Mississippi River mosquito fleet rushed into the Delta for cargoes and passengers, until 1920 when Mississippi River towboats and their barges entered the Delta waterways. Between these decades, young men who came of age along the Yazoo River gained control of their waterways in the late antebellum period and tried to hold them for the Confederacy during the war years. Re-establishing their control in the post-bellum Cotton Kingdom, Captain Parisot and his associates fought a futile battle against the business giants of New Orleans. During the final days of the era, when they were confined to the Delta waterways, Yazoo steamboatmen faced the new challenge of the railroads. By 1900, the locomotive supplanted the steamboat for most interregional shipping, but steamers continued to transport large quantities of freight and thousands of passengers each year. After more than a century, steamboats, which had played such a vital role in the building of the Mississippi-Yazoo Delta, yielded to the internal combustion engine and the era ended.

Black Life on the Mississippi: Slaves, Free Blacks, and the Western Steamboat World by Thomas C. Buchanan

All along the Mississippi--on country plantation landings, urban levees and quays, and the decks of steamboats--nineteenth-century African Americans worked and fought for their liberty amid the slave trade and the growth of the cotton South. Offering a counternarrative to Twain's well-known tale from the perspective of the pilothouse, Thomas C. Buchanan paints a more complete picture of the Mississippi, documenting the rich variety of experiences among slaves and free blacks who lived and worked on the lower decks and along the river during slavery, through the Civil War, and into emancipation. Buchanan explores the creative efforts of steamboat workers to link riverside African American communities in the North and South. The networks African Americans created allowed them to keep in touch with family members, help slaves escape, transfer stolen goods, and provide forms of income that were important to the survival of their communities. The author also details the struggles that took place within the steamboat work culture. Although the realities of white supremacy were still potent on the river, Buchanan shows how slaves, free blacks, and postemancipation freed people fought for better wages and treatment.

Rising Tide: The Great Mississippi Flood of 1927 and How It Changed America by John M. Barry

In the spring of 1927, America witnessed perhaps its greatest natural disaster: a flood that profoundly changed race relations, government, and society in the Mississippi River valley region. Barry presents here a fascinating social history of the effects of the massive flood. More than 30 feet of water stood over land inhabited by nearly one million people. Almost 300,000 African Americans were forced to live in refugee camps for months. Many people, both black and white, left the land and never returned. Using an impressive array of primary and secondary sources, Barry clearly traces and analyzes how the changes produced by the flood in the lower South came into conflict and ultimately destroyed the old planter aristocracy, accelerated black migration to the North, and foreshadowed federal government intervention in the region's social and economic life during the New Deal.

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MUSIC HISTORY:

Good Rockin' Tonight: Sun Records and the Birth of Rock 'N' Roll by Colin Escott and Martin Hawkins

The authors build a credible case for their assertion that the Sun studio was the birthplace of rock 'n' roll. Sun's founder, Sam Phillips, was the first to record artists who blended country music with rhythm and blues (R & B), creating the "rockabilly" sound that set the direction rock 'n' roll has taken to the present day. Sun, a Memphis, Tenn.-based label formed in 1952, never attained the level of success of the major record companies. But Phillips, a former disc jockey who broke into the record industry by recording R & B artists such as Howlin' Wolf and Joe Louis Hill, remains a seminal, almost legendary figure in modern music history, having discovered Elvis Presley, Jerry Lee Lewis, Johnny Cash, Roy Orbison and a host of lesser-known performers who have influenced recording artists of the past 40 years. Well-written and well-researched, the book is a worthy addition to the growing literature of rock 'n' roll.

Sun King: The Life and Times of Sam Phillips, the Man Behind Sun Records by Kevin Crouch

Music producer Sam Phillips and his landmark studio, Sun Records, hold a unique place in the history of rock 'n' roll. By many accounts, before Phillips recorded "Rocket 88" by Jackie Brenston and his Delta Cats in 1951, rock 'n' roll as we know it didn't even exist. Phillips is simultaneously hailed as the man who discovered Elvis Presley and derided as the man who sold the same artist to RCA for a paltry \$35,000. The list of musical legends that passed through the doors of Sun Records is simply astounding, including BB King, Ike Turner, Johnny Cash, Roy Orbison, and Jerry Lee Lewis. Stripping away the glossy veneer of legend around the Phillips story—which, like his signature sound, was much the result of his own careful crafting—this story reveals a man who, from a very young age, heard a musical sound that no one else heard.

Deep Blues: A Musical and Cultural History of the Mississippi Delta by Robert Palmer

Blues is the cornerstone of American popular music, the bedrock of rock and roll. In this extraordinary musical and social history, Robert Palmer traces the odyssey of the blues from its rural beginnings, to the steamy bars of Chicago's South Side, to international popularity, recognition, and imitation. Palmer tells the story of the blues through the lives of its greatest practitioners: Robert Johnson, who sang of being pursued by the hounds of hell; Muddy Waters, who electrified Delta blues and gave the music its rock beat; Robert Lockwood and Sonny Boy Williamson, who launched the King Biscuit Time radio show and brought blues to the airwaves; and John Lee Hooker, Ike Turner, B.B. King, and many others.

Sweet Soul Music: Rhythm and Blues and the Southern Dream of Freedom by Peter Guralnick

Here, in a narrative that captures all the tumult and liberating energy of a nation in transition, is the story of the legendary performers -- Sam Cooke, Ray Charles, James Brown, Solomon Burke, Aretha Franklin, Otis Redding, and Al Green among them -- who merged gospel and rhythm and blues to create Southern soul music.

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Soulsville U.S.A.: The Story of Stax Records by Rob Bowman

Walk the halls of the famous studio that produced hits for Otis Redding, Isaac Hayes, Sam and Dave, and Booker T. and the MGs. Soulsville, U.S.A. provides the first history of the groundbreaking label along with compelling biographies of the promoters, producers, and performers who made and sold the music.

All Shook Up: How Rock 'n' Roll Changed America by Glenn C. Altschuler

The birth of rock 'n roll ignited a firestorm of controversy--one critic called it "musical riots put to a switchblade beat"--but if it generated much sound and fury, what, if anything, did it signify? As Glenn Altschuler reveals in *All Shook Up*, the rise of rock 'n roll--and the outraged reception to it--in fact can tell us a lot about the values of the United States in the 1950s, a decade that saw a great struggle for the control of popular culture. Altschuler shows, in particular, how rock's "switchblade beat" opened up wide fissures in American society along the fault-lines of family, sexuality, and race. For instance, the birth of rock coincided with the Civil Rights movement and brought "race music" into many white homes for the first time. Elvis freely credited blacks with originating the music he sang and some of the great early rockers were African American, most notably, Little Richard and Chuck Berry. In addition, rock celebrated romance and sex, rattled the reticent by pushing sexuality into the public arena, and mocked deferred gratification and the obsession with work of men in gray flannel suits. And it delighted in the separate world of the teenager and deepened the divide between the generations, helping teenagers differentiate themselves from others. Altschuler includes vivid biographical sketches of the great rock 'n rollers, including Elvis Presley, Fats Domino, Chuck Berry, Little Richard, Jerry Lee Lewis, and Buddy Holly--plus their white-bread doppelgangers such as Pat Boone. Rock 'n roll seemed to be everywhere during the decade, exhilarating, influential, and an outrage to those Americans intent on wishing away all forms of dissent and conflict. As vibrant as the music itself, *All Shook Up* reveals how rock 'n roll challenged and changed American culture and laid the foundation for the social upheaval of the sixties.

Lost Highway: Journeys and Arrivals of American Musicians by Peter Guralnick

A companion to the author's 1971 entrée to book publishing, *Feel Like Going Home*, *Lost Highway* reveals Peter Guralnick's growth as a chronicler of American roots music. Published eight years after *Going Home*, *Lost Highway* tills the same rich soil--the likes of Sun Records chief Sam Phillips, bluesman Howlin' Wolf, and dispirited country-politan star Charlie Rich resurface. But here Guralnick also explores the psyches and works of kindred spirits both celebrated (Elvis Presley and Merle Haggard) and obscure (rockabilly journeyman Sleepy LaBeef and the "world's oldest teenager," Rufus Thomas). Guralnick reveals a unifying hook: for each musician, touring has become "journey, arrival, process, definition, virtually replacing in almost every instance the very impetus that set them out on the road in the first place." The author has a knack for finding the insecurities entangled with the talents of his peripatetic idols--perhaps they feel more comfortable opening up to him, sensing he only seeks to understand how their anxiety affects their art.

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MEMPHIS HISTORY:

The American Plague: The Untold Story of Yellow Fever, the Epidemic that Shaped Our History by Molly Caldwell Crosby

In a summer of panic and death in 1878, more than half the population of Memphis, Tenn., fled the raging yellow fever epidemic, which finally waned when cooler weather set in. The disease had been transmitted by the *Aedes aegypti* mosquito, which came in swarms on ships from the Caribbean or West Africa. Journalist Molly Crosby offers a forceful narrative of a disease's ravages and the quest to find its cause and cure. Crosby is particularly good at evoking the horrific conditions in Memphis, "a city of corpses" and rife with illness characterized by high fever, black vomit and hemorrhaging, treated by primitive methods. Crosby also relates arresting tales of heroism, such as how two nuns returned to the quarantined city from a vacation to nurse the victims. The author profiles scientists, some of whom died in their fight to identify the cause of this deadly disease.

It Came From Memphis by Robert Gordon

Perhaps no other city in America has provided more grist for the music sociology mill than Memphis, Tennessee. While Memphis has been the muse for some truly classic books, the rhetoric surrounding "The Birthplace of Rock & Roll" can be as daunting as a walk down the ravenously gentrified blues theme park that is Beale Street. Enter Robert Gordon, a Memphis native and keen chronicler of the city's secret history. Gordon's *It Came from Memphis* all but ignores the Bluff City's oft-cited musical hierarchy in favor of its great unheralded eccentrics. You might not be familiar with the Insect Trust or Mudboy and the Neutrons, but Gordon argues--with empathy and wit--that you should be. Whether it's Memphis's wrestling legend Sputnik Monroe, or the city's esoteric patron saint, artist-professor John McIntire, Gordon's shrewd eye sees the mojo in them all. In a way, Gordon's book is even more vital than the classic volumes on Memphis music that predate it. Where Guralnick interprets a musical tradition that is already firmly embedded in the American psyche, Gordon gives voice to a clandestine tradition that otherwise might go forgotten.

Memphis and the Paradox of Place: Globalization of the American South by Wanda Rushing

Celebrated as the home of the blues and the birthplace of rock and roll, Memphis, Tennessee, is where Elvis Presley, B. B. King, Johnny Cash, and other musical legends got their starts. It is also a place of conflict and tragedy--the site of Martin Luther King Jr.'s 1968 assassination--and a city typically marginalized by scholars and underestimated by its own residents. Using this iconic southern city as a case study, Wanda Rushing explores the significance of place in a globalizing age. Challenging the view that globalization renders place generic or insignificant, Rushing argues that cultural and economic distinctiveness persists in part because of global processes, not in spite of them. Rushing weaves her analysis into stories about the history and global impact of blues music, the social and racial complexities of Cotton Carnival, and the global rise of FedEx, headquartered in Memphis. She portrays Memphis as a site of cultural creativity and global industry--a city whose traditions, complex past, and specific character have had an influence on culture worldwide.

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BIOGRAPHIES:

Mayor Crump Don't Like It: Machine Politics in Memphis by G. Wayne Dowdy

In the 1930s thousands of African Americans abandoned their long-standing allegiance to the party of Abraham Lincoln and began voting for Democratic Party candidates. One of the forgotten builders of this modern Democratic Party was Memphis mayor and congressman Edward Hull Crump. Crump created a biracial, multiethnic coalition within the segregated South that transformed the Mississippi Delta's largest city into a modern southern metropolis. In the 1930s Crump emerged as a national leader who influenced the direction of American politics. In 1936 Time described Crump as "one of the South's most remarkable politicians." A political advisor to Franklin Roosevelt, Crump convinced a large number of blacks to abandon their allegiance to the Republicans for the party of FDR. Ironically, Crump's power and influence ebbed over the course of the 1940s in large part due to the increasing independence of black voters seeking to desegregate Memphis and the South. Determined to maintain segregation, Crump abandoned the Democrats in 1948 for the States' Rights Party and experienced a crushing political defeat.

Andrew Jackson: His Life and Times by H.W. Brands

Historian Brands, author of the bestselling *The First American: The Life and Times of Benjamin Franklin*, now turns to Andrew Jackson (1767–1845), illuminating both the mettle of a fascinating leader and the crucible in which American democracy was forged. A military hero during the War of 1812 and winner of the popular presidential vote in 1824 (he lost the election in Congress), Jackson won the office handily in 1828. Brands argues that the populist Jackson changed the very nature of the presidency, vetoing more bills than all six of his predecessors combined; thwarting the bank of the United States; and in a dramatic test of wills, preparing for civil war when South Carolina threatened to secede over tariffs. He died at the age of 78, just days after learning that Texas would join the union. Although Brands lacks the narrative flair of David McCullough, his effort is intensely engaging. He meticulously renders Jackson's life, his ugly massacres of Indians as well as his triumphs, with unflinching detail. He also conveys the vagaries of war, life on the frontier, the perilous state of the union and the brass-knuckles politics of the day. The result is a bracing, human portrait of both a remarkable man and of American democracy as it was transformed from a "government of the people" into a "government by the people."

Last Train to Memphis: The Rise of Elvis Presley by Peter Guralnick

There's no mention of sequins, drugs, or peanut butter in this understated biography of the teenaged Elvis, a serious and worthy attempt to answer the question, "Who was this guy before he was an icon, the voice of a generation, the King?" The essential clarity and honesty of Guralnick's prose clearly limns the eager, malleable boy whose immense talent changed the course of American music.

Hellfire by Nick Tosches

The dramatic and tormented life of Jerry Lee Lewis is the most fabled in rock-'n'-roll history. *Hellfire* is a wild, riveting, and beautifully written biography that received universal acclaim on its original publication and remains one of the most remarkable biographies ever written. Born in Louisiana to a family legacy of great courage and greater madness, Jerry Lee was torn throughout his life between a harsh Pentecostal God and the Devil of alcohol, drugs, and rock 'n' roll. He began performing publicly at fourteen, and at twenty-one he recorded "Whole Lotta Shakin' Goin' On," which propelled him to stardom. Almost immediately, news of his marriage to his thirteen-year-old cousin all but destroyed his career. Over the next twenty years, Jerry Lee, ever indomitable and ever wild, would rise again as a country star, and then lose it all again to his own inner demons. *Hellfire* is a brilliant, audacious journey into the soul of a rock-'n'-roll legend, and into the soul of rock 'n' roll itself.

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Bearing the Cross: Martin Luther King, Jr., and the Southern Christian Leadership Conference by David Garrow

In this 1987 Pulitzer Prize winner, David J. Garrow, through extensive interviews, and access to F.B.I. transcripts, delves deeply into both Dr. Martin Luther King's leadership role and his private life. He attributes King's moral and physical courage to his religious faith: King believed that he had literally been called to do the Lord's work. But from 1965, when the F.B.I. taped King in sexual encounters and sent the tape to S.C.L.C. headquarters, his associates noted a "spiritual depression", even a "death wish." Fear that exposure would ruin his public work dogged him until his assassination in 1968. While documenting the F.B.I.'s dirty tricks, Garrow never loses sight of King's achievement and vision, nor of the poignancy of King's belief that "the cross is something that you bear and ultimately that you die on."

Parting the Waters : America in the King Years 1954-63 by Taylor Branch

The first book of a formidable three-volume social history, *Parting the Waters* is more than just a biography of the Rev. Martin Luther King Jr. during the decade preceding his emergence as a national figure. Branch's thousand-page effort, which won the Pulitzer Prize as well as the National Book Critics Circle Award for General Nonfiction, profiles the key players and events that helped shape the American social landscape following World War II but before the civil-rights movement of the 1960s reached its climax. The author then goes a step further, endeavoring to explain how the struggles evolved as they did by probing the influences of the main actors while discussing the manner in which events conspired to create fertile ground for change.

Pillar of Fire : America in the King Years 1963-65 by Taylor Branch

Pillar of Fire is the second volume of Taylor Branch's magisterial three-volume history of America during the life of the Reverend Martin Luther King Jr. Branch's thesis, as he explains in the introduction, is that "King's life is the best and most important metaphor for American history in the watershed postwar years," but this is not just a biography. Instead it is a work of history, with King at its focal point. The tumultuous years that Branch covers saw the assassination of President John F. Kennedy, the beginnings of American disillusionment with the war in Vietnam, and, of course, the civil rights movement that King led, a movement that transformed America as the nation finally tried to live up to the ideals on which it was founded.

At Canaan's Edge: America in the King Years, 1965-68 by Taylor Branch

The engrossing final installment of Branch's three-volume biography of Martin Luther King Jr. maintains the high standards set in the previous volumes, the first of which won a Pulitzer Prize. Moving from the protest at Selma and the 1966 Meredith March through King's expanding political concern for the poor to his 1968 assassination in Memphis, Tenn., Branch gives us not only the civil rights leader's life but also the rapidly changing pulse of American culture and politics. The America we find in this last chapter of King's life is on fire—the Republican Party has begun to court white Southern voters; the Civil Rights movement itself has fractured; King sees bold challenges to his teaching of nonviolence in the 1965 Watts riots in Los Angeles. King himself has evolved, spreading his interests beyond civil rights to become a more outspoken critic of the Vietnam War and of poverty. A turning point in King's legacy, says Branch, was his housing actions in Chicago in the summer of 1966. This work "nationalized race," showing that it wasn't just a Southern problem, and ensured that King would go down in history as much more than a regional leader.

Memphis: Music, the Mississippi and Marching for Freedom



INSTRUCTIONS FOR LESSON PLAN

Unlike other experiential learning trips, the AHTC will not be offering a travel stipend for this trip. However, we are still offering stipends for a reflective lesson plan. Because of this change, we will be accepting lesson plans both before and after the trip. Each participant who desires a stipend is responsible for turning in a reflective lesson plan. For the assignment, you will be using one or more primary sources and other resources obtained during prior to or the experiential learning trip. Please keep in mind that the lesson plans will be published on the AHTC website and therefore cannot contain copies from a book.

- Your lesson or series of lessons will take place over 1-2 days so that there is some time for writing, analysis, and reflection.
- Please use the following lesson plan template as a guide while completing the lesson plan.
- The students need to analyze primary sources
- It is recommended that students use a graphic organizer at some point during the lesson
- Please send your lesson to Alexis Jones at ajones@usd116.org as an email attachment in Word.
- Lessons can be turned in either before or after the trip, but must be emailed to Alexis no later than July 31, 2010.

AHTC Lesson Plan Template

Title/Unit/Topic

Abstract

Include a short summary or overview of the lesson or unit. This will help people when they're looking at lesson plans online.

Essential Questions/Enduring Understandings

What is the "big picture" concept to be learned? What do you want students to remember in ten years? This can be in the form of one or more questions.

Assessments

How will you know what students are learning?

Setting the Purpose

How will you activate the students' prior knowledge and set a common goal for the lesson or series of lesson?

Analysis of local primary sources

How and when will students analyze documents, photos, artwork, and artifacts?

Ties to national primary source or sources

How and when will students make connections between local primary sources and national events as shown in national primary sources? This is when students place the local primary source analysis in the larger context. This can take place while students are looking at local primary sources or after they have analyzed them. This can be done in different ways over a few days.

Annotated list of materials and resources for the lesson or series of lessons

Include all resources needed for the lessons, including handouts and assessments. Please make sure that it is clear where your primary sources came from.