
Welcome to the Webinar!

- *Scientific Literacy, Citizenship, and History: Analyzing Primary Sources from the Library of Congress* will begin at 4:00 pm Eastern Standard Time
- While you wait, please introduce yourself in the chat: name, location, and what you teach!
- Please send your chat to “All Participants”

Scientific Literacy, Citizenship, and History:

Analyzing Primary Sources from the Library of Congress



Webinar Overview

Over the next hour, we will:

- Analyze two primary sources that can be used to reflect on connections between science literacy and citizenship.
- Reflect on related teaching strategies.
- Explore where we can find resources on loc.gov.
- Collaborate so that we can learn together!

Science and Civics

“Measles Make Mothers Mourn”

The Bridgeport evening farmer. [volume],
November 22, 1913, Page 2, Image 2

<https://chroniclingamerica.loc.gov/lccn/sn84022472/1913-11-22/ed-1/seq-2/>

**MEASLES MAKE MANY
MOTHERS MOURN**

**Over 11,000 Deaths From It in 1900—
Disease Should Not Be Fought,
As Formerly.**

Washington, Nov. 22—In the older days nearly every mother thought it her duty to see that her youngsters “caught” the measles and got over it—as a sort of “immunization.”

Measles infection was often actually sought, so that mothers could know that their children were “getting” it, could take care of the sufferers, and, when the child was cured, the parents could feel that the youngster was immune from further attacks.

Modern science has pointed out the grave danger of such a practice. Malignant measles annually takes fearful toll of children’s lives. Every precaution should be exercised to prevent infection. The following article telling of the dangers of malignant measles was specially prepared by the assistant surgeon general of the U. S. Public Health Service:

Read closely

What do you observe?

MEASLES MAKE MANY MOTHERS MOURN

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Add a lens...

1. What science topics are relevant to this source?

“It is estimated that the death rate from [measles] is 10 per cent...”

“...the infection...is found in the secretions from the nose and throat during the first stages of the disease...”

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Add a lens...

2. What citizen, organization, and/or government behaviors are involved? What is their motivation?

“When it is known that measles exists in a community, no child having a bad cough should be allowed to come in contact with other children...It is little less than criminal to permit children known to have measles to come in contact with will children during the first three days of the cough...”

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Add a lens...

3. How would an understanding of the science behind measles influence the behaviors of citizens, government and organizations?

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Reflect

What might you do next?

About this Item

Title

The American dope party / Albert Levering.

Summary

Illustration shows many men dressed as Native Americans on board a ship labeled "The Good Ship Dope", throwing cartons and boxes of adulterated and unhealthy food products over the sides, into the harbor.

Contributor Names

Levering, Albert, 1869-1929, artist

Created / Published

N.Y. : J. Ottmann Lith. Co., Puck Bldg., 1906 June 27.

Subject Headings

- Food inspections--1900-1910
- Consumer protection--1900-1910
- Cargo ships--1900-1910

Format Headings

Cartoons (Commentary)--1900-1910.

Offset photomechanical prints--Color--1900-1910.

Periodical illustrations--1900-1910.

Notes

- Title from item.
- Caption: A lesson in practical patriotism taught by the Boston tea party.
- Illus. in: Puck, v. 59, no. 1530 (1906 June 27), centerfold.
- Copyright 1906 by Keppler & Schwarzmann.

Additional Sources

Wiley's Poison Squad End Their Test



DR. HARVEY W. WILEY'S hygienic experimental students, irreverently referred to at times as the "poison squad," have ended the season's feasting at the bureau of chemistry, and their condition is being carefully noted to ascertain what effect the diet has had upon each.

thought by scientific men as a safe and reliable because containing no other injurious substances. It offers a wide field for the student's experiment.

One of the most important considerations in the determination of whether or not a food is a world herb remedy, which is the most common of all medicines advertised for the consumption of human flesh, is really what it does and will accomplish through its use. It is advertised as a cure for indigestion, and it is said to be a reliable remedy for the early stages of indigestion. Condition foods for the young offer a field of endeavor.

Dr. Wiley's Poison Squad, 1908

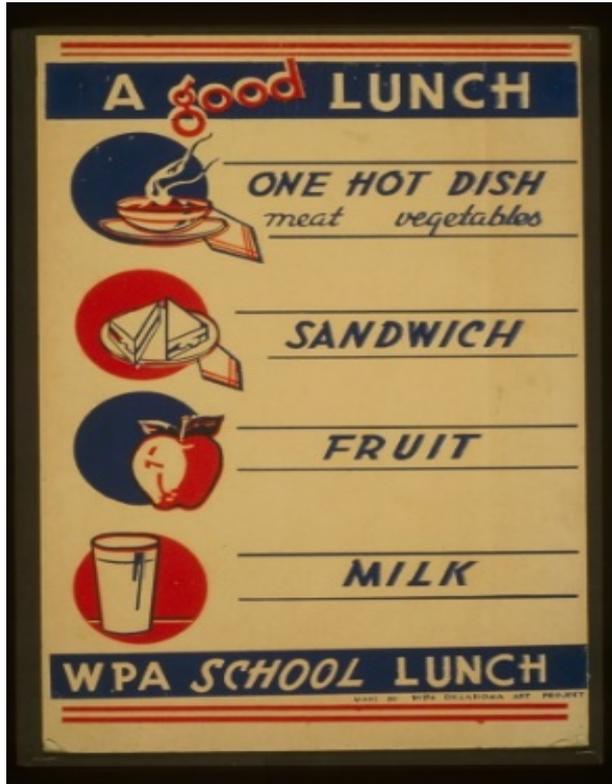
HOP BITTERS.
(A Medicine, not a Drink.)
CONTAINS
**HOPS, BUCHE, MANDRAKE,
DANDELION,**
AND THE PUREST AND BEST MEDICAL QUALITIES OF ALL OTHER BITTERS.
THEY CURE
All Diseases of the Stomach, Bowels, Blood, Liver, Kidneys, and Urinary Organs, Nervousness, Sleeplessness and especially Female Complaints.
\$1000 IN GOLD.

Patent Medicine Advertisement, 1881

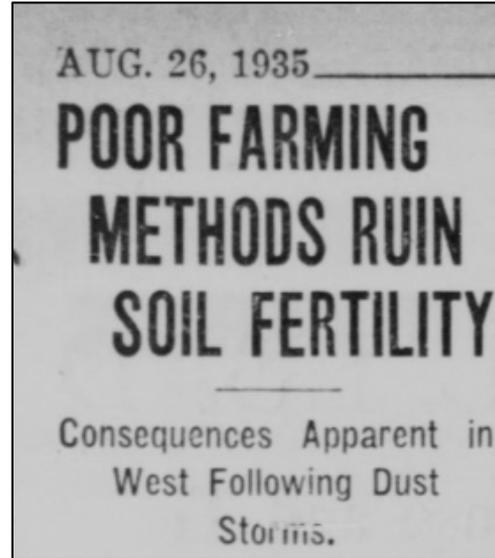
CHAP. 3915.—An Act For preventing the manufacture, sale, or transportation of adulterated or misbranded or poisonous or deleterious foods, drugs, medicines, and liquors, and for regulating traffic therein, and for other purposes.

Pure Food and Drug Act, 1906

Additional Topics



Nutrition



Erosion



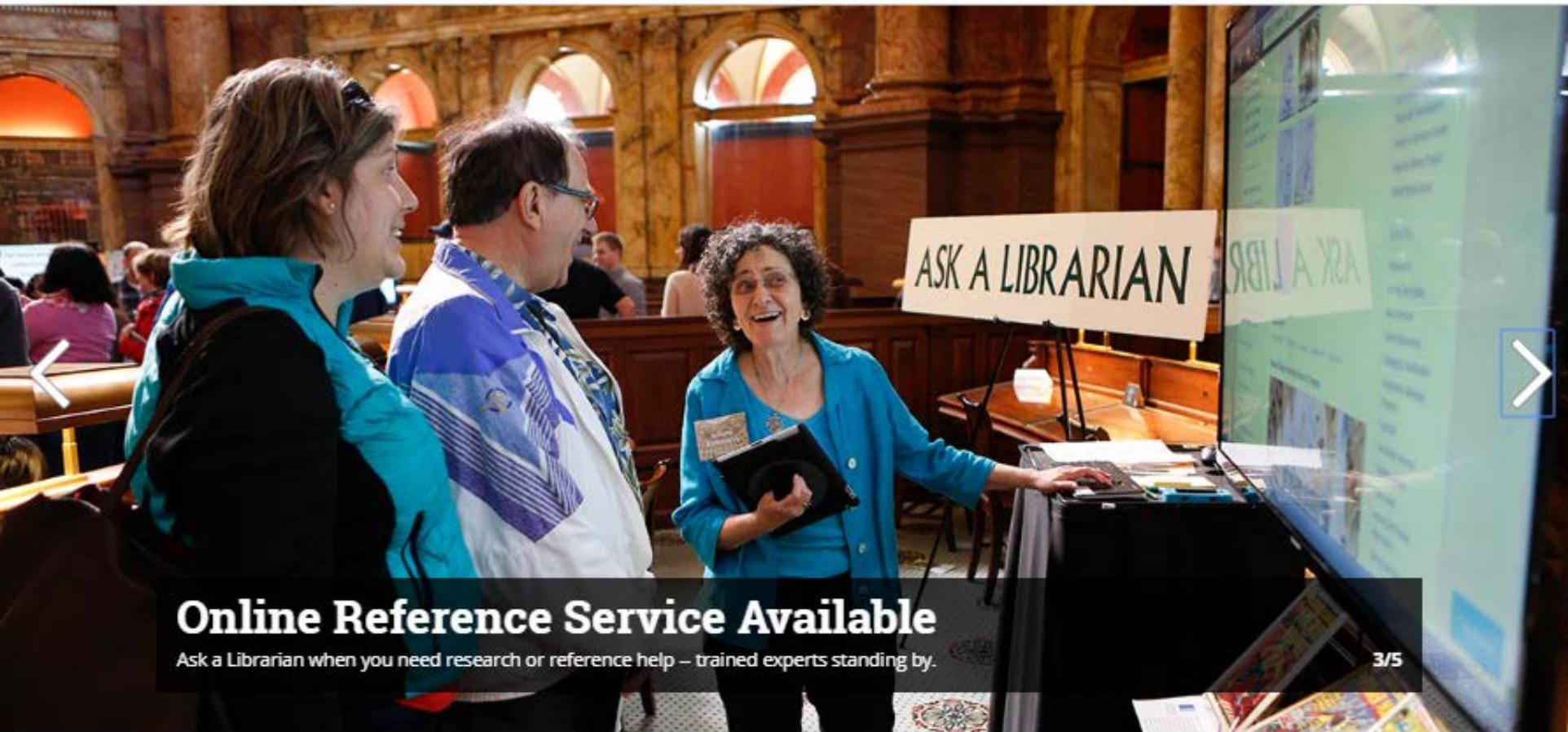
Recycling



Lead Poisoning

Reflect

What are the benefits of using historical primary sources to reflect on the connections between science literacy and citizen behavior?



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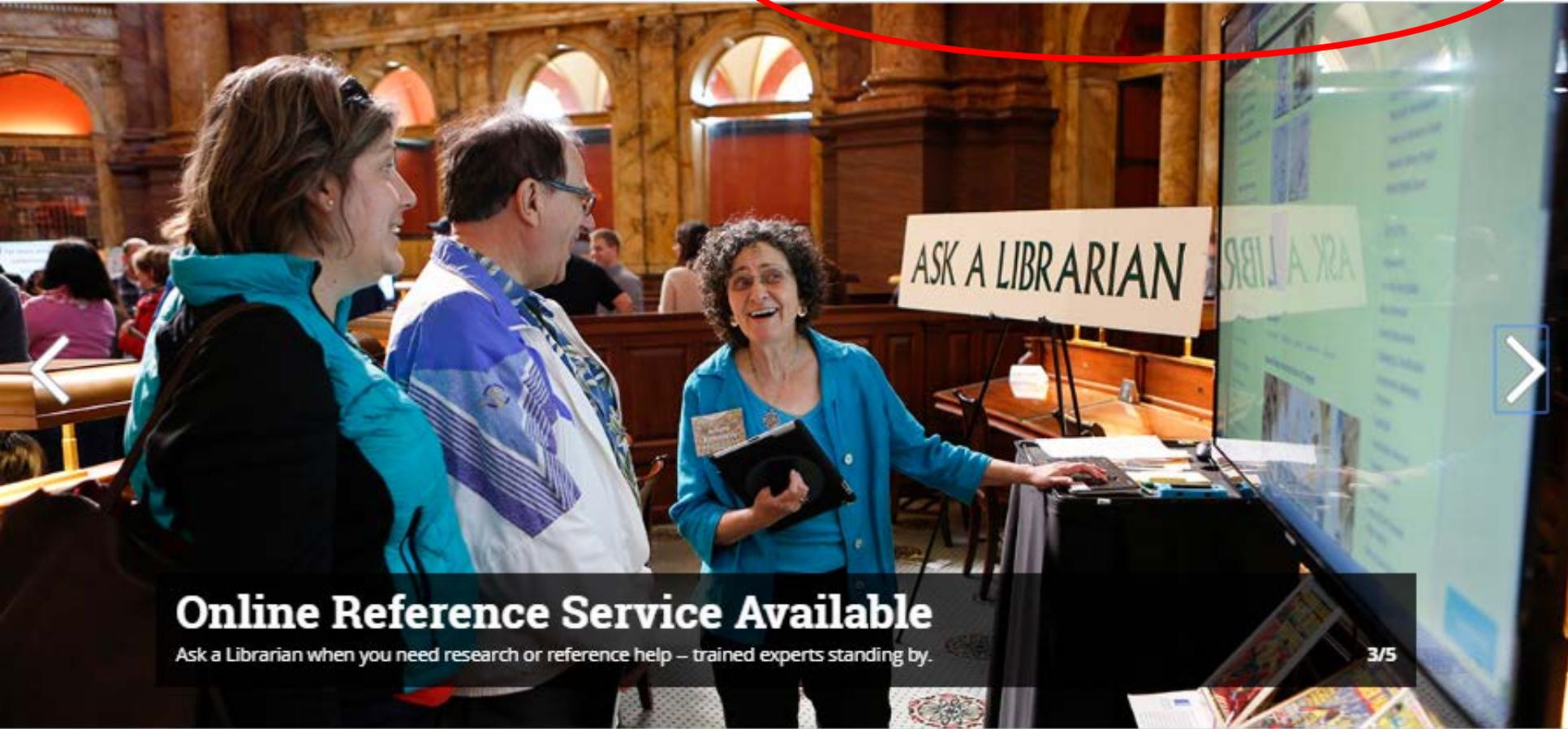
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- Available Online 8,491
- All Items 8,494

Original Format

- Periodical 4,239
- Book/Printed Material 2,838
- Newspaper 1,149
- Web Page 191
- Manuscript/Mixed Material 175
- Legislation 55
- Film, Video 13
- Photo, Print, Drawing 12
- Notated Music 1

Online Format

- Image 8,152
- PDF 4,123
- Online Text 3,949
- EPUB 2,509
- Web Page 30
- Video 13

Date

- 2000 to 2099 100

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Citizen Contributions to the War Effort - American Memory Timeline- Classroom Presentation

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PHOTO, PRINT, DRAWING

Save scrap for victory! Save metals, save paper, save rubber, save rags.

1 print on board (poster) : silkscreen, color. | Poster for the Philadelphia Salvage Committee encouraging scrap drives to aid the war effort.

Contributor: Federal Art Project

Date: 1941



PHOTO, PRINT, DRAWING

Wanted for victory waste paper, old rags, scrap metals, old rubber, get in the scrap : sell to a collector, give to a charity.

1 print (poster) : color. | Three family members getting scrap together to recycle for the war effort.

Date: 1942

PHOTO, PRINT, DRAWING

Washington, D.C. May 1942. Ribbon metal and newspaper...

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Primary Sources in Science Classrooms: Paint, Poisoning, Proportions, and Public Health and Policy

October 15, 2015 by Danna Bell

Throughout history, humans have sought out substances to color, coat, and cover dwellings, objects, and bodies. Modern inorganic pigments and dyes joined natural and organic substances used by the ancients. The properties of one substance, lead white, once made it the pigment of choice in white paint. However, the toxicity of lead contributed to a public health crisis.

Posted in: [Contemporary United States \(1945-present\)](#), [Development of the Industrial United States \(1877-1914\)](#), [Science Technology and Math](#)

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Pandemic and Civic Virtue: The American Red Cross and the Influenza Pandemic of 1918

March 19, 2020 by Danna Bell

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Teacher's Guide

Start here for historical context, teaching suggestions, links to online resources, and more:

[The Dust Bowl Teacher's Guide](#) (PDF, 2.53 MB)

To help your students analyze these primary sources, get a graphic organizer and guides:

[Analysis Tool and Guides](#) »

[Student Discovery Set](#) — free ebook on iBooks

Find out which standards this resource meets Common Core State Content Organizations

Primary Sources

Click the thumbnail for the original item, the caption for information on the item, or download a PDF or MP3.



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(531 KB)



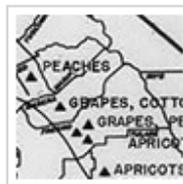
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[Map of California by the Rural Rehabilitation Division](#)

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Using Primary Sources

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Using Primary Sources

Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.

Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.

Before you begin:

- Choose at least two or three primary sources that support the learning objectives and are accessible to students.
- Consider how students can compare these items to other primary and secondary sources.
- Identify an analysis tool or guiding questions that students will use to analyze the primary sources

1. Engage students with primary sources.

Draw on students' prior knowledge of the topic.

Ask students to closely observe each primary source.

- Who created this primary source?
- When was it created?
- Where does your eye go first?

Help students see key details.

- What do you see that you didn't expect?
- What powerful words and ideas are expressed?



PRIMARY SOURCE ANALYSIS TOOL

OBSERVE

Handwriting practice area for the 'OBSERVE' section, consisting of a light blue background with horizontal dotted lines.

REFLECT

Handwriting practice area for the 'REFLECT' section, consisting of a light blue background with horizontal dotted lines.

QUESTION

Handwriting practice area for the 'QUESTION' section, consisting of a light blue background with horizontal dotted lines.

FURTHER INVESTIGATION

A large, solid light blue rectangular area for further investigation or additional notes.



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Oakley, Idaho



[The Bennington evening banner. \(8pp.\)](#)
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Topics in Chronicling America - The Early American Eugenics Movement

Engineering a new aristocracy of "human thoroughbreds" might sound like something from a science fiction novel, but at the beginning of the 20th century, many Americans sought to do just that through the new pseudoscience of Eugenics. Eugenics, a process that sought to "purify" the human race through scientifically calculated breeding, became immensely popular in the United States and resulted in a smattering of scientific societies and contests to determine the family with the purest genes. Read more about it!

The information and sample article links below provide access to a sampling of articles from historic newspapers that can be found in the *Chronicling America: American Historic Newspapers* digital collection (<http://chroniclingamerica.loc.gov/>). Use the Suggested Search Terms and Dates to explore this topic further in Chronicling America.

Jump to: [Sample Articles](#)

Important Dates:

- 1880s. Heredity is identified "scientifically" as a cause for many physical and mental problems.
- 1904. Galton lays out the process for integrating eugenics into the

the formal Eugenics Movement begins. Eugenics fair competitions, match-making services, and sterilizations develop out of the movement. The movement comes to an end after World War II. This database covers the eugenics movement until 1922.

Search Strategies:

Use search terms in combination, proximity, or as phrases using [Search Pages](#) in Chronicling America. Search terms include: Eugenics, Feeble-minded, Francis Galton, Eugenics Record Office, Galton Society.

Use a specific date range if looking for articles for a particular event in order to narrow your



- [Enslaved by a Pirate](#) (1907)
- [Esperanto](#) (1887-1920)
- [Eugenics](#) (1887-1921)
- [Eva Tanguay](#) (1901-1922)
- [Erich Muenters "Reign of Terror"](#) (1906-1915)
- [Eugene Debs](#) (1894-1921)
- [Exercise Tips for Women](#) (1902-1921)
- [Fatty Arbuckle](#) (1917-1922)
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S.3307 - Healthy, Hunger-Free Kids Act of 2010

111th Congress (2009-2010)

LAW Hide Overview ✕

Sponsor: [Sen. Lincoln, Blanche L. \[D-AR\]](#) (Introduced 05/05/2010)

Committees: Senate - Agriculture, Nutrition, and Forestry | House - Education and Labor; Budget

Committee Reports: [S. Rept. 111-178](#)

Latest Action: 12/13/2010 Became Public Law No: 111-296. ([TXT](#) | [PDF](#)) ([All Actions](#))

Roll Call Votes: There have been [2 roll call votes](#)

Tracker:

Introduced ▶ Passed Senate ▶ Passed House ▶ To President ▶ **Became Law**

More on This Bill[CBO Cost Estimates \[2\]](#)**Subject — Policy Area:**

Agriculture and Food

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[Summary \(5\)](#) | [Text \(5\)](#) | [Actions \(29\)](#) | [Titles \(6\)](#) | [Amendments \(1\)](#) | [Cosponsors \(0\)](#) | [Committees \(3\)](#) | [Related Bills \(2\)](#)

Summary: S.3307 — 111th Congress (2009-2010)

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There are 5 summaries for S.3307.

Public Law (12/13/2010) ▾

[Bill summaries](#) are authored by [CRS](#).**Shown Here:****Public Law No: 111-296 (12/13/2010)**

(This measure has not been amended since it was passed by the Senate on August 5, 2010. The summary of that version is repeated here.)

Healthy, Hunger-Free Kids Act of 2010 - Title I: A Path to End Childhood Hunger - Subtitle A: National School Lunch Program - (Sec. 101) Amends the Richard B. Russell National School Lunch Act to: (1) require the Secretary of Agriculture to provide performance awards to states with outstanding performance or substantial improvement in directly certifying children who receive other public assistance as eligible for free meals under the school lunch and breakfast programs; (2) establish performance benchmarks and require states with direct certification rates below the benchmarks to implement continuous improvement plans;

Questions and Comments?

Reflect

How can you incorporate these resources and strategies into your instructional practices?

Please reach out to us!

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