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

What do you observe?
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:
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...”
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…”
Add a lens…

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

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;
Reflect

What might you do next?
THE AMERICAN DOPE PARTY.

A LESSON IN PRACTICAL PATRIOTISM TAUGHT BY THE BOSTON TEA PARTY.
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

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.

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.
Add a lens…

- What science topics are relevant to this source?

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

- How would understanding the science make a difference to these behaviors?
Additional Sources

Dr. Wiley’s Poison Squad, 1908

Patent Medicine Advertisement, 1881

Pure Food and Drug Act, 1906
Additional Topics

- Nutrition
- Erosion
- Lead Poisoning
- Recycling
Reflect

What are the benefits of using historical primary sources to reflect on the connections between science literacy and citizen behavior?
Citizen Contributions to the War Effort - American Memory Timeline- Classroom Presentation

library of congress teachers ask a librarian digital collections library catalogs search go the library of congress > teachers > classroom materials > presentations and activities > timeline teachers home classroom materials professional development tps partner program using primary sources news and events faq home providing supplies to american and allied troops fighting the war in europe, africa, and the pacific required the efforts...

**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
Teachers

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library’s vast digital collections in their teaching.

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- [ ] State Content
- [ ] Organizations

Classroom Materials

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  - Every Tuesday and Thursday from 2:00 – 3:00 pm ET
- Women’s Suffrage Movement
  - Idea Book for Educators from HISTORY
- Webinar: Scientific Literacy, Citizenship, and Historical Primary Sources
  - Register Now
- Civics Interactives
  - Congress, Civic Participation, and Primary Sources projects

Teaching with the Library of Congress Blog

Using Item Records to Explore Interesting Research Rabbit Holes

April 16, 2020 by Cheryl Lederle

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April 16, 2020 by Cheryl Lederle

Go to the blog >
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.

Pandemic and Civic Virtue: The American Red Cross and the Influenza Pandemic of 1918
March 19, 2020 by Danna Bell
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Professional Development

The Library of Congress provides primary source-based, ready-to-use resources for teachers and facilitators:

- Guides for Facilitators: “Build and Deliver”
Classroom Materials

Created by teachers for teachers, these ready-to-use materials provide easy ways to incorporate the Library’s unparalleled primary sources into instruction.

Search Our Classroom Materials by Standards
- Common Core
- State Content
- Organizations

Primary Source Sets
Sets of primary sources on specific topics.

Lesson Plans
Teacher-created lesson plans using Library of Congress primary sources.

Presentations & Activities
Media-rich historical context and opportunities for both teachers and students to explore.

Collection Connections
Historical context and ideas for teaching with specific Library of Congress primary source collections.
The Dust Bowl

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.

- **Heavy Black Clouds of Dust**
  - View PDF (598 KB)

- **Dust Storm, Amarillo, Texas**
  - View PDF (531 KB)

- **Stock Watering Hole**
  - View PDF (1.3 MB)

- **Oklahoma Farm Family on Highway**
  - View PDF (609 KB)

- **Map of California by the Rural Rehabilitation Division**
  - View PDF (595 KB)
Teachers

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- Guides for Facilitators: “Build and Deliver”
Using Primary Sources

Using Primary Sources | Why Use Primary Sources | Citing Primary Sources | Copyright and Primary Sources
Finding Primary Sources | **Teacher’s Guides and Analysis Tool**

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

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## Further Investigation

LIBRARY OF CONGRESS | LOC.gov/teachers
100 Years Ago Today: 4/16/1920 (204 issues)

The Oakley herald. [volume]
Oakley, Idaho

The Bennington evening banner.
Bennington, Vt.

The Ogden standard-examiner.
Ogden, Utah
Search America’s historic newspaper pages from 1789-1963 or use the U.S. Newspaper Directory to find information about American newspapers published between 1690-present. Chronicling America is sponsored jointly by the National Endowment for the Humanities and the Library of Congress. Learn more.

Pages Available: 16,270,824

100 Years Ago Today: 4/16/1920 (204 issues)

The Oakley herald. [volume]
(8pp.)
Oakley, Idaho

The Bennington evening banner.
(8pp.)
Bennington, Vt.

The Ogden standard-examiner.
[volume] (16pp.)
Ogden, Utah
100 Years Ago Today: 4/16/1920 (204 issues)

The Oakley herald. [volume]
(8pp.)
Oakley, Idaho

The Bennington evening banner.
(8pp.)
Bennington, Vt.

The Ogden standard-examiner.
[volume] (16pp.)
Ogden, Utah
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 American public.

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

Search Strategies:

- Using terms in combination, proximity, or as phrases using Search Pages in Chronicling America, Feeble-minded, Francis Galton, Eugenics Record Office, Galton Society.

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

Sample Articles from Chronicling America:

- Enslaved by a Pirate (1907)
- Esperanto (1887-1920)
- Eugenics (1887-1921)
- Eva Tanguay (1901-1922)
- Erich Muenter’s “Reign of Terror” (1906-1915)
- Eugene Debs (1894-1921)
- Exercise Tips for Women (1902-1921)
- Fatty Arbuckle (1917-1922)
- Female Pilots (1911-1918)
S.3307 - Healthy, Hunger-Free Kids Act of 2010
111th Congress (2009-2010)

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

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

There are 5 summaries for S.3307. Public Law (12/13/2010)

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!

Amara Alexander
aalexander@loc.gov

Michael Apfeldorf
mapf@loc.gov
Before You Go

Please take our survey
https://www.surveymonkey.com/r/2020_LOC_Webinar

Certificates for Live Participation Only
Email kmcg@loc.gov