

Reflecting on Using Primary Sources to Meet the Needs of Diverse Learners

Library of Congress
Professional Development Webinars
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LIBRARY OF CONGRESS
TEACHING WITH **PRIMARY SOURCES**
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Emerging America .org/tps

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 #emergingamerica

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Emerging  America .org/tps

Agenda

- ❖ Welcome!
- ❖ Vital Moments of Disability History across U.S. History
- ❖ Strategies for Access
- ❖ Teaching Resources
- ❖ Questions



Our Process

- ❖ We believe in using strategies & tools to support students with disabilities in EVERY lesson.
- ❖ Research tells us that these methods benefit all learners.



Disability History through Primary Sources

Empower students through the history of people with disabilities.

[VIEW](#)

Website image
[EmergingAmerica.org](https://www.EmergingAmerica.org)

Guiding Question

Who is responsible to take care of vulnerable people in society, including people with disabilities?

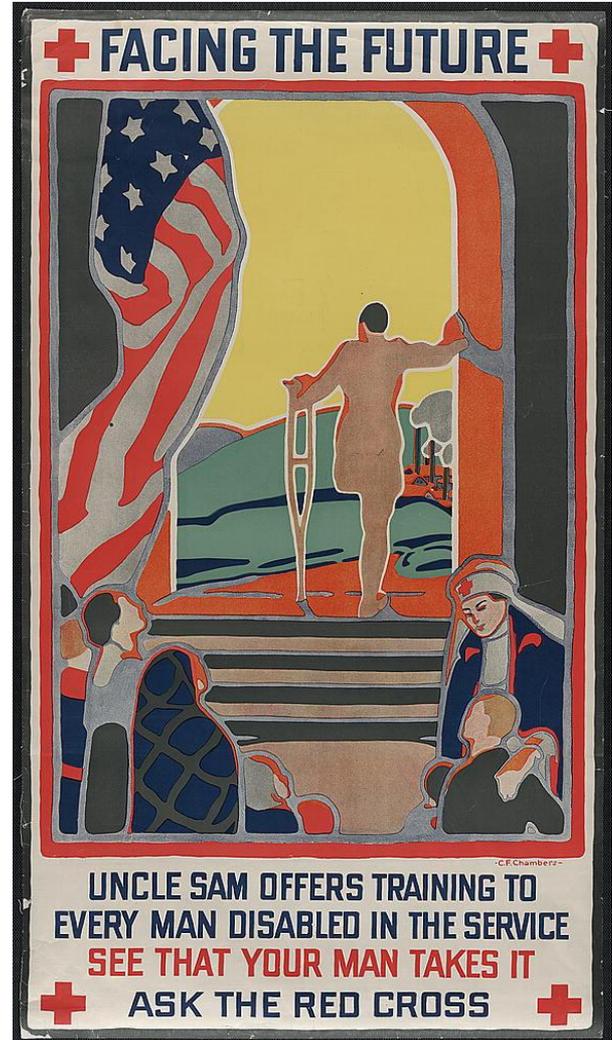
Explore
Vital Moments of
Disability History

Integrate within
Existing
State Standards

Vital Points of Disability History

Vital points to infuse Disability History into history topics in state content standards include:

- **Antebellum Reformers**
- Impacts of **American Civil War**
- **Progressive Era**
- **Post-WWII Movements for Civil Rights**



<https://www.loc.gov/item/2002708940/>



Vital Points of Disability History

Antebellum/Second Great Awakening Reformers worked on related issues.

- **State Standards:** Abolitionism, women's rights, Temperance, & education
- **Disability History**
 - Reformers: Thomas Gallaudet, Samuel Gridley Howe, Dorothea Dix, and more...

In the early days of the United States, people with disabilities lived and worked with their families. Poor people with disabilities went to local almshouses.

The screenshot shows the website for the Disability History Museum. The top navigation bar includes links for CONTACT US, DONATE, SHOP, and HOME, along with a site search box and social media icons for Twitter and Facebook. The main navigation menu is highlighted on the 'education' tab. On the left, there is a sidebar with 'Education Overview' and 'Teaching Tools' sections. The main content area features an 'Education: Essay' titled 'Poor Relief and the Almshouse' by Dr. David Wagner. The essay text discusses the historical context of almshouses and the Poor Laws. A historical photograph of the State Almshouse in Middletown, Mass., is included. Below the text, there is a 'Meeting the eligibility requirements' section. On the right, there is a 'Browse Lessons' section with filters for 'Topic' and 'Period', and a 'Sustain our development' section with a 'DONATE NOW' button. At the bottom right, there is an 'Invitation to Evaluate' section and a 'Beyond Affliction' banner for the museum shop.

dm
disability history museum

CONTACT US DONATE SHOP HOME Site Search GO

about library **education** exhibits feature blog → Resize

Education Overview
Browse Lessons
Permissions

Teaching Tools
▶ **Essay Index**
Lesson Title Index
Development Team
Evaluate
Glossary

Education: Essay
Poor Relief and the Almshouse
by Dr. David Wagner, University of Southern Maine

For an amazingly long three hundred years prior to the passage of the Social Security Act of 1935, the only aid available to people who were poor, elderly, disabled, widowed, orphaned or otherwise in need came from local authorities who administered the "Poor Laws," laws which came to the United States with English settlers in the 1620s. Whether you were a once-prosperous man who was hurt in an accident or a poor woman who had an illegitimate child, you needed to go to your town or city's Overseers of the Poor, who would judge whether you were "deserving" or "worthy" enough to secure some minimal aid. They also examined whether you were a person deemed "settled" in the particular town or city. Overseers of the Poor were local officials, like selectman or freeholders, who usually knew little or nothing of poverty but came from the middle or even upper classes. Some no doubt were compassionate, some not so much.

Meeting the eligibility requirements of the Poor Laws was not easy. Widows or elderly who were well known in a town were often granted small amounts of aid at home, usually food or fuel, but many people, particularly unemployed men who looked able to work (including many we today would see as mentally disabled) and women who were judged as immoral (particularly if they were sexual outside of marriage), were

Browse Lessons
Browse Lessons by Title
Looking for Lessons By:
Topic
Period
Show Results Reset

Sustain our development
DONATE NOW

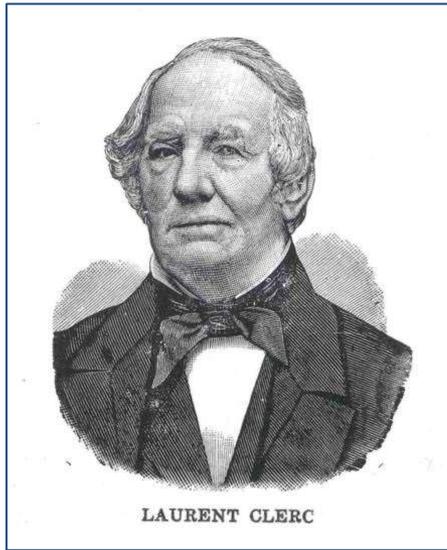
Invitation to Evaluate
WE WELCOME YOUR FEEDBACK!
[More](#)

Beyond Affliction
Visit the Museum Shop >

www.disabilitymuseum.org/

Schools for deaf and for blind students come to U.S.

In 1817, American **Thomas Gallaudet** went to France to recruit deaf teacher, Laurent Clerc to help found the **American School for the Deaf** in Hartford. It was the first of its kind.



Address Offensive Terms - Time Out

Did anyone notice in previous image?



Students deserve to hear archaic **offensive terms** called out and explained.

- Set and discuss clear class rules
- It is sometimes OK to use such terms in a direct quote.
- It is NEVER OK to joke about such terms or to use them in conversation.

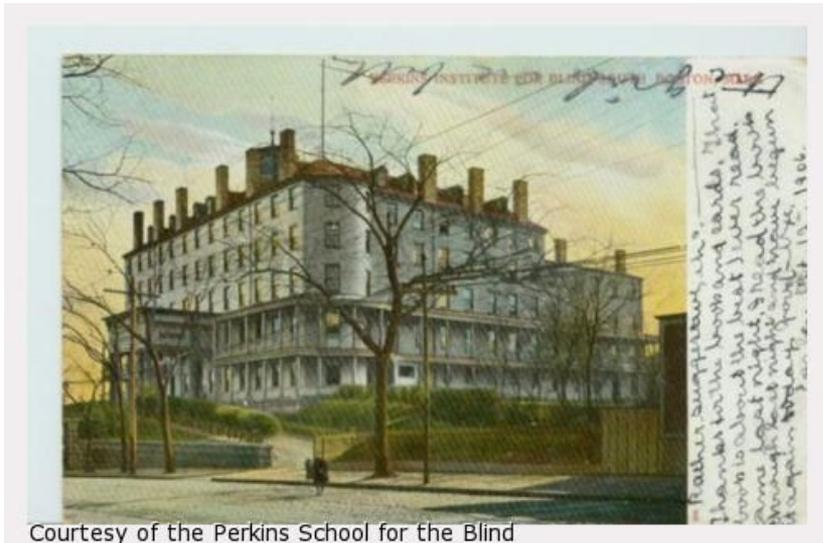
Antebellum reformers expand support institutions.

Samuel Gridley Howe (1801-1876)

Founded Perkins School for the Blind (1832)

Ardent Abolitionist:

- married to Julia Ward Howe, author of **Battle Hymn of the Republic**
- One of “Secret Six” who funded John Brown’s attack on U.S. Armory at Harper’s Ferry



Courtesy of the Perkins School for the Blind

<https://www.disabilitymuseum.org/dhm/lib/catcard.html?id=287>



Student &
Teacher
(1844)

Laura Bridgman
(1829-1889)

<https://www.loc.gov/item/2003674412/>

Reformers worked together, across movements.

In 1848, **Dorothea Dix and Howe** founded the “Massachusetts School for Idiotic and Feeble-Minded Youth.”

Dorothea Dix advocated for asylums for “lunatics,” partly to keep them out of almshouses.



Worcester State Hospital

<https://www.loc.gov/item/2016805517/>

Before the Civil War, the Federal Government has little responsibility to care for individuals.

"I can not find any authority in the Constitution for making the Federal Government the great almoner of public charity throughout the United States."

- President Franklin Pierce vetoes Dix's Asylum Bill, May 3, 1854.

PUBLIC ACTS OF THE THIRTY-THIRD CONGRESS

OF THE

UNITED STATES,

Passed at the first session, which was begun and held at the City of Washington, in the District of Columbia, on Monday, the 5th day of December, 1853, and ended on Monday, the 7th day of August, 1854.

FRANKLIN PIERCE, President. DAVID R. ATCHISON, President of the Senate, *pro tempore*. LINN BOYD, Speaker of the House of Repre-



Vital Points of Disability History

Impacts of American Civil War

- **State Standards:** Impacts of war on soldiers, & state & U.S. governments
- **Disability History**
 - Care for injured and for disabled soldiers: Dix, Howe, Clara Barton, and more.
 - Veterans Pensions

Reformers take up cause of Union soldiers.

<http://www.loc.gov/pictures/item/2012645623/>



Buildings of the Great Central Fair, in aid of the U.S. Sanitary Commission.

Philadelphia
June 1864.

The U.S. Sanitary Commission raised private funds and set up care for wounded soldiers.

Leaders included Dix, Howe, author Louisa May Alcott, Red Cross founder Clara Barton, and doctor Elizabeth Blackwell.

What order best explains events?

A

N. C. NEWSOM,
Late Company D, 140th Ind. Vols.
JAS. T. KNOWLAND,
Late Company F, 8th Ind. Cos.

NEWSOM & KNOWLAND,
U. S. Claim Attorneys
NEELY BLOCK, ANDERSON, IND.
Branch Office, 512 Main Street, RICHMOND, IND.

Anderson, Ind., Aug. 7 1890

Nriah W. Oblinger
Gov. City, Kan.

COMRADE:

We are informed by the Hon. Commissioner of Pensions that your claim for Original of Invalid Pension has been allowed at the rate of \$12 per mo.

In a few days you will receive your voucher, which you must execute, as per instructions from Agent, before

and return to Pension Agent at

, who will send you a

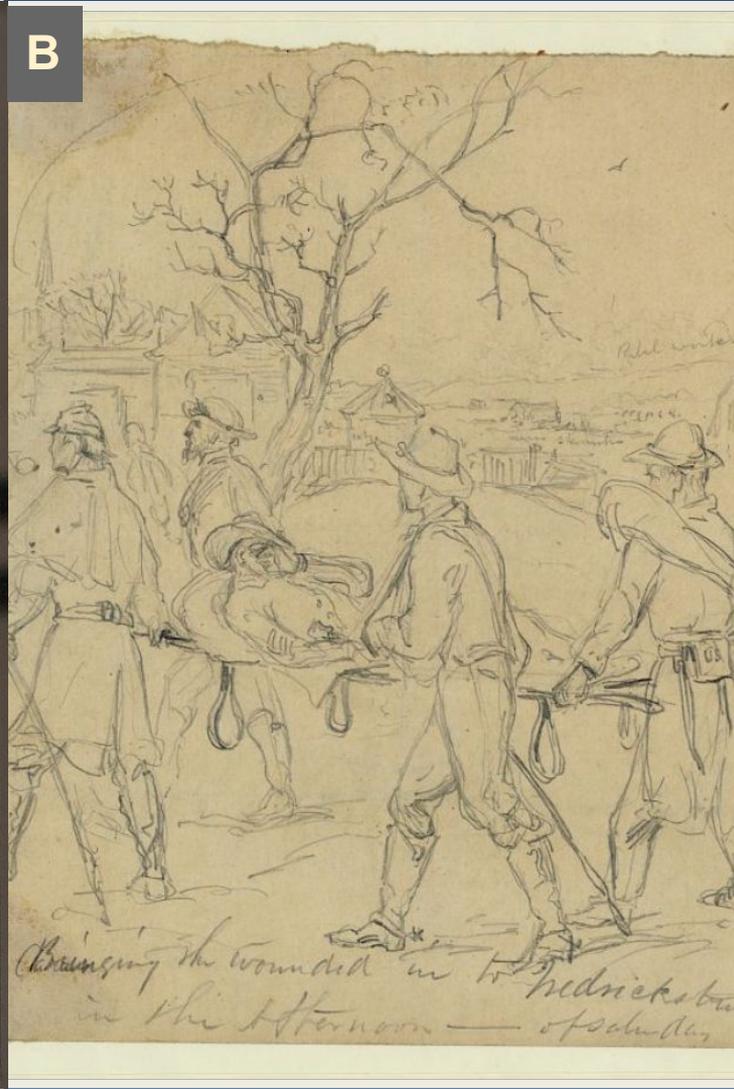
check for your money.

If at any time hereafter you shall believe yourself entitled to an increase of pension by reason of increasing or new disability, for which you have not applied, which can be established by you as required by law, to the satisfaction of the United States Pension Office, advise us and we will give the matter prompt attention.

Yours in F. C. & L.,

NEWSOM & KNOWLAND.

B



C



52511

◆ ◆ ◆ ◆ ◆
N. C. NEWSOM,
Late Company D, 140th Ind. Vols.

JAS. T. KNOWLAND,
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give the matter prompt attention.

A
1890



Rebel work

1862

Bringing the wounded in to Fredricksburg
in the afternoon — of Sunday

1862

c



[between 1861-1880]

What order best explains events?

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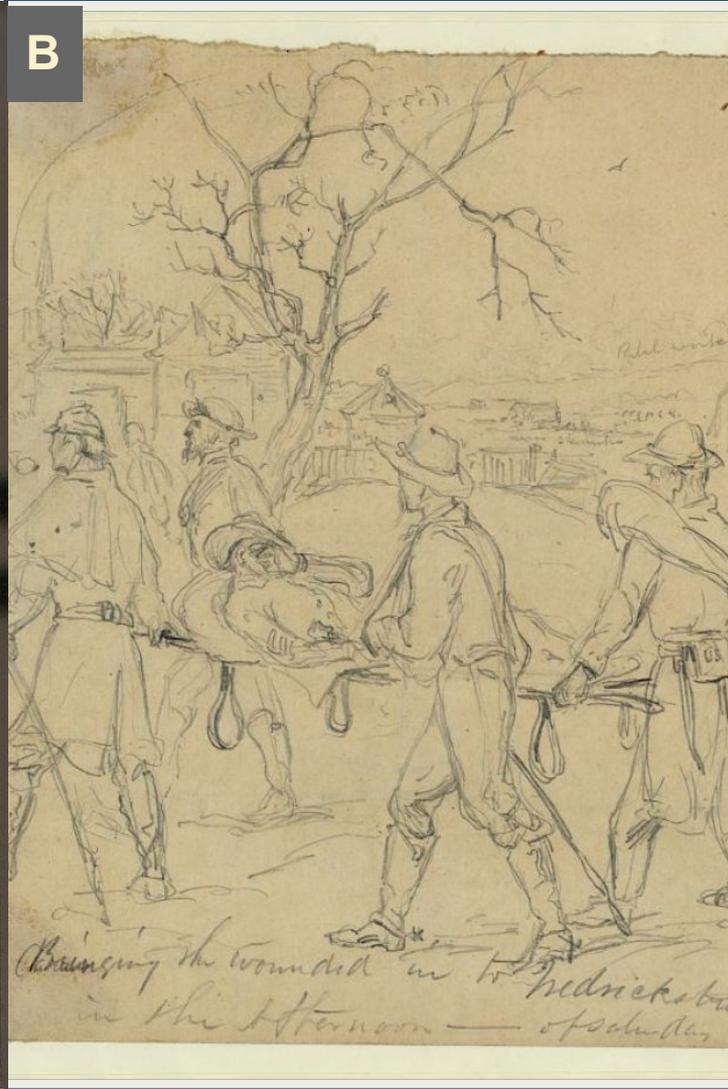
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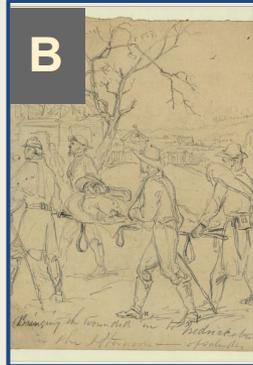
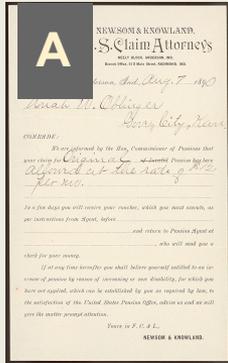


C



52511

Some Plausible Arguments



A-B-C: Veteran applies for pension; tells story of his injury; relaxes, knowing he's taken care of.

B-C-A: Care expands: from wounded soldiers; to veterans who are disabled; to all veterans with bonuses for disability.

C-B-A, B-A-C... ???



Vital Points of Disability History

Progressive Era Reforms

State Standards: immigration, impacts of WWI, Eugenics, government growth

- Disability History
 - Government Regulation
 - Immigration
 - Eugenics
 - World War I Veterans

Progressives campaign for government regulations.

Samuel Gridley Howe leads state commission investigation of almshouses.



<https://www.loc.gov/item/2016691955/>

Tewksbury Almshouse

Public Health Museum, Tewksbury MA [1890]

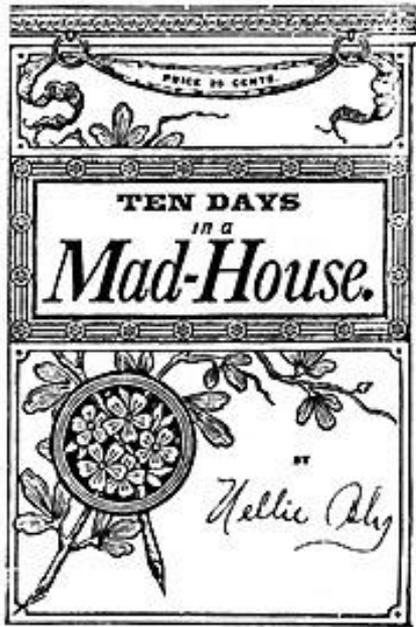
<http://www.afb.org/asm/asmgallery.asp?FrameID=97>

Teacher: Anne Sullivan
(1866-1936)

Student: Helen Keller
(1891-1894)

Progressives campaign for government regulation.

Nellie Bly feigns insanity, spending a week undercover in an asylum. Her report makes headlines, exposing abysmal conditions in Blackwell's Island Asylum.



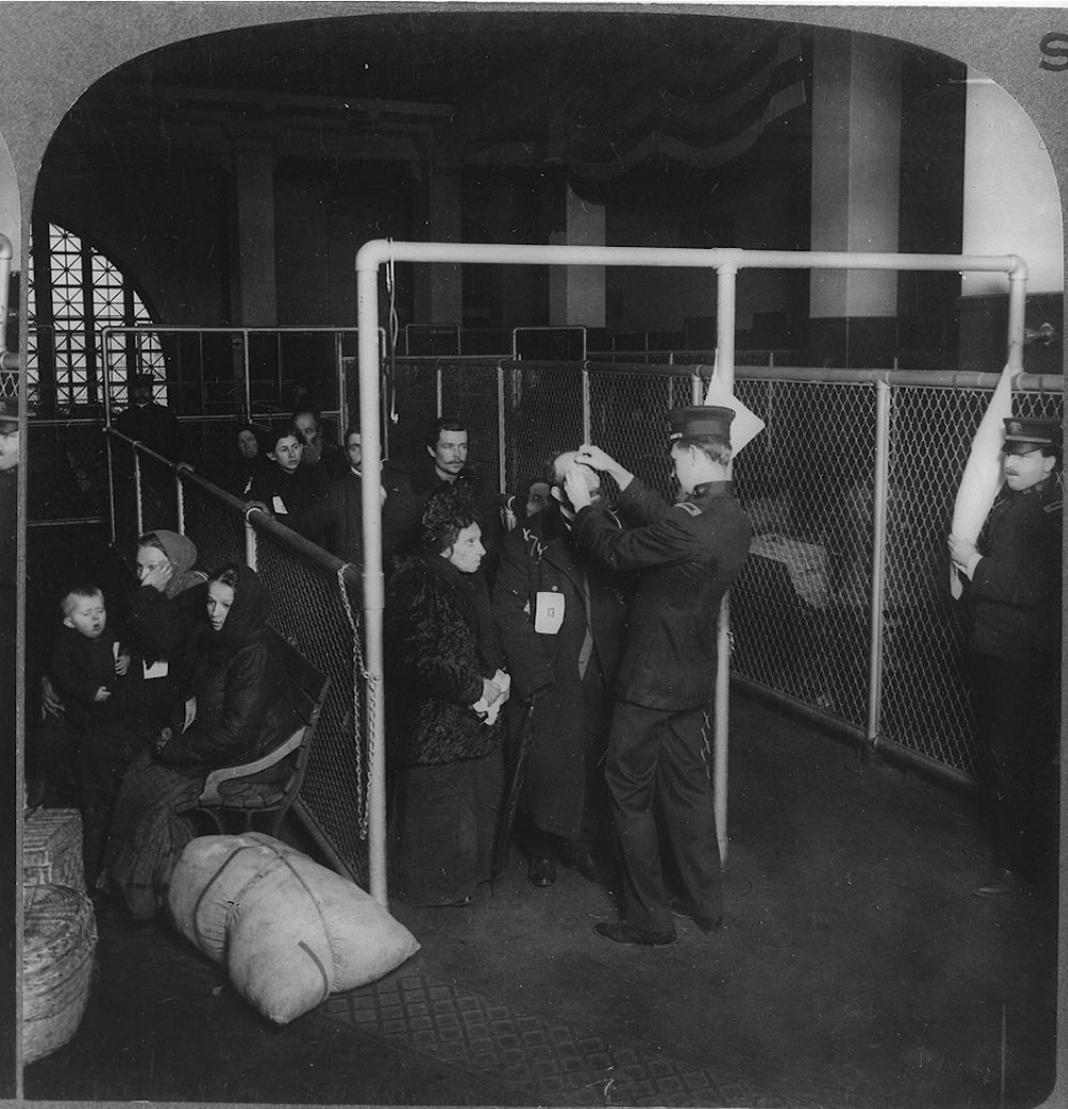
Ten Days in a Madhouse
Nellie Bly [Elizabeth Cochrane Seaman]
Publisher: Ian L. Munro
1887.

<http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html>



<https://guides.loc.gov/chronicling-america-nellie-bly>

In 1882 U.S. bars, “Any convict, lunatic, idiot, or... person unable to take care of himself or herself.”



U.S. inspectors examining eyes of immigrants, Ellis Island. (c1913)

Library of Congress

<http://www.loc.gov/pictures/item/97501532/>

11164-U. S. Inspectors examining eyes of immigrants, Ellis Island, New York Harbor. Copyright Underwood & Underwood. U-97328

Eugenicists push to exclude immigrants and to force sterilization of people in institutions.

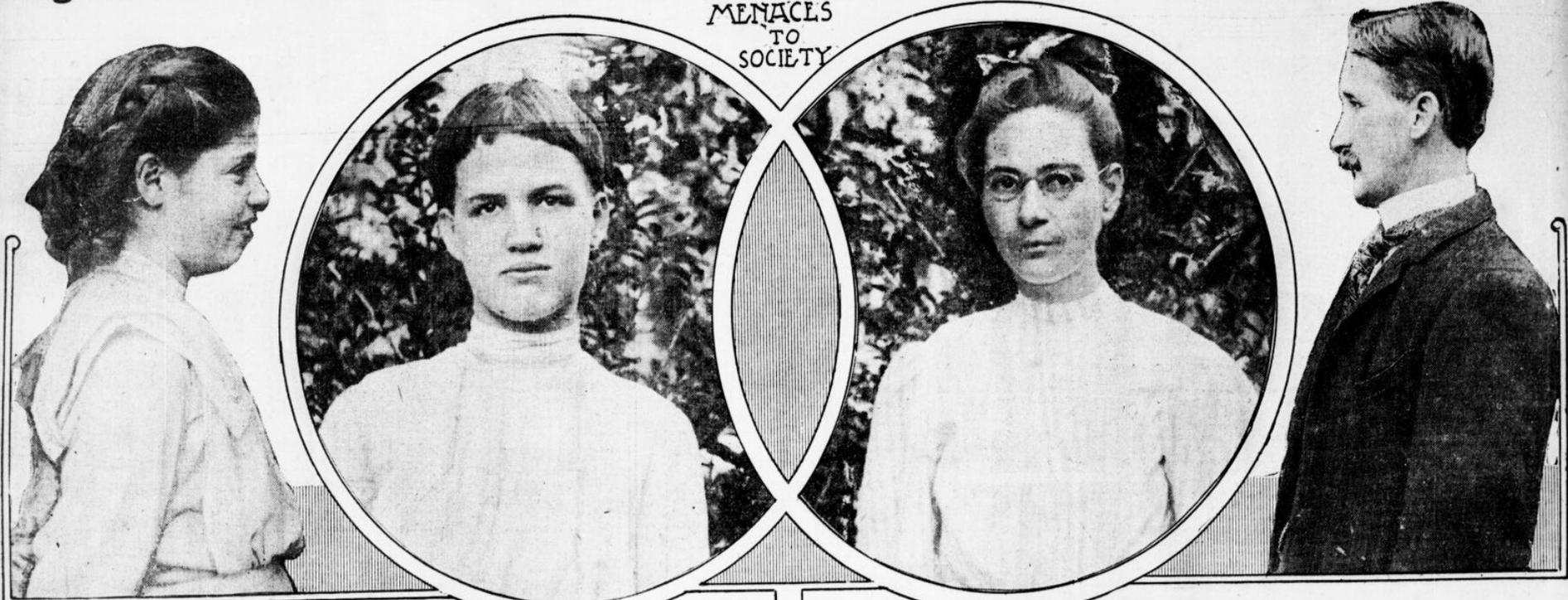
NEW-YORK DAILY TRIBUNE, SUNDAY, FEBRUARY 18, 1912.

11.

2

Eugenists Would Improve Human Stock by Blotting Out Blood Taints

MENACES
TO
SOCIETY



CLASSED AS A HIGH GRADE IMBECILE, THIS GIRL, EIGHTEEN YEARS OLD, POSSESSES THE BRAIN OF A CHILD OF SEVEN.

ALTHOUGH NINETEEN YEARS OLD THIS GIRL IS ONLY SEVEN YEARS OLD MENTALLY

PHYSICALLY A WOMAN BETWEEN 25 & 30 YEARS, MENTALLY SHE IS ONLY SIX. SHE HAS A FEEDLE-TUNDED SISTER

THIS MAN, THIRTY-SEVEN YEARS OLD, HAS ONLY THE MENTALITY OF A CHILD OF EIGHT AND ONE-HALF YEARS.

Similar Examples Are Many—A Single Instance

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1912-02-18/ed-1/seq-16/#>

“This man, thirty-seven years old, has only the mentality of a child of eight and one-half years.”



Vital Points of Disability History

1940s-1990s Campaigns for Civil Rights

State Standards: Civil Rights Movement

- Disability History
 - Disability Rights Organizing:
 - 504 Sit-Ins (1977)
 - Americans with Disabilities Act (1990)

The Disability Rights Movement learns from African American Civil Rights Movement and Anti-War Movement.



1972 New York City street protest
Image from "Crip Camp," 2020 Netflix film.

President George H.W. Bush signs **Americans with Disabilities Act (1990)**

“Prohibits discrimination on the basis of disability in employment... government, public accommodations, commercial facilities, transportation, and telecommunications.”

Defined as: “A person who has a physical or mental impairment that substantially **limits one or more major life activities.**”



Struggles for civil rights continue.



Arthur Lee Guerrero. (2008).
Veterans History Project

"I accept the responsibility for advocating for those who can't, because I've already paid the price, and I have that right."

Guerrero arrived in Vietnam in September 1966. On his first mission in the field, he saw the man next to him killed and others wounded.

Seven months later, horribly wounded and piled into a helicopter like a piece of wood, Guerrero hung on to life and underwent extensive rehabilitation.

Guiding Question

Who is responsible to take care of vulnerable people in society, including people with disabilities?

***Why Focus on History
of People with
Disabilities?***

Why do we focus on Disability History?



<https://www.loc.gov/item/2010644408/>

- Engage learners with history they see selves in
- Correct demeaning views (such as insulting terms)
- Model putting primary sources in context
- Expand historical record to include all people
- Address **new standards** (including Massachusetts, California, & others)

Primary Sources:

Many Means of
Engagement,
**Presentation of
Information;**
Active Learning

Primary source sets offer multiple paths to Engagement.

AN ARTICLE THAT EVERY PARENT SHOULD READ



...No T

BY ALICE LAKE

Last year n
misinformat
up-to-the-m

to epidemic last summer
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total was the highest
and as the mother
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ailing, helped fight a
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in a wet bathing suit. T
his legs were paralyzed
severe physical activit
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ity highly dangerous. T
may live to regret his foot

Does chilling bring on
indicated that chilling also
the virus, provided, of course
body before the chilling out

Should other activities
especially non-intensive, sho
mer months. If your young
and outdoors removed, is ex
vaccinate the severe bulbar
treatment is not so clear.

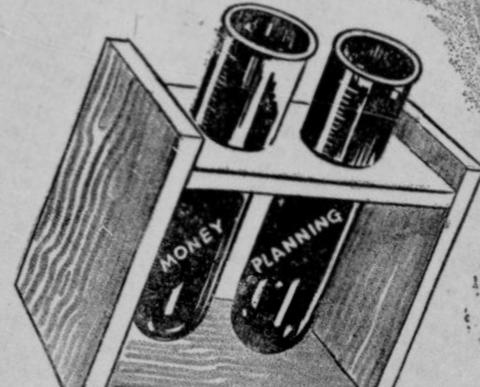
During a polo epidem
is polo a seri-
vaccines. As Dr.
should say, "I
'other wh
vid of "

For a few days after fever has disappeared.
If my child gets polio, what are his chances for recovery? Excellent. Roughly one-half of all diagnosed polio cases suffer no paralysis at all. Another 25 per cent recover with only mild physical limitations. Fifteen per cent are severely paralyzed, and about eight per cent die.
Who is most susceptible to polio?

Evening star, [volume] (Washington, D.C.), 11 June 1950. *Chronicling America: Historic American Newspapers*. Lib. of Congress. <https://chroniclingamerica.loc.gov/lccn/sn830365462/1950-06-11/ed-1/seq-10912>



The Missing Ingredients!



Primary sources offer multiple types of Engagement.

- Can make human **stories vivid**
- Can offer visual, narrative, tangible, audible, or quantitative entry points – **written word alternatives**
- Offers students the source information history-book writers use – lets **STUDENTS (re)write the history**
- Offers teachers the chance to select sources that **connect** history **to** students' own **experience**, or **remedy omissions**. (Disability History for example.)

Connections between past and current events

AN ARTICLE THAT EVERY

...No

BY ALICE LAKE

Do you worry through a polio epidemic last summer? Chances are you did, since 32 states reported outbreaks of epidemic intensity, and the national total was the highest in history.

My neighborhood had an epidemic too, and as the mother of a five-year-old, I spent the summer in a panic. Should we keep going to the beach? Ought we to visit friends in Connecticut? What about restaurants? Birthday parties? Movies? Where was the dread virus lurking? We didn't know, so we stuck to a do-nothing policy. "Why take a chance?" was our constant refrain.

Other parents were just as confused. One Wisconsin town ordered all children to stay home. Muncie, Ind., closed churches, movies, bars. Communities had contradictory regulations about swimming pools, schools, quarantines.

To save myself another summer of torture, I started asking questions about polio. I tried to sift fact from superstition, precaution from panic. I spent hours and days talking with polio experts. This is what I asked, and this is what I learned.

What is polio? Poliomyelitis is a disease caused by a tiny virus with a predilection for nerve cells. In severe form it damages or kills these cells, weakening or paralyzing the related muscles.

How does polio spread? Polio probably spreads mainly from person to person, through such intimate daily contacts as are found in the home, where persons share sleeping rooms, use common dining utensils, kiss each other. Among children especially, such contacts are widespread. They take a lot of each other's ice-cream cones, share a washcloth, occasionally even spit mouth spray as they talk.

Why doesn't an entire family get polio then? It does, in a sense. When a child has polio, his parents, brothers, sisters and closest playmates are also probably harboring the virus in their throats or intestinal tracts. In a Fort Worth, Tex., outbreak, the virus was found in 75 per cent of the family associates of victims and 18 per cent of non-family contacts.

If polio spreads so easily, why don't more people become victims of it? Apparently because most of us are in a sense. When a child has polio, his parents, brothers, sisters and closest playmates are also probably harboring the virus in their throats or intestinal tracts. In a Fort Worth, Tex., outbreak, the virus was found in 75 per cent of the family associates of victims and 18 per cent of non-family contacts.

Experts have shown that, during an epidemic, at least a hundred persons are carrying the polio virus for every person actually stricken with the disease. A slight headache, a sore throat or cold, a 48-hour fever of unexplained origin, any of these may be polio during epidemic times. Some persons show no signs of illness can infect others. Why the polio virus cripples a few and leaves others unscathed is unknown, but it is known that when we are harboring the virus, what we do may mean the difference between slight and serious illness.

What are people likely to do to bring on polio? This was Franklin D. Roosevelt's schedule just before he became ill in 1921: He cruised up to Campobello, exhausting himself at the wheel of a yacht during a heavy storm. Then he went

PARENT SHOULD READ AND SAVE

More Polio Panics

Last year millions of parents suffered months of anguish because of misinformation about summer's mystery disease. Here are the true up-to-the-minute facts: what to look out for, what not to worry about

sailing, helped fight a forest fire, took a long swim in the icy waters of the Bay of Fundy and sat chatting with his family in a wet bathing suit. That night he became ill; two days later his legs were paralyzed.

Severe physical activity at the onset of an illness which may be polio is suicidal, and continuance of average physical activity highly dangerous. The person who "just won't give up" may live to regret his foolhardiness—in an iron lung.

Does chilling bring on polio? Animal experiments have indicated that chilling also seems to lower body resistance to the virus, provided, of course, that the virus has evaded the body before the chilling occurs.

Should other activities be avoided? Theatrical operations especially theatricals, should be avoided during the summer months. If your youngster, fresh from having his tonsils and adenoids removed, is exposed to polio, he is more likely to contract the severe bulbar form of the disease. Although the indictment is not so clear, it is wise to avoid teeth extractions too during a polio epidemic.

Why is polio a summer disease? This is still an unsolved mystery. As Dr. John R. Paul of the Yale University Medical School says, "Something happens with the advent of warmer weather which either enormously enhances or facilitates the spread of the virus or enormously reduces the resistance of the host."

Sporadic cases do occur during winter months, and occasionally a real epidemic. During the winter of 1948-49, at temperatures averaging 27 degrees below zero, an epidemic struck the eastern Arctic of Canada, killing and crippling Eskimos of all ages with one hundred times its average virulence. Apparently the population's complete lack of immunity outweighed other factors.

How about flies? Because polio virus has been found on flies and in fly droppings, and because flies are present in the summer, scientists have thoroughly investigated their role in the spread of the disease. Their conclusion: fly swarming or fly swaying has never stopped an epidemic nor lessened its severity. No human case has ever been traced to a fly.

Can swimming, or drinking water, spread polio? Like flies, water has long been under suspicion as the bogey man of polio. Yet the virus has never been recovered from waters of swimming pools and bathing beaches. Although polio virus is found constantly in sewage, from the fecal discharges of infected persons, it disappears shortly after the sewage empties into a stream.

Is it safe to take the children swimming? Last summer New York City investigators queried all polio victims on their activities for the month preceding their illness. These were the results: Fifty-five per cent had not been swimming at all. Twenty-one per cent had bathed in safe and approved city waters. Twenty-three per cent had bathed outside city limits, but mostly at beaches with high sanitary standards. Less than one per cent of the polio victims had bathed in polluted waters.

Although swimming, or the water a child may swallow while swimming, will not give him polio, overexertion or chilling



WATER won't harm them, chilling, overexertion may

from too long an immersion is dangerous during epidemic periods. Let your youngster swim, if you can restrain him from exhausting or chilling himself.

Are crowds at beaches or pools a danger? Real crowding, as typified by a subway rush hour, may facilitate the spread of disease. A jam-packed municipal swimming pool, or a beach where people practically sit in each other's laps, should be avoided. "If you can swing your arm in an arc around you and not hit anyone," says Dr. Alex Strigman of the National Foundation for Infantile Paralysis, "you're not crowded."

Should any foods be avoided during an epidemic? Raw milk may have been involved in three minor polio epidemics, but apart from this, no food or drink has ever been implicated in the spread of polio.

What about quarantines during polio epidemics? No quarantine of any kind is advised by polio experts. Since the virus is so widely distributed during epidemics, quarantine cannot possibly be effective. Even if it were completely successful, says Dr. Howard A. Howe, of Johns Hopkins University, "it would only delay to a less favorable age the natural

immunization process which goes on at the rate of one casualty in one hundred infections."

Should the opening of schools be delayed during epidemics? Under most circumstances, no. Statistics here show that when school opens, the percentage of cases concentrated in youngsters of five to 14 does not rise, and may even fall slightly. Contacts among children in school are neither so continuous nor so intimate as home contacts, and therefore not nearly so efficient in spreading disease. Experts prefer the regular routine of school to undivided, un supervised play on the streets.

In rural schools, however, if children travel by bus from widely scattered communities, one of which is epidemic-ridden, health authorities may consider postponing the opening of schools. Such precautions may also be taken by boarding schools which draw students from different sections of the country.

How about summer camps? Polio occurs in camps, just as in other communities, but with no higher incidence. During epidemic camp directors are better able to cut down activities and enforce rest periods than you would be at home. If your child is summering at camp, leave him there, say the experts. The long trip home, the possibility of spreading the virus to other children in your community, outweigh any advantages.

How about taking trips during a polio epidemic? Check yourself with these questions: will the trip be tiring? Am I taking the child into an epidemic area? If you're sensible about traveling, if you check in advance, find there's no polio in your vacation area, take the kids.

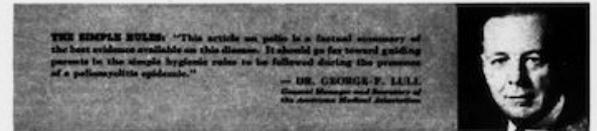
If friends or relatives are planning to visit you during the summer, it's wise to investigate the polio situation in their community.

Should I limit my child's playmates during the summer? To isolate your children from polio, you would all—parents, too—have to lock yourselves in your home, not venturing out for groceries, leaving the door to the milkman. Such procedure is obviously impossible. Let the youngster play normally with his usual circle of friends. The Journal of the American Medical Association advises against uprooting "the usual routine of children or of adults in their habits."

What about special treats, like parties, movies, circuses, picnics? Try to consider each case from three angles: Is it exhausting for the child? Is he brought into intimate contact with strangers? Birthday parties of neighborhood children are likely to do no harm, but large parties, bringing together numbers of children from widely separated areas, are undesirable. Let your child attend the movies occasionally, but avoid special children's hours.

Suppose a playmate of my child gets polio? If your child played in close contact with the youngster within a week

Continued on next page



THE SIMPSON BURN. "This article on polio is a factual summary of the best evidence available on this disease. It should be for general reading parents in the double hygienic culture to be followed during the presence of a poliomyelitis epidemic."

—DR. GEORGE F. LILL
General Manager and Secretary of
the American Medical Association



POLIO EXPERTS now believe the quarantine to be a useless weapon against epidemics

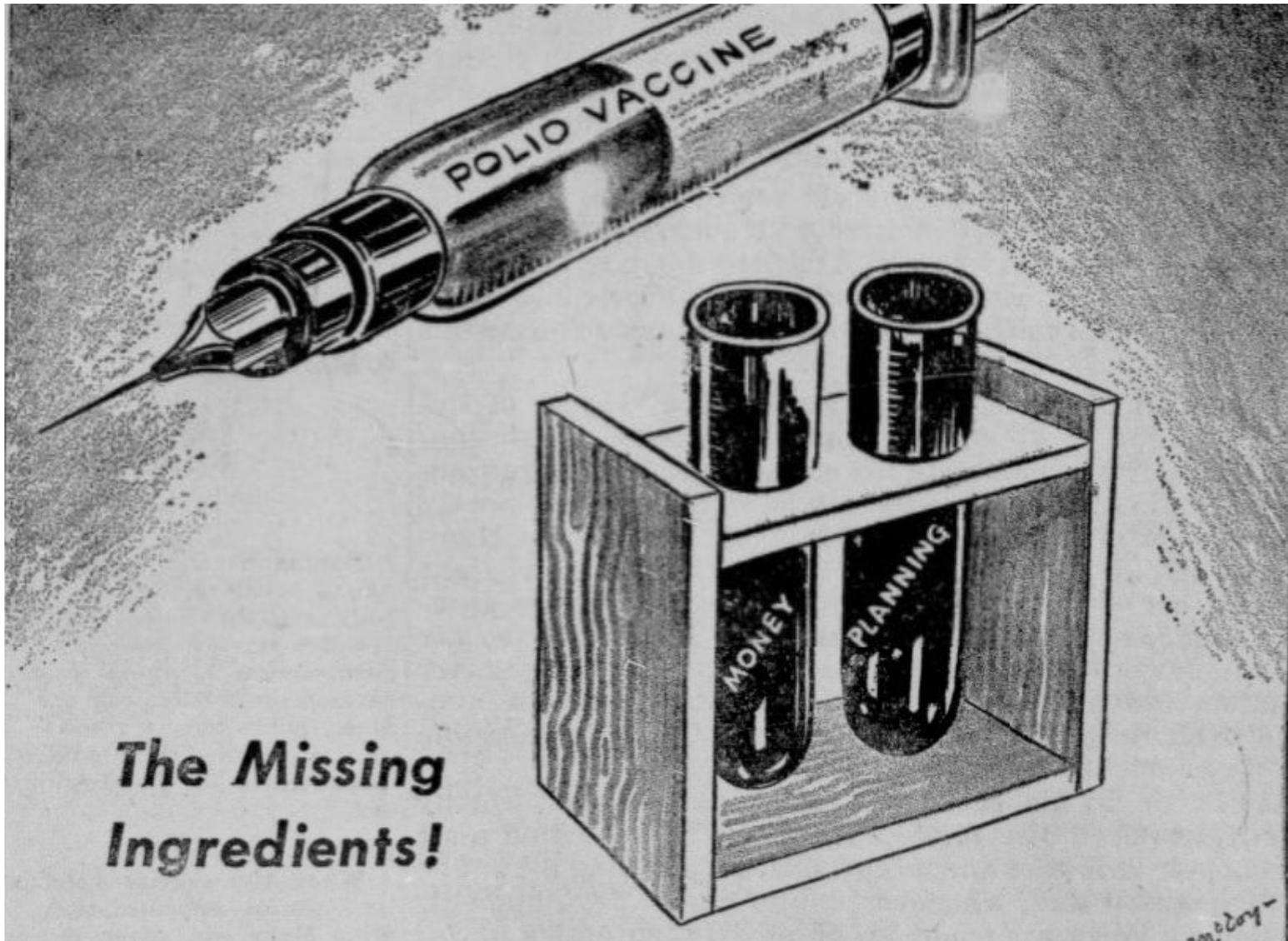
Excerpts provide focus points for readers of all levels

for a few days after fever has disappeared.

If my child gets polio, what are his chances for recovery? Excellent. Roughly one-half of all diagnosed polio cases suffer no paralysis at all. Another 25 per cent recover with only mild physical limitations. Fifteen per cent are severely paralyzed, and about eight per cent die.

Who is most susceptible to polio?

Visual sources offer testimony to the power of images to convey ideas



Strategies
for designing lessons
to meet the needs of
ALL learners

Incorporate Strategies for Access Universal Design for Learning



| REPRESENTATION - Options for presenting content | ENGAGEMENT - Options for engaging student interest | EXPRESSION - Options for students to demonstrate learning | CULTURAL CONSIDERATIONS |
|---|--|--|---|
| <ul style="list-style-type: none"> X Artifacts X Pictures X Graphic organizers O Video clips O Audio recordings O Lab O Lecture O Other _____ | <ul style="list-style-type: none"> X Cooperative work group O Partner work X Manipulatives O Movement O Debates O Role plays or simulations O Other _____ | <ul style="list-style-type: none"> X Written response X Illustrated response X Oral response O Model creation or construction O Other _____ | <ul style="list-style-type: none"> X Nature of content & ethnicity and/or culture of students O Other _____ |
| <p>CONTENT - Consider how veterans with disabilities were cared for and how care changed over time.</p> | <p>PROCESS - Small groups will examine and organize a variety of visual and verbal primary sources.</p> | <p>PRODUCT - Create and demonstrate a timeline on the treatment of wounded Civil War veterans.</p> | <p>Solicit experiences of students with soldiers or veterans relatives. Consider government responsibilities to people with disabilities.</p> |

[Explanation of grid for lesson design at EmergingAmerica.org](https://www.emergingamerica.org/lesson-design-grid)

Grid adapted from Social Studies & Exceptional Learners. NCSS. (2016).

Select and explicitly teach ESSENTIAL VOCABULARY

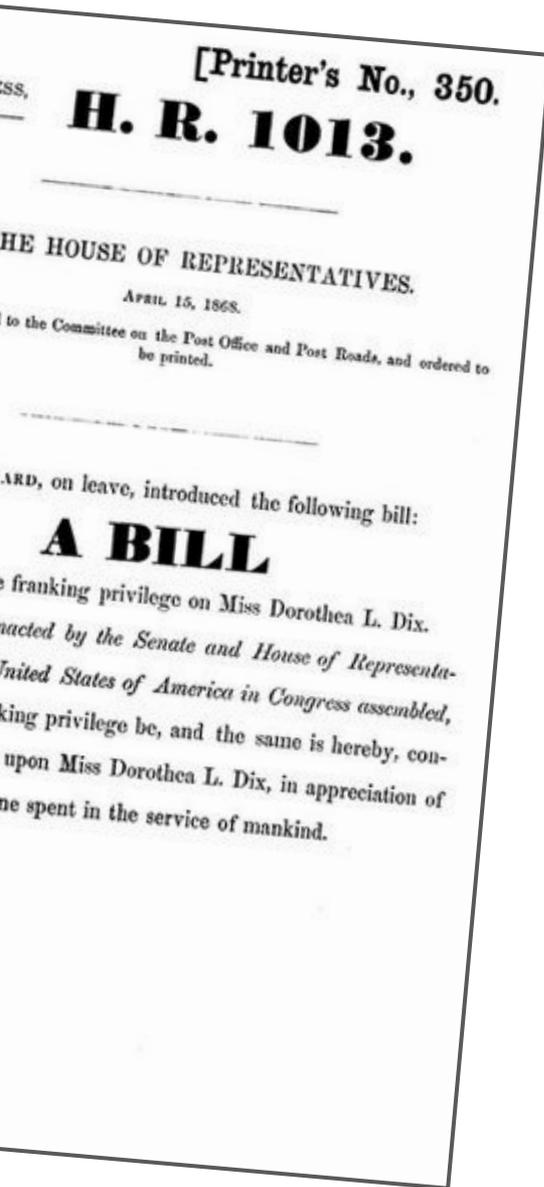
Vocabulary

FOCUS

| | | |
|---|---|---|
| Disciplinary "Brick" Words 2-4 Disciplinary - Necessary to understand the essential question. | "Mortar" Word 1 - necessary for assessment | Other Disciplinary Words Many - Not essential. Less transferrable. OK to define them each time they come up. |
| <ul style="list-style-type: none">● Veteran● Disability● Responsibility | <ul style="list-style-type: none">● Order: <i>chronological, most to least important, thematic, conditional (e.g. standard of care)</i> | sanitary, commission, voluntary, theater of war, campaign, collectibles, furlough, charitable, etc. |

Provide look-up lists of words that are not essential for this lesson.

Practice close-reading steps together



1. Quickly **Source** the document:
 - a. *Who is the author?*
 - b. *Who is the audience?*
 - c. *What is the date?*
2. Quickly **Scan the “Architecture”** of the document
 - a. *What kind of document is this?*
 - b. **Mark** sections with “A”, “B”, “C”, etc.
3. Read through the whole document.
4. Go back and **highlight** the three most important sentences in the document.
5. **Circle** the three most important words in each of those sentences.

Digital tools translate difficult text

Original

"I can not find any authority in the Constitution for making the Federal Government the great almoner of public charity throughout the United States...

It would in the end be prejudicial rather than beneficial to the noble offices of charity to have the charge of them transferred from the States to the Federal Government."

Translation

The screenshot shows the Rewordify.com website interface. At the top left is the logo 'R' and the text 'Rewordify.com Understand what you read.' To the right is a search bar with the placeholder text 'search documents...' and a magnifying glass icon. Further right are navigation links: 'Home', 'Demo', 'Help', and 'Settings'. Below the navigation is a purple banner with the text 'Want to learn 5 new words?' and a 'Yep!' button. Underneath is a light blue banner with the text 'Reading time: 47 seconds. | Total points: 0 | ? | X'. Below these banners are five buttons: 'Rewordified text', 'Stats', 'Share', 'Print / Learning activities', and 'Parts of speech'. The main content area is a white box containing the original text and its simplified translation. The original text is at the top, and the simplified translation is below it, with yellow highlights underlining the simplified words and phrases.

Rewordify.com
Understand what you read.

search documents...

Home Demo Help Settings

Want to learn 5 new words? [Yep!](#)

Reading time: 47 seconds. | Total points: 0 | ? | X

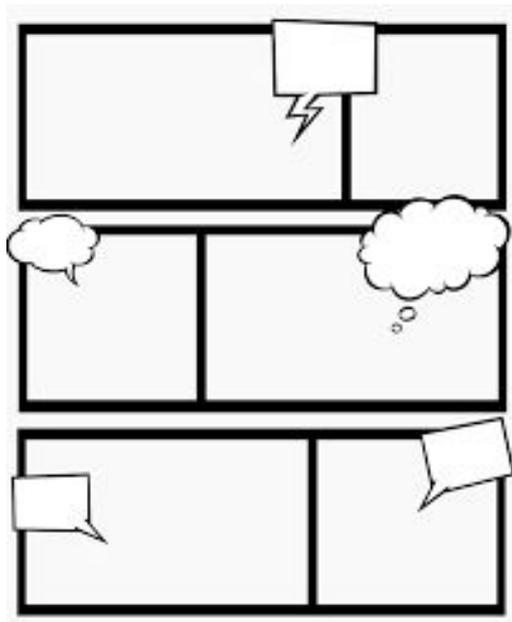
[Rewordified text](#) [Stats](#) [Share](#) [Print / Learning activities](#) [Parts of speech](#)

"I can not find any authority in the Constitution for making the Federal Government the great almoner of public (generous kindness/organization that helps people) throughout the United States...

It would in the end be (related to having wrong, pre-decided ideas) rather than helpful to the noble offices of (generous kindness to needy people) to have the charge of them moved (from one place to another) from the States to the Federal Government."

Offer more than one way to show understanding

Cartoon Strip



Offer more than one way to show understanding



Invite engagement, imagination, and empathy

Find ways to offer movement.



Select a person in the photo and give them voice. What might they say? (expression)

In your group, imagine what the people in the photo might say, think, or do. Get up and act out the scene. (expression)

Investigate: Conduct Original Research

Students search for sources within a rich yet finite collection.

e.g. Disabled Veterans:

“The Unhealed Wounds”

www.loc.gov/vets/

The Library of Congress Veterans History Project Home

Experiencing War

DISABLED AND THE STRESS, STRAIN AND SOMETIMES DESTRUCTION OF HUMAN HEALTH AND THE HUMAN BODY.

The Unhealed Wounds

VETERANS

Stories from the Veterans History Project

They may be dramatically visible: a missing limb, a facial scar. They may also lurk beneath the skin's surface: mental trauma that persists long after the events that provoked it. For disabled veterans, their wounds of war are daily facts of life. They are obstacles or impediments, but for the men and women in these stories, they are not roadblocks. All say they don't want special consideration for their disabilities, only fair and humane treatment—from the government they served and from the communities in which they live.

| | | |
|--|---|---|
|  <p>Eric Wayne Cagle ARMY Iraq-Afghanistan Kosovo Video Interview</p> |  <p>Arthur Eck ARMY World War II Written Memoir</p> |  <p>Arthur Guerrero ARMY Vietnam Video Interview</p> |
|  <p>Raymond Kasten ARMY Korea Video Interview</p> |  <p>James M. Mayer ARMY Vietnam Video Interview</p> |  <p>Franklin Nicholson ARMY World War II Audio Interview, Photos, Memoir, Correspondence</p> |
|  <p>Lawrence Saenz, Jr ARMY Vietnam Video Interview</p> |  <p>Connie Rose Spinks ARMY Persian Gulf Iraq-Afghanistan Transcript of Interview, Photos</p> | |

More Stories . . .

More Collections of Interest:

- [Max Cleland](#)
- [John McCain](#)
- [Wendy Marie Wamsley Taines](#)
- [Civil War Veterans Left-Handed Penmanship Contest](#)

View Previous Releases:

1. [Courage, Patriotism, Community](#)
2. [Sweethearts, Buddies, Family Ties](#)
3. [Life-Altering Moments, On a Mission, Hurry Up & Wait](#)
4. [D-Day Anniversary](#)
5. [Disasters of War](#)

<https://www.loc.gov/vets/stories/ex-war-disabledvets.html>

Teaching Resources

Expanding options

for all learners.

Teaching Resources Library@

Searchable Teaching Resources Library:

- Accessible lesson plans
- Primary source sets
- Content features: Disability History, Civics, Immigration, & Industrial Revolution
- Classroom activities
- Assessments
- Readings
- Guides for accessibility

The screenshot displays the Emerging America.org website interface. At the top, the logo features a red star above the text "Emerging America.org". Below the logo is a navigation bar with links for "ABOUT", "PROFESSIONAL DEVELOPMENT", "PROGRAMS", "ACCESSING INQUIRY", "EXHIBITS", "BLOG", and "TEACHING RESOURCES". A search bar is located on the right side of the navigation bar.

The main content area is titled "Teaching Resources" and includes a breadcrumb trail: "Home > Teaching Resources". On the left side, there are four filter panels:

- Grade Level:** Includes options for "Any", "3-5", "6-8", "9-12", and "K-2".
- Subject:** Includes checkboxes for "Civics", "English", "Geography", "U.S. History", and "World History".
- Time Period:** Includes checkboxes for "Ancient World", "Early America", "Modern America", and "The New Nation".
- Type:** Includes checkboxes for "Assessment", "Lesson Plan", "Primary Source Set", "Student Activity", "Teaching Strategies", and "Unit Plan".

The "Lesson Plan" option is selected. Below the filters is a "Search Keywords" field with the text "Immigration" and an "Apply" button.

The main content area features three resource cards:

- Restricting Immigration to the US:** A card with a historical illustration of a group of people. The text describes a lesson using the 21st century "travel ban" as an entry point to explore previous shifts in US immigration policy, focusing on three specific immigration laws: the Chinese Exclusion Act of 1882, the Immigration Acts of 1921 & 1924, and the Immigration and Nationality Act of 1952.
- Historical Fiction: Setting Study through Primary Sources of the Novel Esperanza Rising:** A card with a black and white photograph of a woman. The text describes a two-day lesson based on students acquiring a better understanding of the effects of the Great Depression on migrant workers and their children as portrayed in the novel "Esperanza Rising".
- Immigration versus Nativism:** A card with a historical illustration of a group of people. The text describes a lesson on the topic of immigration, which is as controversial today as it was at the turn of the twentieth century, focusing on the attitudes and opinions of many native-born Americans (Nativists) who did not welcome the arrival of immigrants from certain countries.

Professional Development

Upcoming courses:

- **Accessing Inquiry for Students with Disabilities through Primary Sources**
- Content courses:
 - U.S. Constitution, World History, & Disability History
- Online and
- In-person with Library of Congress TPS Consortium members across U.S.

Emerging America.org

Teaching the First Amendment

Event Date:

Mon, 06/29/2020

THIS COURSE IS FULLY ONLINE A Fixed Star: Teaching the First Amendment and Our Most Fundamental Rights Dates: June 29 to August 12. There are three webinars: 7:00pm - July 8, 22, & 29 (Webinars will be recorded.) Other than the webinars, participants may work on the course at the time of day of their choosing, though work is due at multiple dates each week.
[Register Here](#)



Online: Accessing Inquiry for Students with Disabilities through Primary Sources

Event Date:

Mon, 07/06/2020

Fully Online: Course runs July 6 through July 31, 2020. Social Studies and Humanities pose distinct challenges for struggling learners.

Extensive discipline-specific vocabulary, difficult informational texts – including complex primary sources– and a need for background knowledge can be barriers. Yet the authentic sources, important ideas and connections to issues of these subjects also offer virtual tools for differentiation and potent means to motivate students.



"HOW CAN I SUPPORT ALL LEARNERS?"

Social Studies and Humanities pose distinct challenges for struggling learners, including extensive discipline-specific vocabulary, difficult informational texts, and

Teaching the History's Mysteries K-5 Curriculum - Workshop

Event Date:

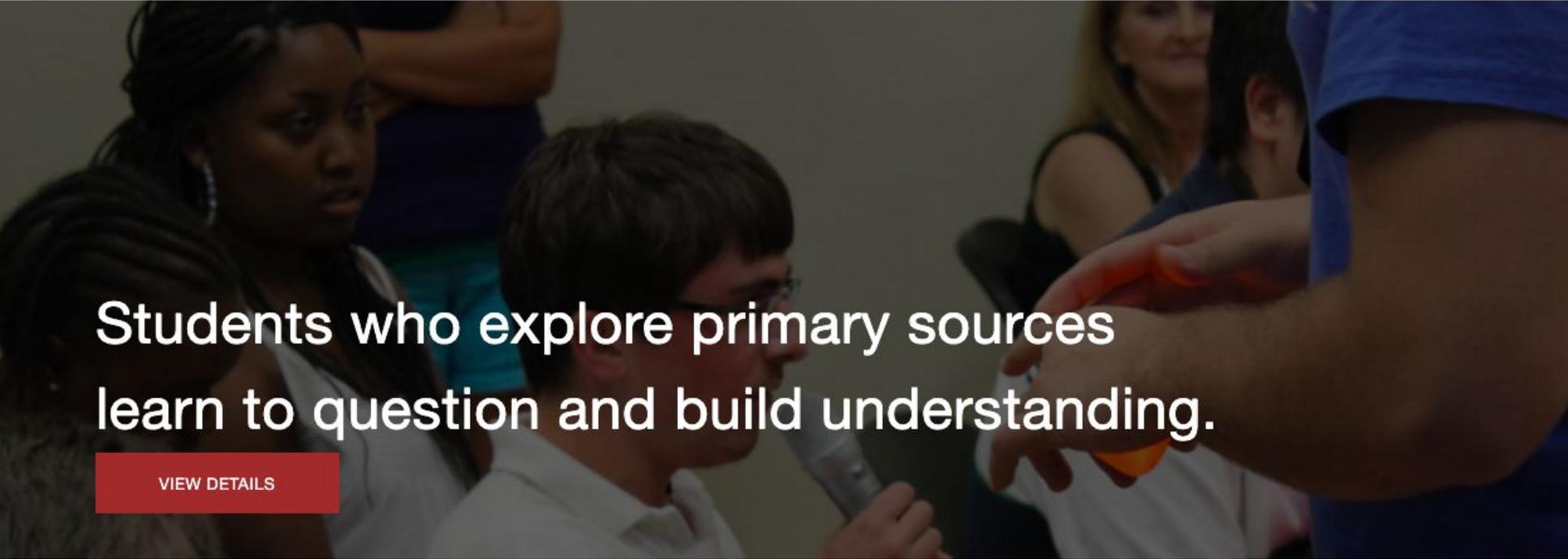
Thu, 07/16/2020

ONLINE: Are you looking for K-5 History curriculum that meets content and skill standards, engages students in inquiry, and fits well in your classroom? Try Emerging America's new K-5 "click and play" historical investigations. Curriculum is adaptable for remote instruction.
[Register Here](#)



Questions?

Emerging America.org

[HOME](#)[ABOUT ▼](#)[PROFESSIONAL DEVELOPMENT ▼](#)[PROGRAMS ▼](#)[ACCESSING INQUIRY ▼](#)[EXHIBITS ▼](#)[BLOG](#)[TE](#)

Students who explore primary sources
learn to question and build understanding.

[VIEW DETAILS](#)

Rich Cairn

Program Director, Emerging America

Alison Noyes

Asst. Director, Emerging America

Library of Congress: Teaching with Primary Sources at CES



Thank you!



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#emergingamerica

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Emerging  America .org / tps