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

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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.
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**
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.
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

Student & Teacher (1844)
Laura Bridgman (1829-1889)

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

https://www.disabilitymuseum.org/dhm/lib/catcard.html?id=287
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’es Asylum Bill, May 3, 1854.
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.


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.
Responsibility of U.S. Government for individuals expands after Civil War.

Puck Cartoon. (1898).

"Number of Pensioners over 30 Years ... [since] the War 976,014. Number in waiting 200,000."

Again call out offensive language, “Fatman.”
NEWSON & KNOWLAND,
U.S. Claim Attorneys

ANDERSON, Ind., Aug. 7, 1870

Dear W. Oblinger

Young, Ind., June

COMRADE:

We are informed by the Hon. Commissioner of Pensions that your claim for an increased pension has been

considered and allowed.

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 in-

crease 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.

NEWSON & KNOWLAND.
Anderson, Ind., Aug. 7, 1890

Broah W. Oblinger
New 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.
Bringing the wounded in to Frederick in the afternoon - Saturday.
What order best explains events?

A

NEWSON & KNOWLAND.
U.S. Claim Attorneys

Anderson, Ind., Aug. 7, 1890

Pliah W. Oblinger
Young City, N.Y.

COMRADE:

We are informed by the Hon. Commissioner of Pensions that your claim for Original or Increased Pension has been accepted 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.,
NEWSON & KNOWLAND.

B

C

Bringing the wounded in to Fredericksburg in the afternoon of October 21.
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.

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

“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 the 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.”

https://www.ada.gov/videogallery.htm
Struggles for civil rights continue.


"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.
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?

- **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)

https://www.loc.gov/item/2010644408/
Primary Sources: Many Means of Engagement, Presentation of Information; Active Learning
Primary source sets offer multiple paths to Engagement.
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

Dy you worry through a polo epidemic last summer? You did, no doubt, when reports of polio cases emerged, and the epidemic swept the nation. It seemed almost impossible to escape its effects. And now, with more than 10,000 cases reported since the beginning of the year, our memories of the past are brought back to us.

My neighborhood had an epidemic too, and as the mother of a five-year-old, I felt I had to learn as much as possible. What should we do? How can we prevent it? What about symptoms? How can we protect ourselves and our children? It was a time of great anxiety and fear.

In this article, I will discuss some of the key issues surrounding the current polo epidemic. I hope it will provide information and guidance that will help you and your family navigate this challenging time. Let us begin.

What is polo? Polo is a virus that attacks the nervous system and can cause paralysis. It is transmitted through contact with infected body fluids or items contaminated with the virus. The virus can survive in the environment for several days, making it easy to spread.

How can polo be prevented? There is no cure for polo, so prevention is key. The best way to prevent polo is to avoid contact with infected body fluids or items. This includes washing your hands frequently, avoiding contact with sick people, and avoiding crowded places.

What are the symptoms of polo? The symptoms of polo can range from mild to severe. Early symptoms may include fever, headache, muscle pain, and vomiting. As the virus spreads, the severity of symptoms increases, and can include paralysis and respiratory problems.

What happens if polo is not treated? If polo is not treated, it can lead to paralysis and death. Treatment is crucial, and includes immediate hospitalization and aggressive therapy.

In conclusion, polo is a serious and contagious virus that can cause severe and life-threatening symptoms. It is important to take steps to prevent its spread and to ensure prompt treatment if you or someone you know becomes infected. With the right approach, we can overcome this challenge and protect ourselves and our loved ones.

More Polo Panics

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

POULIEX EXPERTS now believe the polio to be a matter of course against epidemics.

POLIO should be regarded as a minor threat to public health.

WATER won't harm them, so little worry need be had about polo cases.

POLIO EXPERTS now believe the polio to be a minor threat to public health.

POLIO should be regarded as a minor threat to public health.

WATER won't harm them, so little worry need be had about polo cases.

POLIO is not a threat to children.

WATER won't harm them, so little worry need be had about polo cases.

POLIO is not a threat to children.

WATER won't harm them, so little worry need be had about polo cases.
Excerpts provide focus points for readers of all levels.

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.

The Missing Ingredients!
Strategies for designing lessons to meet the needs of ALL learners
## Incorporate Strategies for Access
### Universal Design for Learning

<table>
<thead>
<tr>
<th>REPRESENTATION - Options for presenting content</th>
<th>ENGAGEMENT - Options for engaging student interest</th>
<th>EXPRESSION - Options for students to demonstrate learning</th>
<th>CULTURAL CONSIDERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Artifacts</td>
<td>X Cooperative work group</td>
<td>X Written response</td>
<td>X Nature of content &amp; ethnicity and/or culture of students</td>
</tr>
<tr>
<td>X Pictures</td>
<td>O Partner work</td>
<td>X Illustrated response</td>
<td>O Other</td>
</tr>
<tr>
<td>X Graphic organizers</td>
<td>X Manipulatives</td>
<td>X Oral response</td>
<td>Other</td>
</tr>
<tr>
<td>O Video clips</td>
<td>O Movement</td>
<td>O Model creation or construction</td>
<td>Other</td>
</tr>
<tr>
<td>O Audio recordings</td>
<td>O Debates</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>O Lab</td>
<td>O Role plays or simulations</td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>O Lecture</td>
<td>O Other</td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

| CONTENT - Consider how veterans with disabilities were cared for and how care changed over time. | PROCESS - Small groups will examine and organize a variety of visual and verbal primary sources. | PRODUCT - Create and demonstrate a timeline on the treatment of wounded Civil War veterans. | Solicit experiences of students with soldiers or veterans relatives. Consider government responsibilities to people with disabilities. |

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Explanation of grid for lesson design at EmergingAmerica.org  
Grid adapted from Social Studies & Exceptional Learners. NCSS. (2016).
Select and explicitly teach ESSENTIAL VOCABULARY

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disciplinary “Brick” Words 2-4 Disciplinary - Necessary to understand the essential question.</td>
<td>Disciplinary “Mortar” Word 1 - necessary for assessment</td>
</tr>
<tr>
<td>- Veteran</td>
<td>- Order: chronological, most to least important, thematic, conditional (e.g. standard of care)</td>
</tr>
<tr>
<td>- Disability</td>
<td>Other Disciplinary Words Many - Not essential. Less transferrable. OK to define them each time they come up.</td>
</tr>
<tr>
<td>- Responsibility</td>
<td>sanitary, commission, voluntary, theater of war, campaign, collectibles, furlough, charitable, etc.</td>
</tr>
</tbody>
</table>

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

Grid explanation at EmergingAmerica.org
Explanation of Culturally Relevant Pedagogy
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.
"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."
Offer more than one way to show understanding

Cartoon Strip
Offer more than one way to show understanding

https://commons.wikimedia.org/wiki/File:Citizenship_ceremony_Nara_20180411-02-005_(39695004610).jpg
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/
Teaching Resources
Expanding options for all learners.
Teaching Resources Library:

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

EmergingAmerica.org

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

VIEW DETAILS
Thank you!

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