



# Accessing Inquiry For Students with Disabilities through Primary Sources

Sources Conference  
Orlando, Florida  
January 18, 2020

LIBRARY OF CONGRESS

**TEACHING** WITH **PRIMARY SOURCES**

Consortium Member



## Rich Cairn

Program Director, Emerging America

Emerging★America.org



**collaborative.org**

*Collaborative for Educational Services*

# Agenda

- Slides:

<http://bit.ly/AccessingInquiry-SOURCES>

- ❖ Accessing Inquiry Approach
- ❖ Explore Disability History:
  - *Why this topic?*
  - Content standards
  - Nellie Bly to Ed Roberts
- ❖ Library of Congress Online
- ❖ Search Tips
- ❖ Examples of Text Set



*Accessing Inquiry for  
Students with  
Disabilities*

**Our Approach**

# Self Determination Youth Credo



[https://youtu.be/wrNy\\_2ljVdo](https://youtu.be/wrNy_2ljVdo)

# Our Process

1. We will introduce and describe many tools to support struggling learners in the classroom.
2. We will model many strategies & tools similar to those you can use.
3. While most of the strategies aim especially to support students with disabilities, we know from research that these techniques benefit most other learners as well.



# Universal Design: Rethink Ability

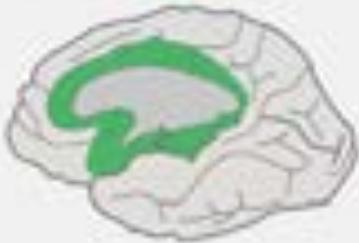


*Who benefits when we ban the average?*

# Universal Design for Learning

Using what we know about brain science to maximize learning:

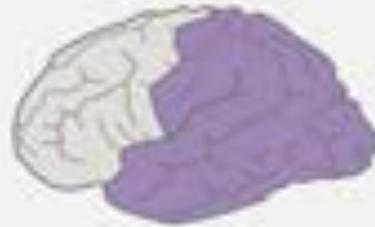
AFFECTIVE NETWORKS:  
THE **WHY** OF LEARNING



## Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

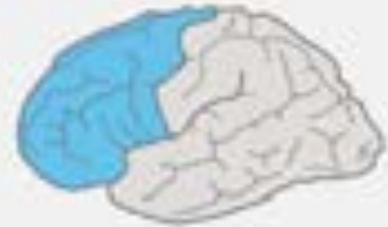
RECOGNITION NETWORKS:  
THE **WHAT** OF LEARNING



## Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:  
THE **HOW** OF LEARNING



## Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

The “What,” “How” & “Why” of learning.

# Assignment: Lesson Outline

LIBRARY OF CONGRESS **TEACHING** with PRIMARY SOURCES

## Inquiry and Primary Source-Based Lesson Plan



**Title:** Civil War Veterans & Disability in American History  
**Submitted By:** Rich Cairn, Collaborative for Educational Services

**Grade Level:**  
**Subject Area Focus:** U.S. History  
**Course:** U.S. History I - 1763-1876  
**Unit this lesson is part of:** American Civil War  
**Estimated Number of Days to Complete:**

### • Lesson Summary:

Students will examine several primary source images and documents related to Civil War wounded. From the sources, students will develop a narrative about changes in the responsibilities of the federal government in response to the enormous numbers of wounded Union soldiers. This lesson can stand alone or kick off a research project.

10/06/2016 - RC

EmergingAmerica.org

Link to model [Lesson](#).



- o <https://www.loc.gov/item/2004661310/>
  - o One of the bloodiest Union losses of the war, the Battle of Fredericksburg was fought December 11-15, 1862.
3. Civil War soldier, with one leg, full-length portrait, seated, facing front, holding guitar
- o Unknown photographer
  - o [1861-1880]



- o <https://www.loc.gov/item/97516655/>
  - o One of hundreds of photos showing veterans who lost limbs in the Civil War.
4. Wounded soldiers at hospital in Fredericksburg Va.
- o Photographer unknown
  - o [1861-1864]



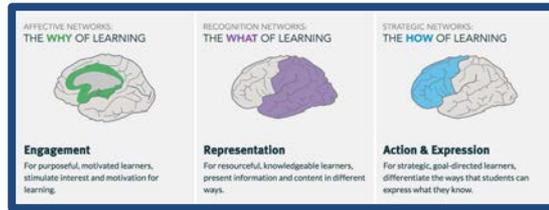
- o <https://www.loc.gov/item/2012650256/>
  - o Nearly 20 figures include several with bandages or crutches.
5. Tending wounded Union soldiers at Savage's Station, Virginia, during the Peninsular Campaign
- o James F. Gibson, photographer



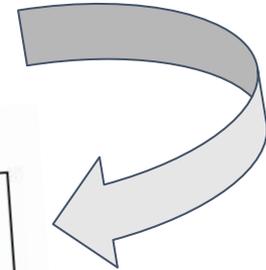
- o <https://www.loc.gov/item/2011646181/>
  - o Most of these soldiers were later captured during the Seven Days' Battle, Va.
6. Belle Plaine, Va. Wagons of the Sanitary Commission and a crowd at the landing
- o Timothy H. O'Sullivan, photographer
  - o [1864]

# Incorporate Strategies for Access

## UDL



## + CRP

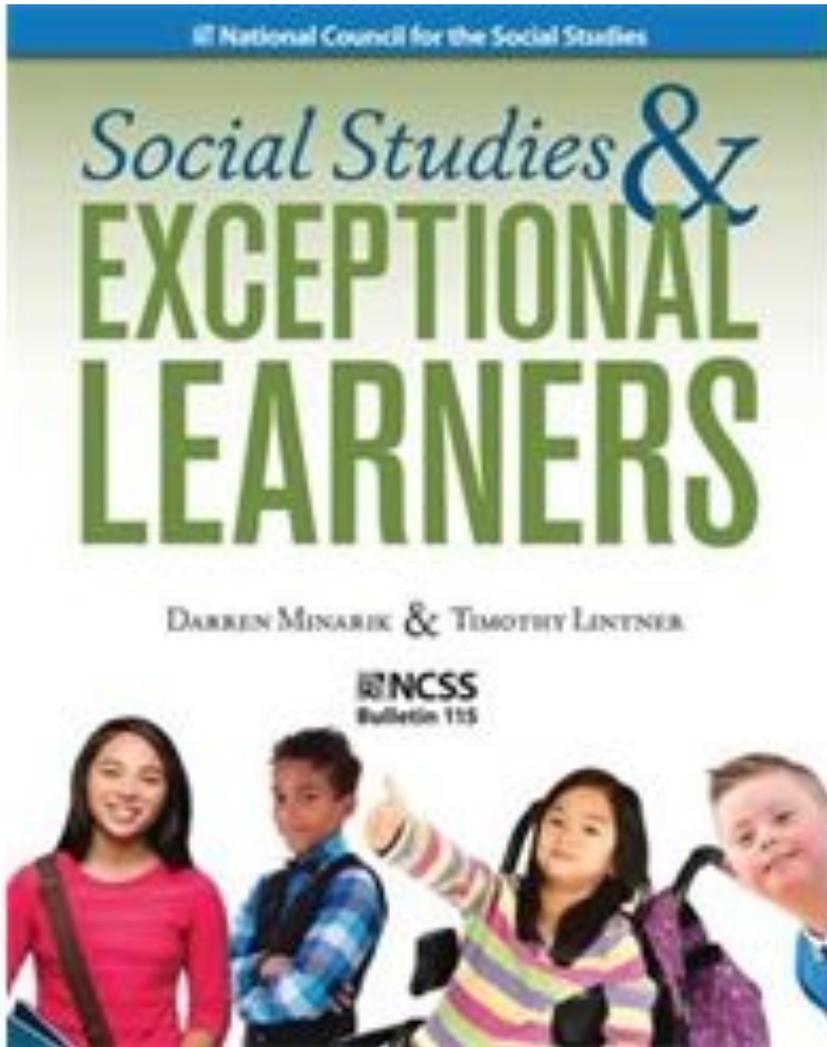


### 5. Universal Design for Learning: (How does lesson address these?)

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

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

[Grid explanation at EmergingAmerica.org](http://EmergingAmerica.org)



# Minarik & Lintner Social Studies & Exceptional Learners

***National Council for  
the Social Studies  
2016***

# Accessing Inquiry Project

A growing resource:

- Searchable Teaching Resources Library:
  - Accessible lessons
  - Primary source sets
  - Content on Disability History, Immigration, and many other Topics
  - Classroom activities
  - Assessments
  - Readings
  - Links to Resources
- Professional Development Opportunities (including fully online)

<http://EmergingAmerica.org/TPS>

The screenshot shows the 'Accessing Inquiry' page on the Emerging America website. The page features a navigation menu at the top with links for HOME, ABOUT, PROFESSIONAL DEVELOPMENT, PROGRAMS, ACCESSING INQUIRY, EXHIBITS, and BLOG. The main content area includes a sidebar with a table of contents listing sections such as Overview, Universal Design, Disability History through Primary Sources, Immigrant History through Primary Sources, Know & Support Students, Inquiry Strategies, Engagement Strategies, and Assessment Strategies. The main content area has a heading 'Accessing Inquiry' and a sub-heading 'Home - Accessing Inquiry'. It includes a 'Share This Page' button and a large image of a teacher analyzing immigration data. Below the image is a caption: 'A Pennsylvania teacher analyzes immigration data and primary sources in Accessing Inquiry for English Learners through Primary Sources'. The page also contains sections for 'How can we help you?' with a 'CONTACT US' button, 'Current Workshops' with a 'VIEW' button, and two paragraphs of text describing social studies challenges and the Universal Design for Learning framework.

Emerging America

HOME ABOUT PROFESSIONAL DEVELOPMENT PROGRAMS ACCESSING INQUIRY EXHIBITS BLOG

## Accessing Inquiry

Home - Accessing Inquiry

Share This Page

Overview
Universal Design
Disability History through Primary Sources
Immigrant History through Primary Sources
Know & Support Students
Inquiry Strategies
Engagement Strategies
Assessment Strategies

How can we help you?

Contact us if you need help navigating our website or are interested in learning more about our services

CONTACT US

[ Edit ]

### Current Workshops

Browse the latest Emerging America professional development opportunities for K-12 educators

VIEW

[ Edit ]

A Pennsylvania teacher analyzes immigration data and primary sources in Accessing Inquiry for English Learners through Primary Sources

Social studies and the humanities present unique challenges to struggling learners: complex stories, abstract concepts such as "citizenship," a huge disciplinary vocabulary and need for background knowledge. Since 1974, the Collaborative has supported good teaching of ALL learners. Emerging America brought this focus to history education in 2006. Now Accessing Inquiry advances this work through the Library of Congress Teaching with Primary Sources Program at the Collaborative.

On the pages of Accessing Inquiry:

View accessible model lessons, including many that feature Disability History or Immigrant History that are built on the rich resources of the Library of Congress, Disability History Museum, and our many other partners

Explore framework of the Universal Design for Learning-- the philosophy that educational excellence is achieved by offering multiple paths to understanding

# Teaching Resources Library

Searchable Teaching Resources Library:

- Accessible lessons
- Primary source sets
- Content on Immigration, Disability History, and many other Topics
- Classroom activities
- Assessments
- Readings
- Links to Resources



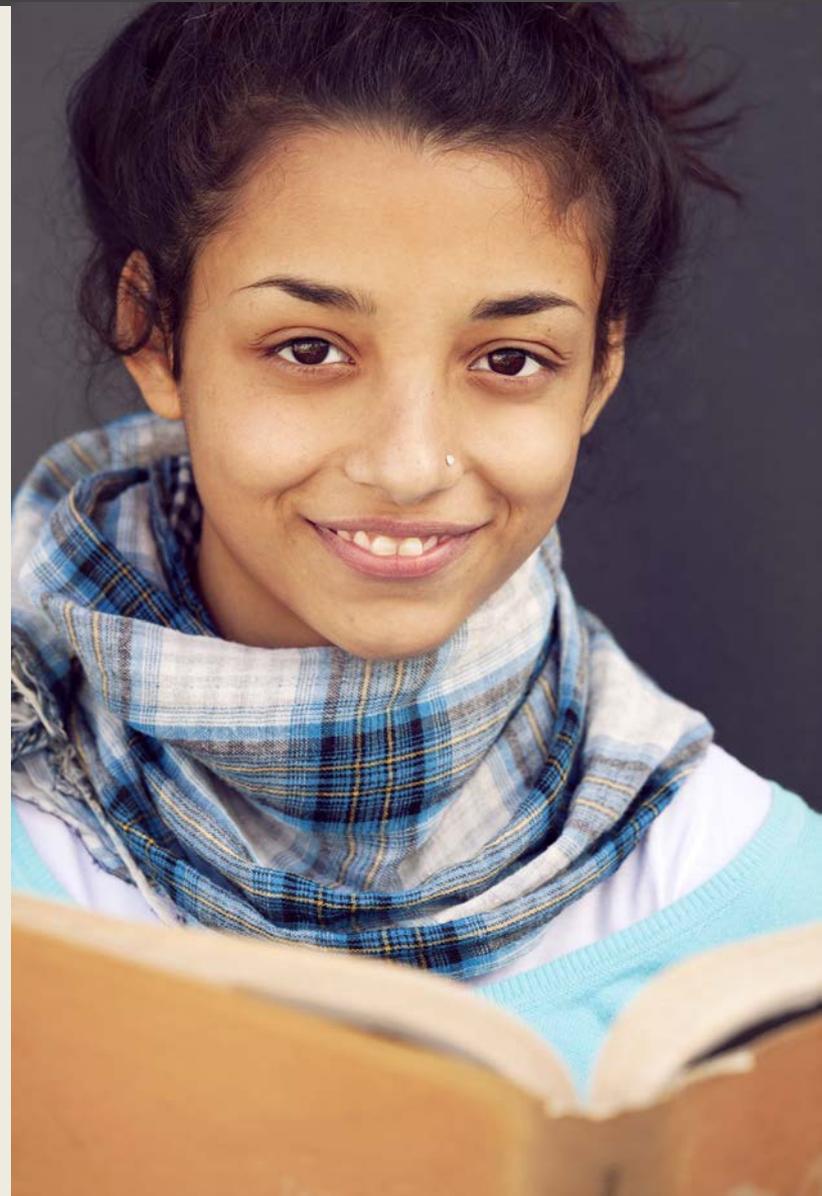
A screenshot of the Emerging America.org website's "Teaching Resources" page. The page has a dark blue header with navigation links for "ABOUT", "PROFESSIONAL DEVELOPMENT", "PROGRAMS", "ACCESSING INQUIRY", "EXHIBITS", "BLOG", and "TEACHING RESOURCES". Below the header, the "Teaching Resources" section is displayed. On the left, there are three filter panels: "Grade Level" with radio buttons for "Any", "3-5", "6-8", "9-12", and "K-2"; "Subject" with checkboxes for "Civics", "English", "Geography", "U.S. History", and "World History"; and "Time Period" with checkboxes for "Ancient World", "Early America", "Modern America", and "The New Nation". Below these is a "Type" panel with checkboxes for "Assessment", "Lesson Plan", "Primary Source Set", "Student Activity", "Teaching Strategies", and "Unit Plan". At the bottom left is a "Search Keywords" field containing the word "Immigration" and an "Apply" button. The main content area on the right features three resource cards. The first card is titled "Restricting Immigration to the US" and includes a small image of a historical document. The second card is titled "Historical Fiction: Setting Study through Primary Sources of the Novel Esperanza Rising" and includes a small image of a woman. The third card is titled "Immigration versus Nativism" and includes a small image of a historical scene. Each card contains a brief description of the resource.

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

# *Why we focus on Disability History*

**If you believe people have no history worth mentioning, it is easy to believe they have no humanity worth defending.**

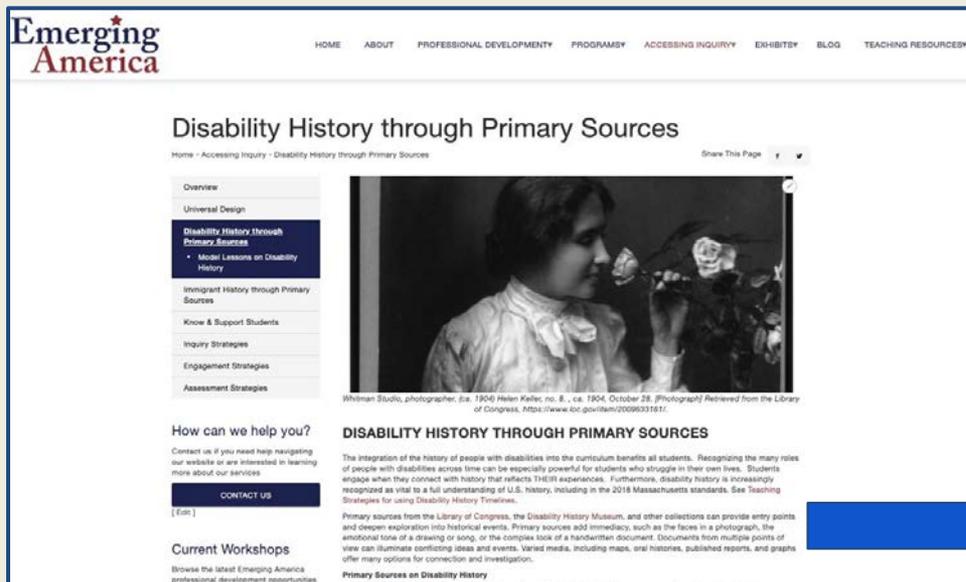
- William Loren Katz,  
Historian



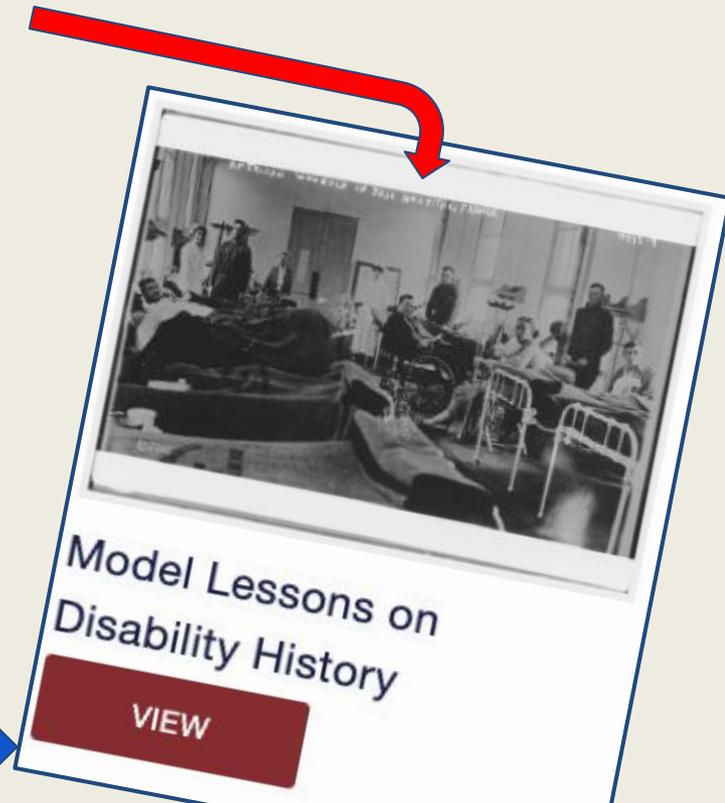
# Why we focus on Disability History

1. **Engage** learners with history they see selves in
2. **Correct demeaning views** (e.g. use of insulting terms)
3. **Model putting primary sources in context**
4. **Correct historical record** (e.g. Bayton & other readings)
5. **Address new standards** (e.g. MA, CA)

<http://emergingamerica.org/disability-history-primary-sources/>



The screenshot shows the Emerging America website. The main heading is "Disability History through Primary Sources". Below the heading is a navigation menu with options: Overview, Universal Design, Disability History through Primary Sources (selected), Model Lessons on Disability History, Immigrant History through Primary Sources, Know & Support Students, Inquiry Strategies, Engagement Strategies, and Assessment Strategies. A large image of a young girl in a white dress is featured. Below the image is a caption: "Whitman Studio, photographer. ca. 1904 Helen Keller, no. 8., ca. 1904, October 28. [Photograph] Retrieved from the Library of Congress. https://www.loc.gov/item/2009633161". Below the image is a section titled "DISABILITY HISTORY THROUGH PRIMARY SOURCES" with a brief introduction and a "VIEW" button.



A Polaroid-style image of a historical photograph showing a group of people in a room, possibly a classroom or a meeting. A red arrow points from the text above to the image. Below the image is the text "Model Lessons on Disability History" and a red button labeled "VIEW".

# Must *my* lesson focus on Disability History?

- Do your best!
- Disability History (even social studies) does NOT have to be main topic.
- Keep eye out in readings and webinar for connections to your state standards.
- It is harder with world history topics. Yet...

<http://emergingamerica.org/disability-history-primary-sources/>

LIBRARY OF CONGRESS **TEACHING** with PRIMARY SOURCES

Inquiry and Primary Source-Based Lesson Plan



**Title:** “Deformity and Disability in Ancient Greece”  
**Submitted By:** Margaret McSweeny and Tove Bendiksen

**Grade Level:** 7

**Subject Area Focus:** “Deformity” and Disability in Ancient Greek Culture

**Course:** Ancient Civilizations

**Unit this lesson is part of:** Ancient Greece

**Estimated Number of Days to Complete:** 1

*Analyzing a Primary  
Source*

**Tool for Access**

# LoC Primary Source Analysis Tool



## PRIMARY SOURCE ANALYSIS TOOL

### OBSERVE

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### REFLECT

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### QUESTION

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### FURTHER INVESTIGATION

# Analyzing a Primary Source



<https://www.loc.gov/item/00694366/>

# Primary Source Analysis Tool

## OBSERVE

### NO INFERENCES!

- What do you notice first?
- What kind of structures do you see? Describe them.
- Is there anything you notice because it is NOT there?

## REFLECT

1. What kinds of buildings are these?
2. Can you tell anything about them by their size, shape, or details?
3. Why was the film made?

*“Say more”*

*“What makes you say that?”*

## QUESTION

- What would you like to ask the filmmaker?
- Who owned the buildings?
- Where is this?
- When is this?

**Right Question  
Institute**

<http://rightquestion.org/>

**INVESTIGATE:** *How would you find out more? Where would you look?*

# Analyzing a Primary Source



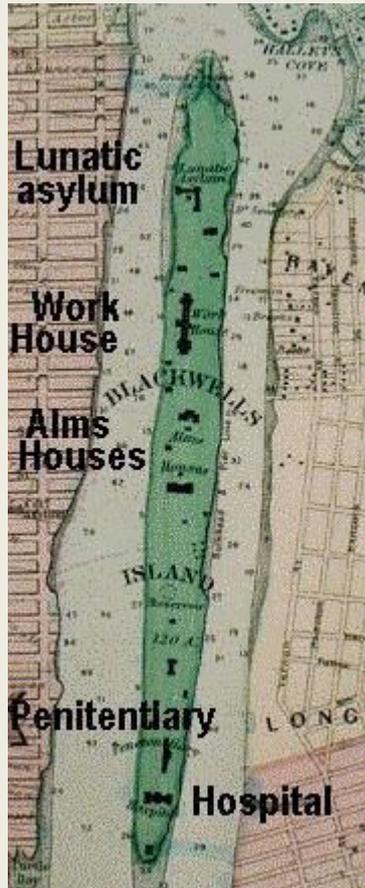
## Source Info

- **Title:** Panorama of Blackwell's Island, N.Y.
- **Creator:** Edwin S. Porter, Thomas A. Edison Inc.
- **Date:** 1903
- **Thumbnail:** (at left)
- **URL:** (below)

<https://www.loc.gov/item/00694366/>

# Corroborating a Primary Source

<http://www.correctionhistory.org/html/chronicl/nycdoc/html/blakwel2.html>

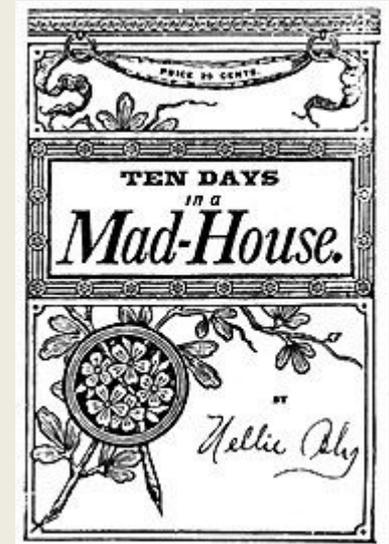


## Source Info

- **Title:** Map of Blackwell's Island
- **Creator:** New York Corrections History Society
- **Date:** [Writing on map 1895]
- **Thumbnail:** (at left)
- **URL:** (at left)

## Source Info

- **Title:** Ten Days in a Mad-House
- **Creator:** Nelly Bly
- **Date:** 1887
- **Thumbnail:** (cover at right)
- **URL:** (at right)

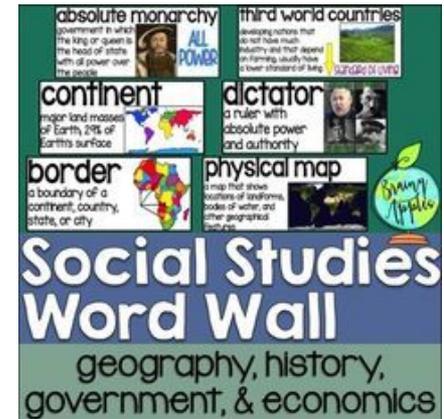


<http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html>

# How can I remember all these facts and ideas?

The brain remembers what it can hang on a hook of a mental framework:

- **Themes** - such as in Mass Frameworks  
e.g. Struggles for Equality and Justice
- **Timelines**
- **Maps**
- **Word Walls**
- **Graphic Organizers** - incl. Thinking Maps



# **Disability History**

## *Context & Background*

# Guiding Question

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

# Engage - Making Learning Accessible

Kick off lesson with popular movie: 300.

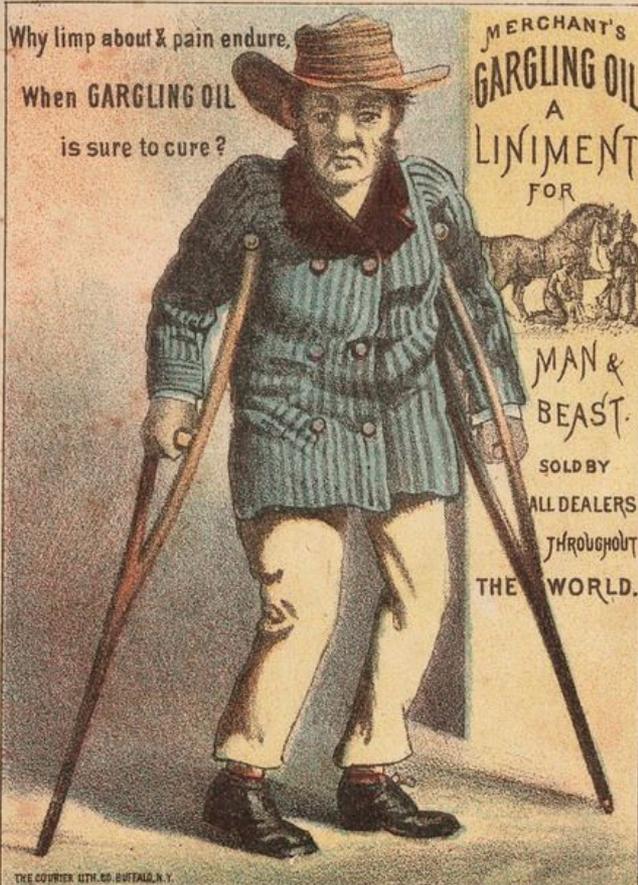
[https://youtu.be/EvT\\_ujWSRg0](https://youtu.be/EvT_ujWSRg0)



# Disability History

Disability history must be connected to mainstream American history as reflected in state content standards.

- Content Standards
  - Second Great Awakening Reformers: Dorothea Dix, Samuel Gridley Howe, Horace Mann...
  - Immigration & Eugenics
  - WWI Veterans
  - Social Movements of the 1960s
  - American with Disabilities Act of 1990



Why limp about & pain endure.  
When GARGLING OIL  
is sure to cure?

MERCHANT'S  
GARGLING OIL  
A  
LINIMENT  
FOR

MAN &  
BEAST.

SOLD BY  
ALL DEALERS  
THROUGHOUT  
THE WORLD.

THE COURIER 12TH 60 BUFFALO, N. Y.

FIRST INTRODUCED, 1833.

MERCHANT'S GARGLING OIL is the standard Liniment of the United States, and is good for Burns, Scalds, Rheumatism, Flesh Wounds, Sprains, Bruises, Lame Back, Hemorrhoids or Piles, Toothache, Sore Throat, Chilblains, Chapped Hands, and many other diseases incident to man and beast. Yellow Wrapper for animal, and white for human flesh.  
Manufactured at Lockport, N. Y., by M. G. O. Co., and sold by all druggists.

OVER. JOHN HODGE, Sec'y.

## *What do Students Know about Helen Keller?*

Includes jokes:

South Park: “Helen Keller, The Musical”

Doing The Helen Keller, A Rugby or Soccer Move

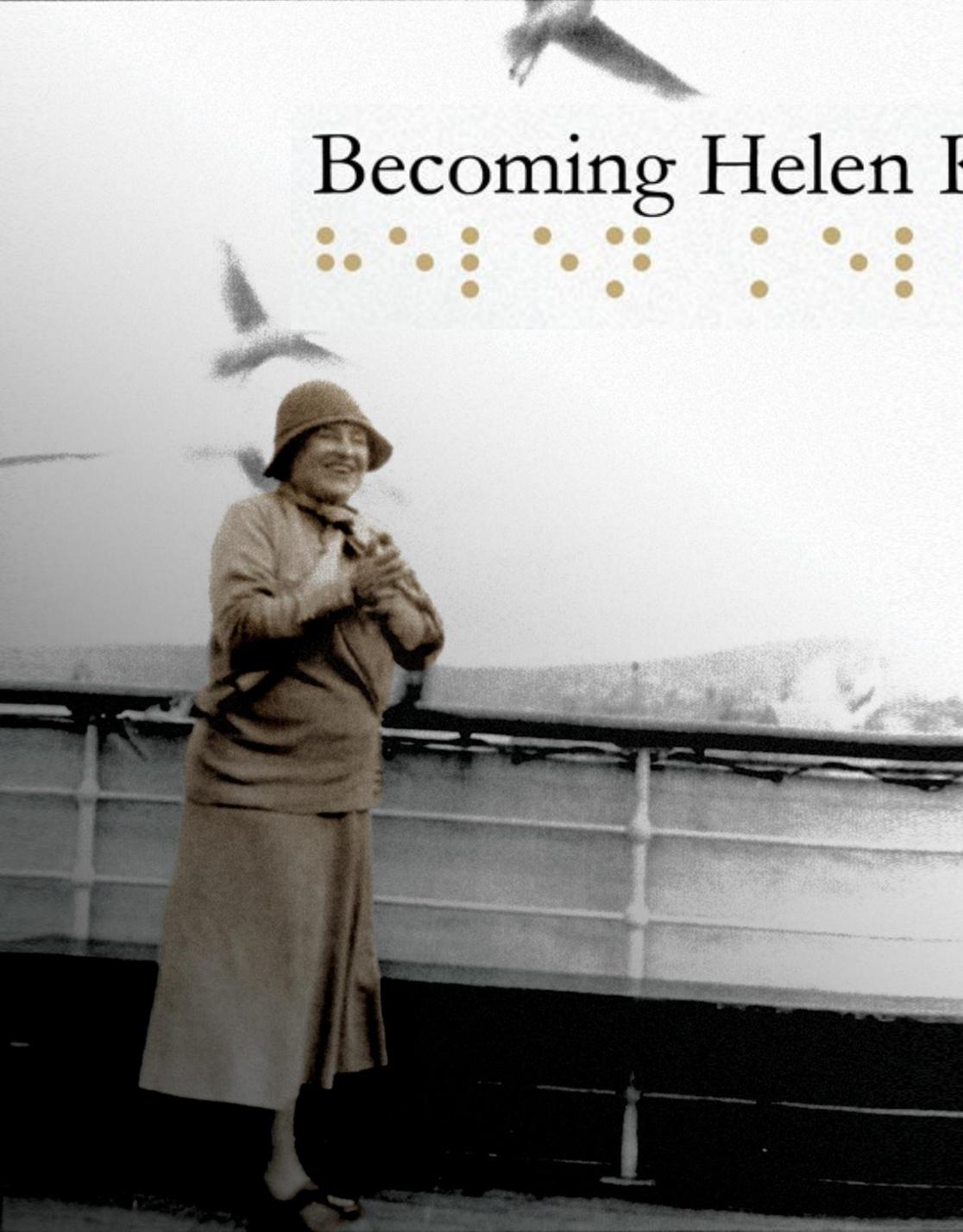
Many Sex Related Jokes: See You Tube

A Band Named Helen Killer



What makes someone a household name, a life legend so well known that it becomes a source of demeaning humor?

What is the role of sick jokes? How do they work? What makes them funny? Why are they also in poor taste?



# Becoming Helen Keller



<https://www.becominghelenkeller.org/>

*Why Does Keller's story still matter?*

*Beyond the Child Star, Saint, Radical Celebrity.*

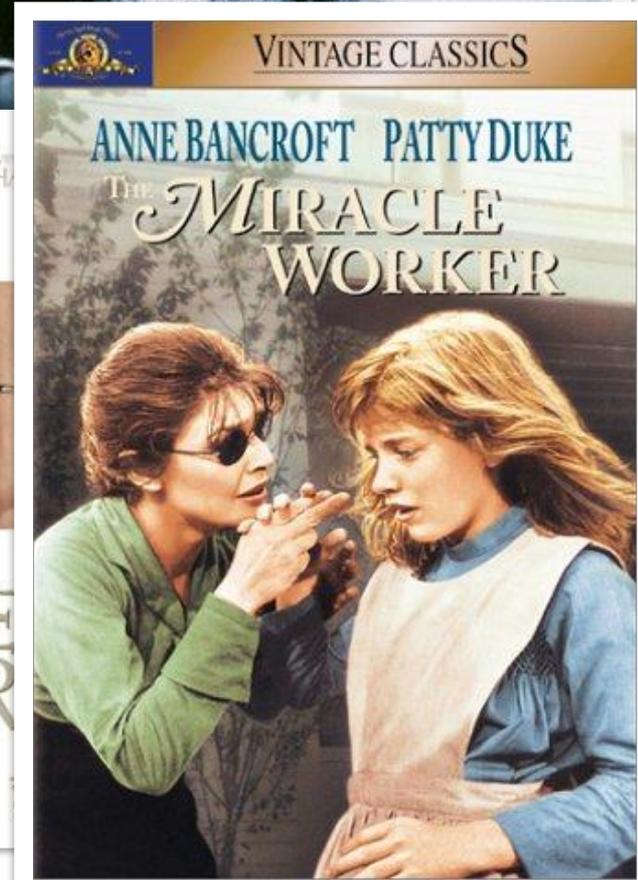
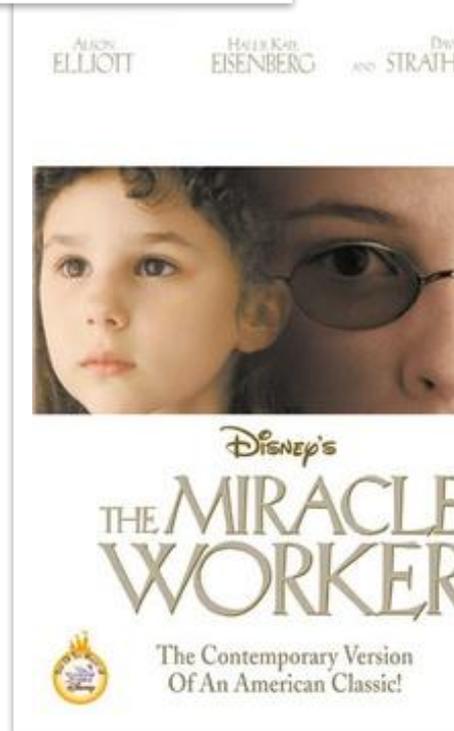


disability history museum

<http://www.disabilitymuseum.org/>



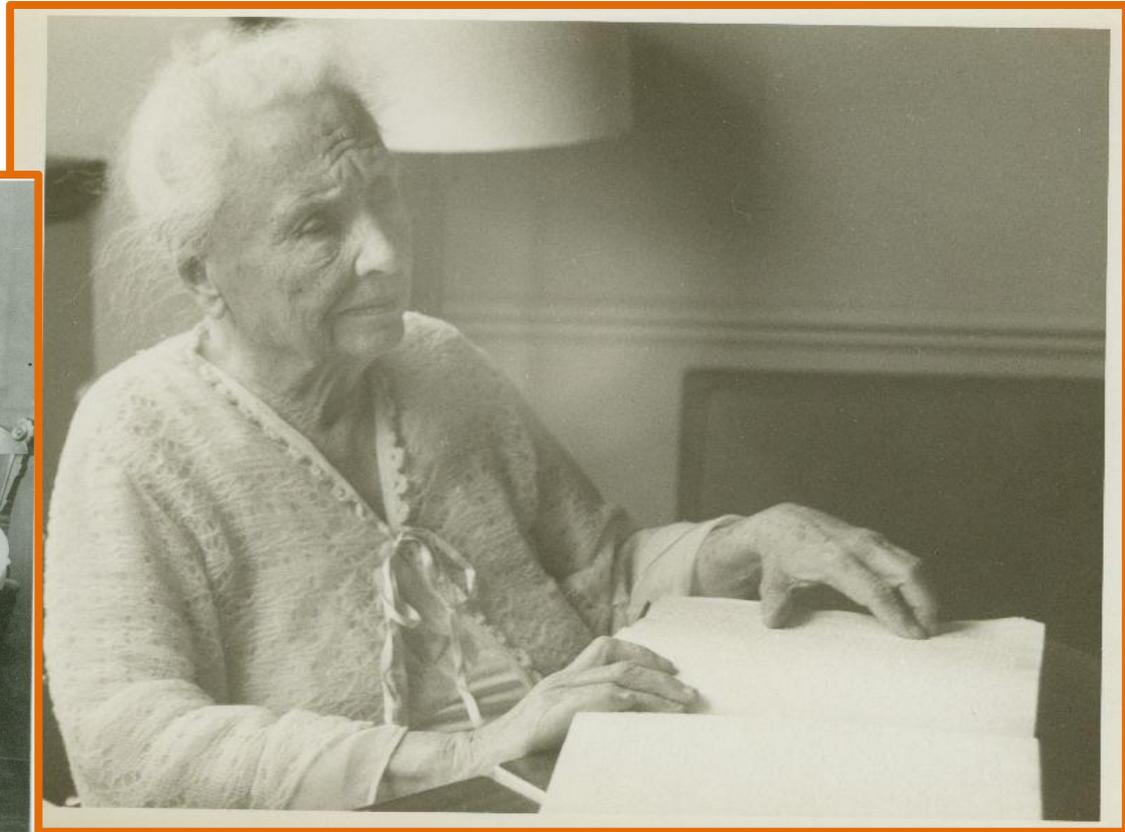
- Fifth most commonly produced play in USA
- Rights are freely available
- Every generation since 1886 knows her story
- What is the power of her story?



*Student of Anne Sullivan from Perkins School for the Blind.  
Graduated from Radcliffe College (Harvard) in 1904.*



Tuscumbia, Alabama: 1880



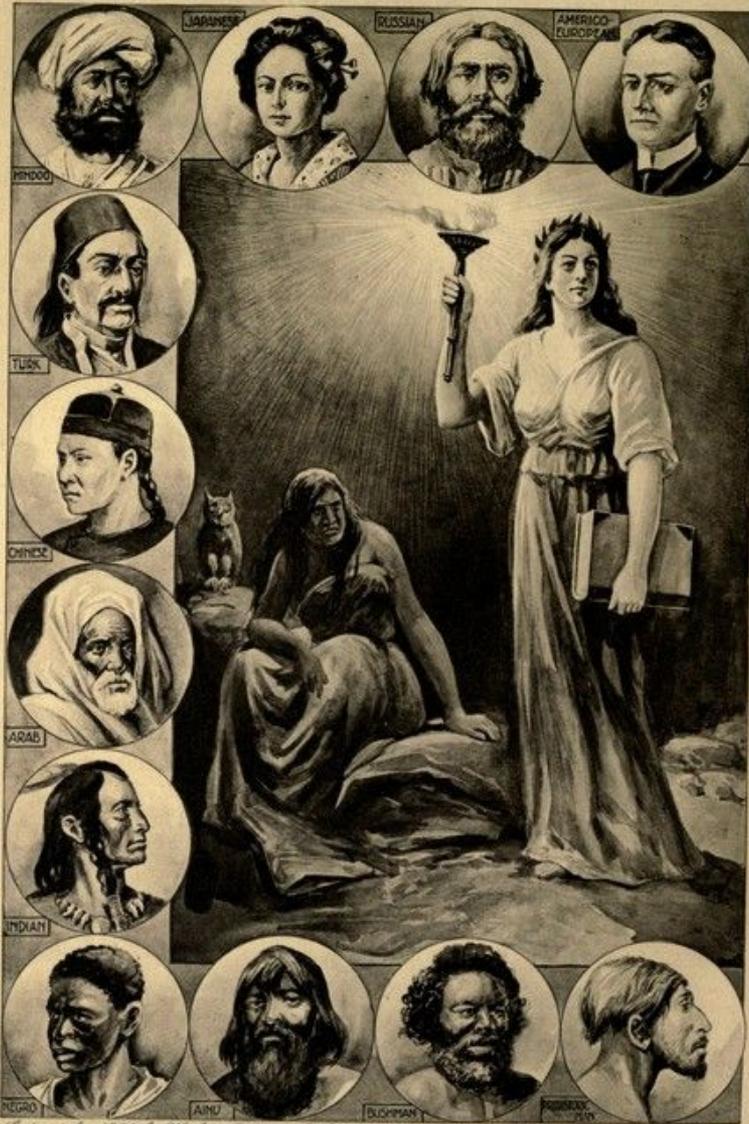
Arcan Ridge, Connecticut: 1968

# *A World View of Heirarchy*

*Types  
and Development  
of Man.*

*St. Louis World's Fair. 1904.*

<https://publications.newberry.org/frontiertoheartland/items/browse?search=1904>





Helen Keller Slept Here:  
She lived in hotels.  
Averaged 200 speeches annually  
From 1938-68, visited 37 countries



***How did this story come about?***

# Perkins School for the Blind Massachusetts, Founded 1832

LAURA BRIDGMAN



Perkins student Laura Bridgman was the first person with deafblindness to learn to read and write.

ANNE SULLIVAN



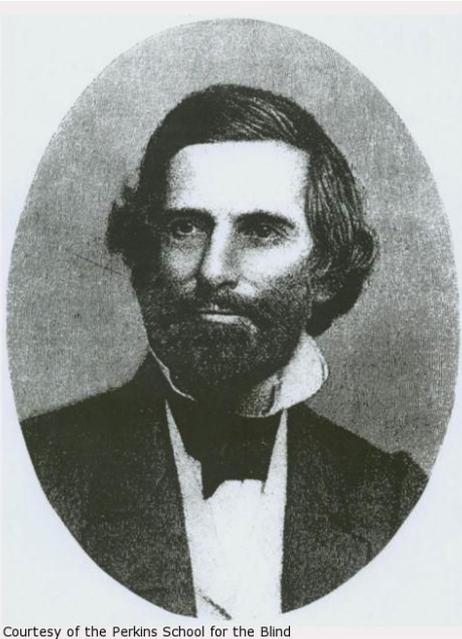
Anne Sullivan and Helen Keller dramatically changed the world's perception of individuals with disabilities.

HELEN KELLER



Helen Keller, who attended Perkins, is considered by many to be a leading figure of the 20th century.

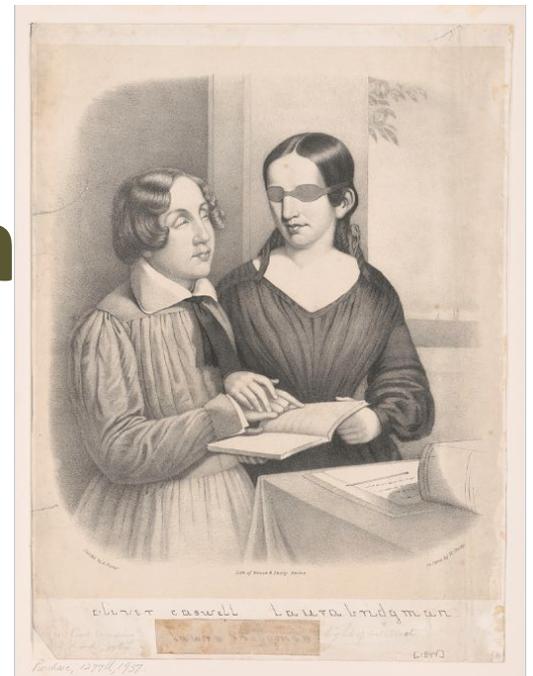
<https://www.perkins.org/history>



Courtesy of the Perkins School for the Blind

# Student: Laura Bridgman 1829-1889

Founded Perkins School  
for the Blind (1832)

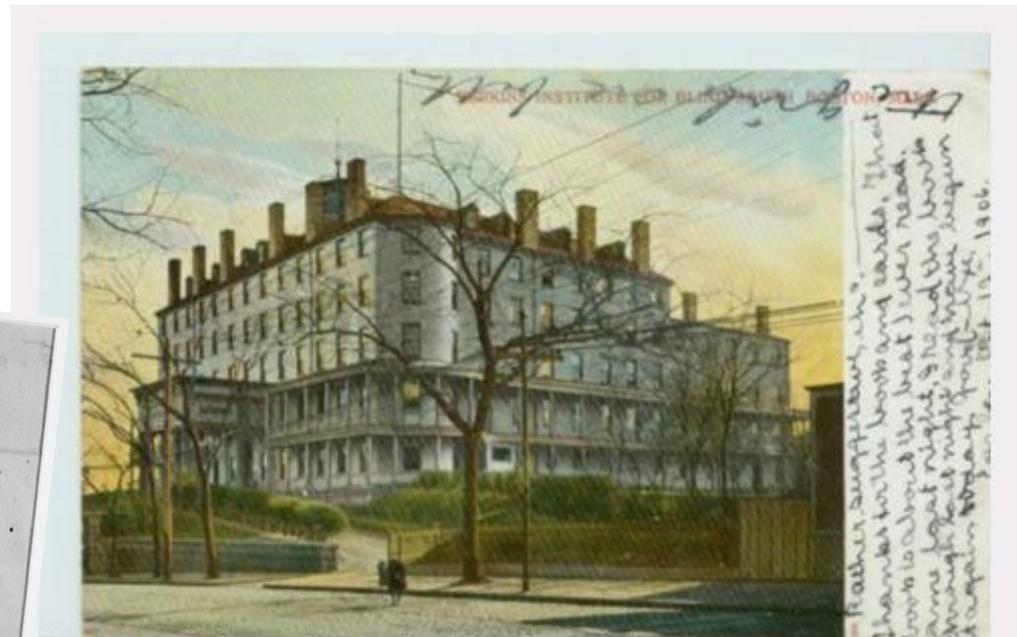


<https://www.loc.gov/item/2003674412/>

# Teacher: Samuel Gridley Howe 1801-1876

Abolitionist:

- Julia Ward Howe
- Secret Six



Courtesy of the Perkins School for the Blind

# Anne Sullivan - 1866-1936



[Helen Keller & Anne Sullivan] [1891-1894]  
C.M. Bell Photographer  
<https://www.loc.gov/item/2016691955/>

Title: Tewksbury Almshouse

Author: Public Health Museum, Tewksbury MA

Date: [1890]

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

**Samuel Gridley Howe  
investigation (1883)**



CHRONICLING AMERICA
Historic American Newspapers

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.

Search Pages | Advanced Search | All Digitized Newspapers 1789-1963 | US Newspaper Directory, 1690-Present
All states | from 1789 | to 1963 | enter one or more search words | GO

< Back to search results | 1 of 2 | Next > | Print | Subscribe | Share/Save | Give Feedback

The evening world., December 09, 1892, LAST EDITION, Image 1
About The evening world. (New York, N.Y.) 1887-1931

Image provided by: The New York Public Library, Astor, Lenox and Tilden Foundation

Image: 1 of 8. Page | All Pages | Issues | All Issues | Text | PDF | JP2 (3.8 MB) | + | - | Home | Refresh



# LAST EDITION. EXTRA.

## BIG FRAUD ON NEW YORK,

Massachusetts Shipping Paupers and Idiots to This City.

IN GANGS ON SOUND BOATS.

**Tewksbury Almshouse Officials**  
Select the Inmates They Most  
Desire to Be Rid Of.

THIS HAS BEEN DONE FOR YEARS

Hundreds of Paupers Turned  
Loose on Our Streets to Beg,  
Steal or Starve.

Perfunctory Denial by the  
Bay State Charities  
Commissioners.

An astounding discovery was made by THE  
EVENING WORLD to-day.

For months and even for years past the  
State charity authorities of Massachusetts  
have been sending their paupers, idiots and  
incapacitated to this city by wholesale and  
dumping them in batches of a dozen or more  
at a time upon the town without any means  
of support or subsistence, and apparently in  
the expectation that they will eventually  
drift into charitable institutions here.

According to the information which THE  
EVENING WORLD has obtained, and which has

**Tewksbury Almshouse** from Nov. 28 to Dec.  
8. He is thirty-two years old and is suffering  
from a chronic disease, which makes it  
impossible for him to work. He was born in  
Omaha, and has worked as a carpenter's as-  
sistant and laborer in New York and Boston,  
but has been incapacitated for the last eight  
months.

William Moran came originally from Tren-  
ton, N. J., and has been at **Tewksbury** since  
Nov. 8. He has only one leg, and is also suf-  
fering from a chronic disease.

James Wilmott is twenty-one years old  
and is a lunatic. He was an inmate of the  
Almshouse for two months. Previous to that  
he had lived with a Mrs. Flanagan at 261  
Shawmut avenue, Boston. He is said to have  
some money, about \$250 of which he left in  
the care of Mrs. Flanagan. She moved to an-  
other part of the city while he was in the  
**Almshouse**, and then he was sent away her  
address was not known.

The agent who brought the squad down to  
New York told Wilmott he would send him  
his landlady's address as soon as he learned  
it after his return to Boston.

Michael Foley is thirty-one years old and  
has served in the United States Army in the  
Second Infantry in Nebraska and in the  
Fourth Artillery at Fort Warren, Boston  
Harbor. He was discharged a year ago on  
account of a hernia sustained while in the  
service, and has now a pension claim pend-  
ing in Boston. After his discharge he worked  
as a derrickman in Boston, until he was  
taken sick a month ago and was sent to  
**Tewksbury**. He is a native of Dover, N. H.

William Fitzgerald is a Boston "longshore-  
man, who worked for some years along Bow  
street, Charlestown, until he was taken with  
heart disease, lost his job and had to go to  
the poorhouse. He had been only two weeks  
at **Tewksbury**.

John McDonald is old and feeble, and un-  
able to take care of himself. His age is  
seventy-three, and he had been in **Tewksbury**  
about a month.

The other men, Lawrence and Spruel, are  
both idiots, and comparatively young men.  
Lawrence says he comes from "Cooney Hol-  
low" but was unable to tell the location of  
the place.

Turned Loose with a Quarter Each.

Those men were all brought down from  
Boston last night under the charge of Agent  
Doane, and when the Pilgrim arrived at her  
dock this morning they were called up to the  
main deck from the room in the steerage  
where they had spent the night and must-  
ered on the gangplank by the agent, who  
gave them 25 cents each and told them to  
clear out.

They had absolutely nothing beyond the  
ragged clothes on their backs and the quar-  
ter of a dollar which they had just received.  
They scattered at once in every direction  
and are now wandering at large in the city,  
three of them lunatics or idiots and the  
others not in fit condition to be out of a hos-  
pital.

Two of these men, Marvin Husted and  
Michael Foley, were found by an EVENING  
WORLD reporter, who had learned of the ar-  
rival of the pauper squad and to whom they  
told their stories.

Husted is a man apparently of considerable  
intelligence, and he has evidently employed  
his powers of observation to advantage since  
he became an inmate of **Tewksbury** Alm-  
shouse.

"Although I was only at **Tewksbury** two  
weeks," he said, "I know of three gangs of  
men that were sent away to New York, about  
a dozen each time, and it struck me as being  
very queer that they should be shipping  
those people off to New York, when I know  
for a fact that lots of them lived in New Eng-  
land and asked to be sent home."

"By whose orders were you sent to New  
York?"

Shipped by a State Agent.  
"It was by order of Dr. Lewis, who, I was  
told, was the State Agent of observation in

locked it again. That is all we had to eat on  
the way.

"In the evening the watchman in the  
steerage and some of the other deck hands  
on the Pilgrim began jering at us and  
taunted us with being paupers. I  
replied that we were not,  
and the watchman said: "Oh, we know all  
about you fellows. Why, I've known the  
agent that has charge of you for the last  
fifteen years, and he's always bringing pa-  
pers down to New York."

Parties sent Almost Weekly.  
"The deck hands also said they knew the  
agent, and that he came down two or three  
times a month with a load of paupers for  
New York. They all seemed to understand  
the scheme.

"Some of the men who were with me talked  
with the deckhands, but the latter only  
seemed to be trying to have fun with us, so I  
let them alone.

"There were very few others in the steer-  
age. Wilmott, who is crazy as a loon, was  
talking all the time.

"I don't know what became of him after  
we were fired off the boat this morning."

Husted said that when the Pilgrim arrived  
at her dock about 7.30 A. M. to-day he and  
the rest of the pauper squad were routed out  
of their room down in the steerage and told  
to go on deck.

"There we met the agent who had come  
down with us. I was not able to find out his  
name. He took us over to the gang-plank and  
read off our names.

"Each man, as he stepped up, was given  
25 cents and told to skedaddle. Most of us  
took our money and got off in a hurry. There  
was nothing else to do.

No Recourse but an Institution.

"I have no idea what to do, now that I am  
here, and expect I will have to try and get  
into some institution, for I am not able to  
work and will not be for a month yet."

Husted stated that while he was at **Tewks-  
bury**, from what he saw and what he learned  
by conversation with others there, the au-  
thorities of the institution sent away to New  
York an average of about fifteen paupers a  
week.

Some went to Boston, but the majority  
went to New York. Most of them were  
chronic cases, and the people were often not  
fit to be discharged.

He thought the object was to send them  
away so that they would not die on their  
hands. He had been told that this had been  
going on for years, especially in the Winter,  
when the institution was always crowded.

The authorities, he had been told, also  
made up batches of paupers at Ipswich and  
Brigewater almshouses and sent them out  
of the State along with those from **Tewks-  
bury**.

He thought they must send away altogether  
about one hundred and forty or one hun-  
dred and fifty a month.

The Story of Michael Foley.

Michael Foley told the reporter that he had  
been taken sick and was obliged to go the  
almshouse about five weeks ago.

He seemed to be an able-bodied man, and  
said he was ready to go to work.

"They called me into the office last Tues-  
day," he said, "and I saw Dr. Lewis.

"He asked me if I did not want to go to  
New York. I told him I wanted to go to Dover  
New Hampshire, where I had friends, and  
where I knew I could get a job. I was born  
there and knew many people.

"Dr. Lewis said to me, 'Well, I guess you will  
have to go to New York.' I replied that I  
knew no one there, and could not get a job,  
and begged him to send me to New Hamp-  
shire.

"No," he said, "you must go to New York,  
and that settles it."

A Veteran of the Army.

Foley said that, when he was discharged  
from the Fourth U. S. Artillery, a  
year ago, he was crippled by a hernia, and

# Tewksbury Almshouse

Title: Big Fraud on New  
York. Massachusetts  
Shipping Paupers and  
Idiots to This City.

Author: Evening World  
(New York, New York)

Date: December 9, 1892

URL:

<http://chroniclingamerica.loc.gov/lccn/sn83030193/1892-12-09/ed-2/seq-1/#>

# Massachusetts Shipping Paupers and Idiots to This City.

## IN GANGS ON SOUND BOATS.

Tewksbury Almshouse Officials Select the Inmates They Most Desire to Be Rid Of.

## THIS HAS BEEN DONE FOR YEARS

Hundreds of Paupers Turned Loose on Our Streets to Beg, Steal or Starve.

Perfunctory Denial by the Bay State Charities Commissioners.

An astounding discovery was made by THE EVENING WORLD to-day.

For months and even for years past the state charity authorities of Massachusetts have been sending their paupers, idiots and incurables to this city by wholesale and dumping them in batches of a dozen or more at a time upon the town without any means of support or subsistence, and apparently in the expectation that they will eventually drift into charitable institutions here.

According to the information which THE

The agent who brought the squad down to New York told Wimmett he would send him his landlady's address as soon as he learned it after his return to Boston.

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Tewksbury

William man, who street, Cha heard disea the poorho of Tewksbu

John Mc able to ta seventy-thr about a m The other both idiots Lawrence a low," but the place.

Turned

Those m Boston last Doane, and dock this m main deck where they tered on t gave them clear out.

They had ragged cloer of a dol They scate and are n three of t others not pital.

Two of Michael F WORLD rep rival of the told their s

Husted is intelligenc his powers he became an inmate of Tewksbury Almshouse.

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New York. I told him I wanted to go to Dover New Hampshire, where I had friends, and where I knew I could get a job. I was born there and knew many people.

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A Veteran of the Army.

Foley said that, when he was discharged from the Fourth U. S. Artillery, s

# Tewksbury Almshouse

# Excerpt - Scaffold Vocab - Rewrite

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There are 10 hard words. How many do you want to learn?

Reading time: 59 seconds. | Total points: 2 ★★ | ? | X

An **amazing** discovery was made by the Evening World today. For months and even for years past the state (**generous kindness/organization that helps people**) people in charge of Massachusetts have been sending their **poor people, very stupid people** and (**not stoppable/not able to be destroyed**)s to this city by wholesale and dumping them in batches of **twelve** or more at a time upon the town without any means of **survival/income** and (**based on what's seen or what seems obvious**) in the expectation that they will eventually drift into **helpful** institutions here.

**Tips:**

- ▶ Click the highlighted words to learn them and hear them. Click the non-highlighted words, too.
- ▶ Change how you learn on the [settings page](#). Also, you can print [vocab lists, quizzes, and more](#).
- ▶ When you log in, everything you rewordify is [auto-saved and can be easily shared](#).

<http://WordSift.com>

# WordSift.org

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Evening eventually World authority State apparently Massachusetts month pauper town

Academic World List (AWL)

4



General Service List (GSL)

13



New General Service List 1.01 (NGSL)

18



Marzano & Pickering: Language Arts

2



Marzano & Pickering: Science

3



Marzano & Pickering: Math

4



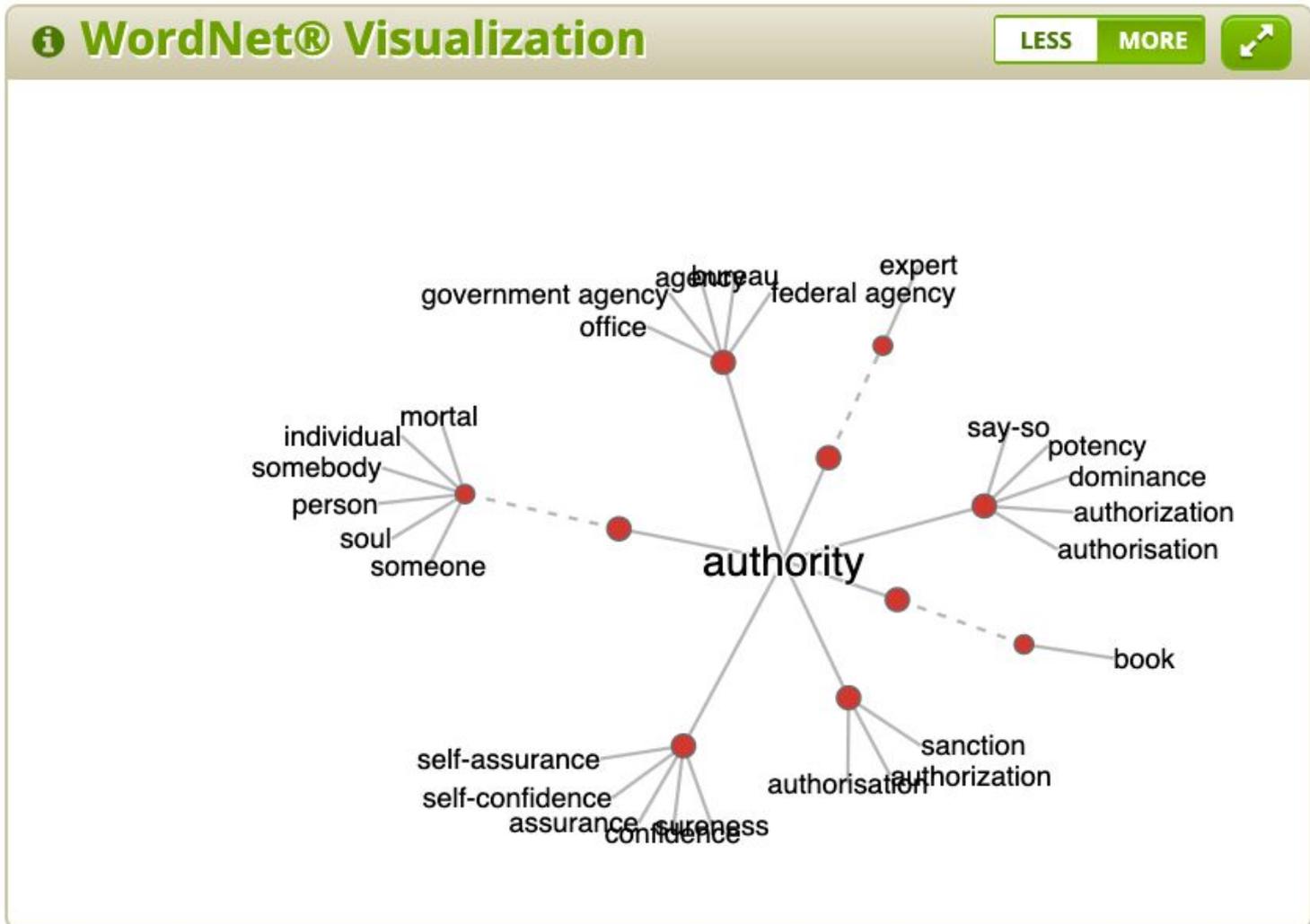
Marzano & Pickering: Social Studies

6



<http://WordSift.com>

[EmergingAmerica blog post](#)



# <http://WordSift.com>

## [EmergingAmerica blog post](#)

Each sentence of an occurrence of selected word highlighted, and numbered.

All occurrences highlighted throughout document.

### "Chinese" in context (40 occurrences in 20 sentences)

- 2 An Act to execute certain treaty stipulations relating to Chinese .
- 3 Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,
- 4 Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to

**Chinese** **Section A01182**  
An Act to execute certain treaty stipulations relating to Chinese.

Whereas in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to this country shall be lawful for any Chinese laborer to come, or having so come after the expiration of the said ninety days, and until the expiration of the said ten years, provided that such laborer shall not be employed in any of the localities mentioned in this section (mentioned); nor shall the two foregoing sections apply to the case of any Chinese laborer who shall come within the jurisdiction of the United States by touring at any port of the United States on its voyage to any foreign port or place, such vessel shall depart with the vessel on leaving port.

SEC. 2. That the master of any vessel who shall knowingly bring within the United States any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars for each and every such laborer so brought, and by imprisonment for a term not exceeding one year.

SEC. 3. That the two foregoing sections shall not apply to Chinese laborers who, on or after the first day of November, eighteen hundred and eighty, or who shall have come into the same by the expiration of this act, and who shall produce to such master before going on board of any vessel in the United States at which such vessel shall arrive, the evidence hereinafter mentioned, and who shall be sojourning at any port of the United States by touring at any port of the United States on its voyage to any foreign port or place, such vessel shall depart with the vessel on leaving port.

SEC. 4. That for the purpose of properly identifying Chinese laborers who were in

# kidslaws.com example

## OVERVIEW

The 14th amendment is a very important amendment that defines what it means to be a US citizen and protects certain rights of the people. There are three important “clauses” in the 14th amendment, each of which are still important today. A clause is a sentence in any part of our constitution.

Citizenship Clause – the citizenship clause gives individual born in the United States, but especially at that time, African Americans the right to citizenship. Before the 14th amendment, African Americans could not become citizens and this limited the rights of those that were able to escape slavery and become free. This clause allows all people born in the United States to be US citizens. Although this right was established by the Civil Rights of 1866, this amendment made the law permanent as many feared that the law could be overturned and take away the citizenship of African Americans. Later on, the Supreme Court protected this right for the children of immigrants and the right of Native Americans to become citizens also was protected later on.

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Newsela will use each student's performance to present the article at the level just right for them.

## Instructions

For example, "Highlight any words you do not understand in red."



War & Peace

Declaration of human rights

Select Reading Levels

# Examples of common disability history standards...

- 1.) Dorothea Dix & Franklin Pierce
- 2.) Immigration and Eugenics
- 3.) World War I Disabled Veterans
- 4.) Mass Movements for Social Justice

# State Content Standards

## Example 1: AnteBellum Reformers - Dix & Franklin Pierce

- CA: “How much power should the federal government have and what should it do?” – “Dorothea Dix” – “How did Americans help people in need?” – “Why do periods of reform arise at certain historical moments?”
- TX - Hist.: “Historical Points of Reference, incl. Great Awakening” – “Effects of Congressional conflicts & compromises prior to the Civil War.”
- TX - U.S. Govt.: “Analyze historical and contemporary conflicts over the respective roles of national & state governments.”

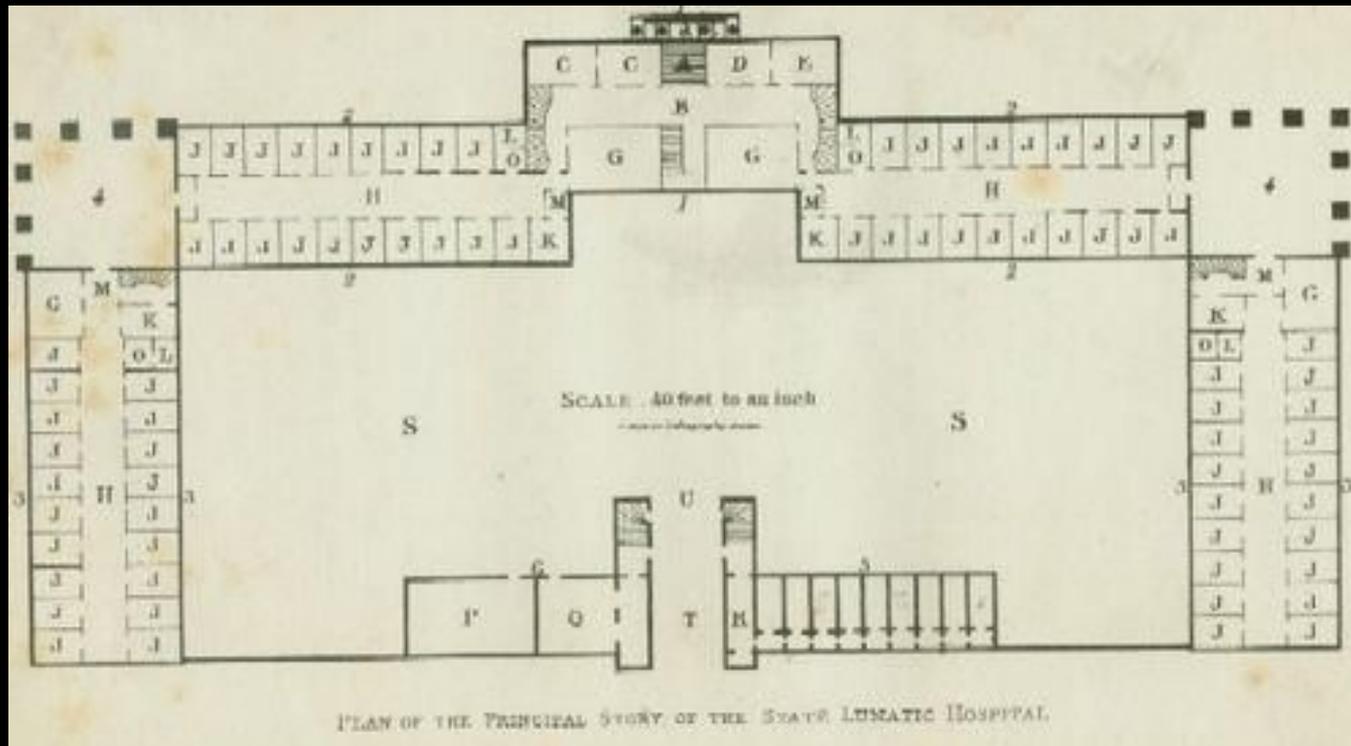
# State Content Standards

## Example 1: AnteBellum Reformers - Dix & Franklin Pierce

- MA: “Explain the varying roles & responsibilities of federal, state, & local governments in the U.S.”
- Using primary sources, research reform movements in U.S. in early to mid-19<sup>th</sup> century, concentrating on **one** of the following and its connections to other... reform ...
  - the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities and the establishment of asylums for people with mental illness.
- Dorothea Dix, [“Memorial to the Massachusetts Legislature”](#) (1843) A petition to the Legislature to expand the state insane asylum at Worcester, with descriptions of the harsh conditions of how indigent people with disabilities were treated in Massachusetts towns such as Concord, Lincoln, Dedham
- “Describe the evolution of the role of the federal government, including public services....” – “Social, Political, & Religious Change, 1800-1860” – “KS-NE Act” (May 30, 1854)

# Disability History - Dorothea Dix

Howe and Dix founded Massachusetts School for Idiots and Feeble-Minded in 1848.



<https://www.disabilitymuseum.org/dhm/lib/catcard.html?id=1983>

Title: Floor Plan Worcester State Hospital 1833  
Creator: Dutton & Wentworth, Boston

Disability History Museum - Dorothea Dix:

[“Memorial to the Massachusetts Legislature”](#) (1843).

Dorothea Dix



“Every new investigation has given depth to the conviction that it is only by decided, prompt, and vigorous legislation the evils to which I refer, and which I shall proceed more fully to illustrate, can be remedied. I shall be obliged to speak with great plainness, and to reveal many things revolting to the taste, and from which my woman's nature shrinks with peculiar sensitiveness.”

[www.disabilitymuseum.org](http://www.disabilitymuseum.org)

<https://www.loc.gov/item/96522460/>

# Disability History Museum - Federal Responsibility



Dorothea Dix

Franklin Pierce

**Education: Lesson Details**

### The Duties Of Government: Dix Vs. Pierce

Lesson Cluster	Associated Lessons
From: - "Hearing Voices": The Campaign For Moral Treatment	- Lunacy Reform in Massachusetts - Gendered Advocacy - Hearing Voices - The Duties Of Government

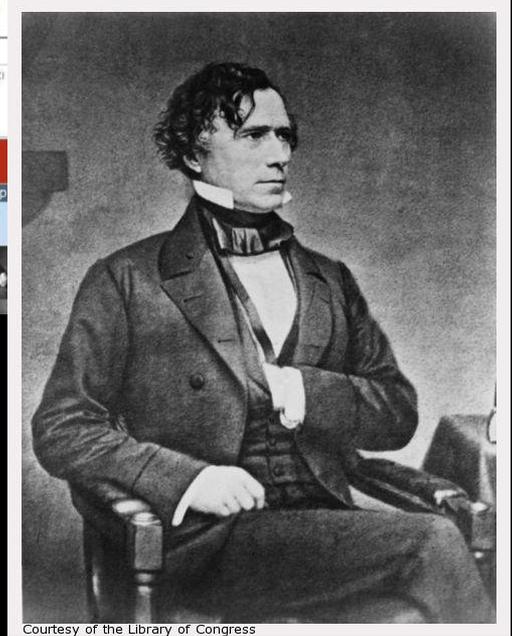
**VIEW LESSON COMPONENTS**

Overview → Objectives and Materials → Study Guide and Bibliography

**Overview**

Following a successful campaign to persuade states to construct large institutions to care for people with mental disabilities, Dorothea Dix turned her sights on the larger coffers of the federal government. Her lobbying convinced Congress to pass an act providing federal lands to the states; these lands could then be sold to fund asylums for "the indigent insane." President Franklin Pierce vetoed this legislation in 1854 on constitutional grounds, arguing that the law violated states' right position. The bill would never go into effect. The controversy over the Dix Bill, as it was called, illuminates a conflict, one that continues even today, over what we expect our federal, state, and local governments to do.

This lesson focuses on the positions taken by Dix and Pierce. Students learn about how mid-nineteenth-century Americans argued about governmental responsibilities. Readings



May 3, 1854  
 "An act making a grant of public lands to the several States for the benefit of indigent insane persons."

<https://www.loc.gov/item/96522460/>

[www.disabilitymuseum.org](http://www.disabilitymuseum.org)  
 Lesson Objectives Page

<https://www.loc.gov/item/2004671913/>

# Open the Document

In course folder:  
in Disability History Resources folder:

“Copy of 1854 Pierce Veto of Asylum Bill”



Name ↑	Owner
 03.2019 - Current List of Disability History Resources 	me
 Copy of MDRC Disability History.pdf 	me
 Copy of 1854 Pierce Veto of Asylum Bill 	me
 Copy of 2016.10 sample lesson - Civil War Veterans & Disability - Cairn 	me
 Copy of 2016.10 sample lesson - Civil War Veterans Text Set.doc 	me
 Copy of CES-TPS DisabilityinAncientGreece-Grade7-BendiksenMcSweeny-AccessLessonPlan.pdf 	me
 Copy of CES-TPS_ArgetsingerEtAl-DisabilityHistory_PSSet-Media.pdf 	me
 Copy of EllisIsland.jpg 	me
 Copy of Horwitz-DidCivilWarSoldiersPTSD-2015_ Smithsonian.pdf 	me
 Copy of Penrose - The Discourse of Disability in Ancient Greece.pdf 	me
 Copy of U.S.VA-history_in_brief.pdf 	me
 Copy of Yo! Disability History_Timeline.pdf 	me

# Close Reading a Document: Dix Asylum Bill.



In person, have students:

- **HIGHLIGHT** sentences
- **CIRCLE** words

1. Individuals 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 is this document?*
  - b. Note sections a type “A”, “B”, “C”, etc.
3. Read through the whole document.
4. **Identify** the three most important sentences in the document.
5. **Identify** the three most important words in each of those sentences.

Students **scaffold** a close reading strategy, using a visual image as their “text.”



# Strategy: Close Reading of an Image

Think Multiple Means of **Representation**  
Students are getting information visually.

Based on the book Texts and Lessons for Content Area Reading by Harvey Daniels

# State Content Standards

- U.S. II

- Modernity in the U.S.: ideologies and economies:

f. the impact of the eugenics movement on segregation, immigration, and the legalization of involuntary sterilization in some states; and the Supreme Court case, *Buck v. Bell* (1927), in which the Court ruled that state statutes permitting involuntary sterilization did not violate the Due Process clause of the 14th Amendment

[Emerging America Primary Source Set](#)

# Eugenics - Post-WWI

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

11.

## 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

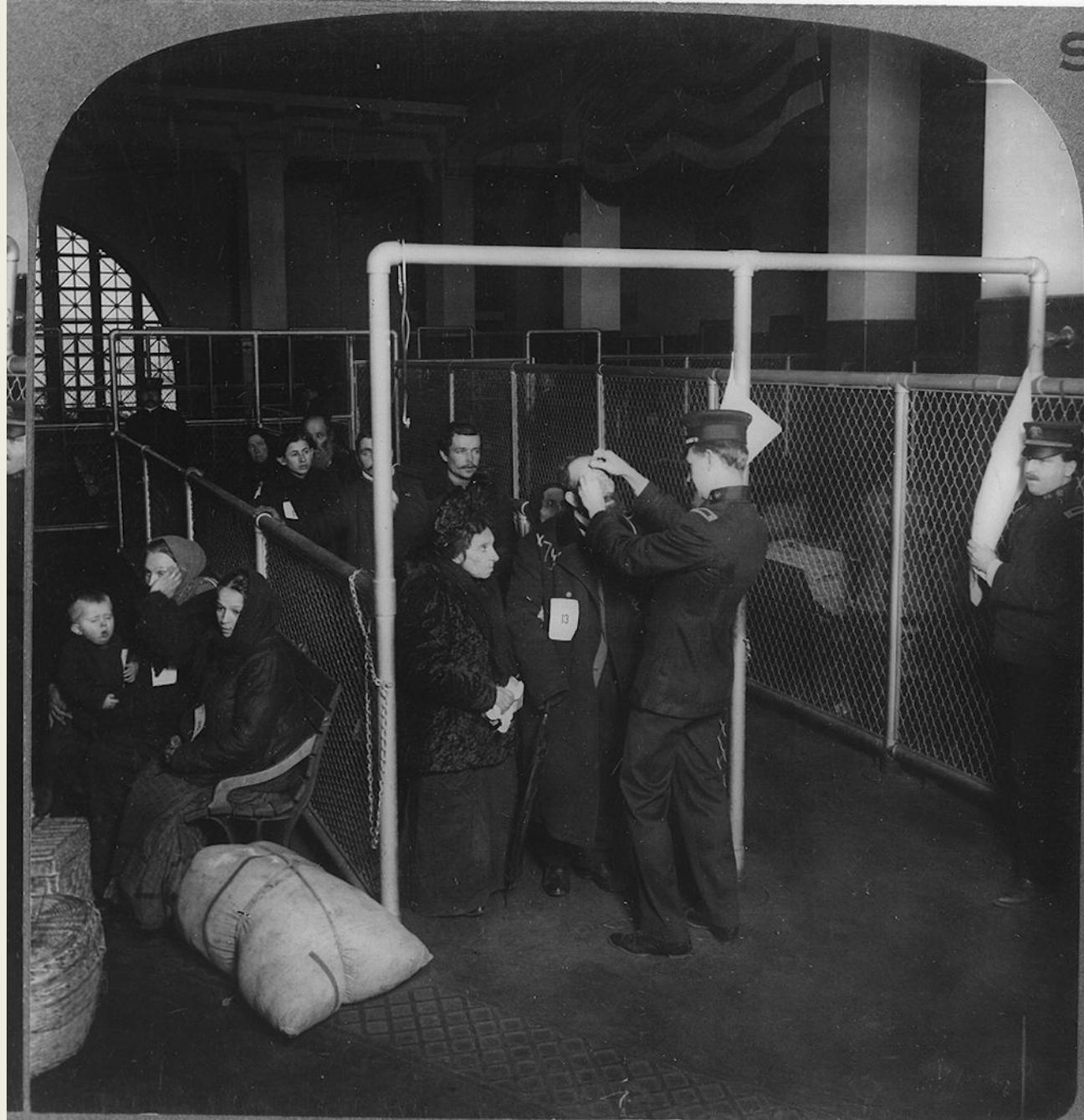
PHYSICALLY A WOMAN BETWEEN 25 & 30 YEARS, MENTALLY SHE IS ONLY SIX. SHE HAS A FEEDLE-MUNDED SISTER

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

\*Starting Examples Are Many—A Single Instance



Take one minute  
to study this  
image.  
Just look and  
see what you  
notice, but don't  
write anything  
down.



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



Use all the  
time you  
have to list  
details.  
Keep writing  
down  
anything you  
see.





Use all the  
time you  
have to list  
details.  
Keep writing  
down  
anything you  
see.





Use all the  
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Keep writing  
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ing eyes of immigrants, Ellis Is-  
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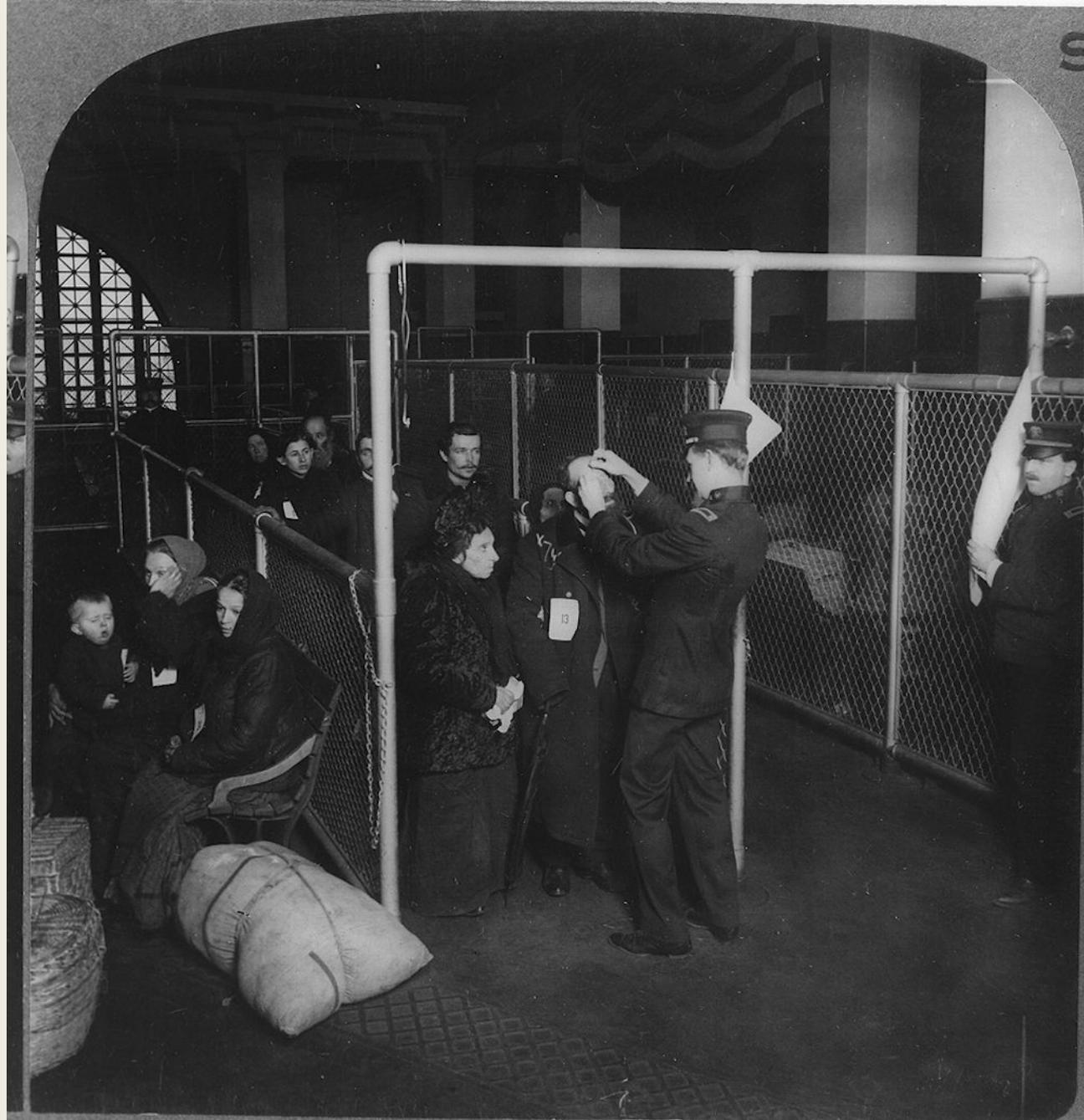
Use all the  
time you  
have to list  
details.  
Keep writing  
down  
anything you  
see.



11164-U. S. Inspectors examining  
land, New York Harbor. Col



Take one  
minute to add  
to your notes  
while you  
view the  
entire image.



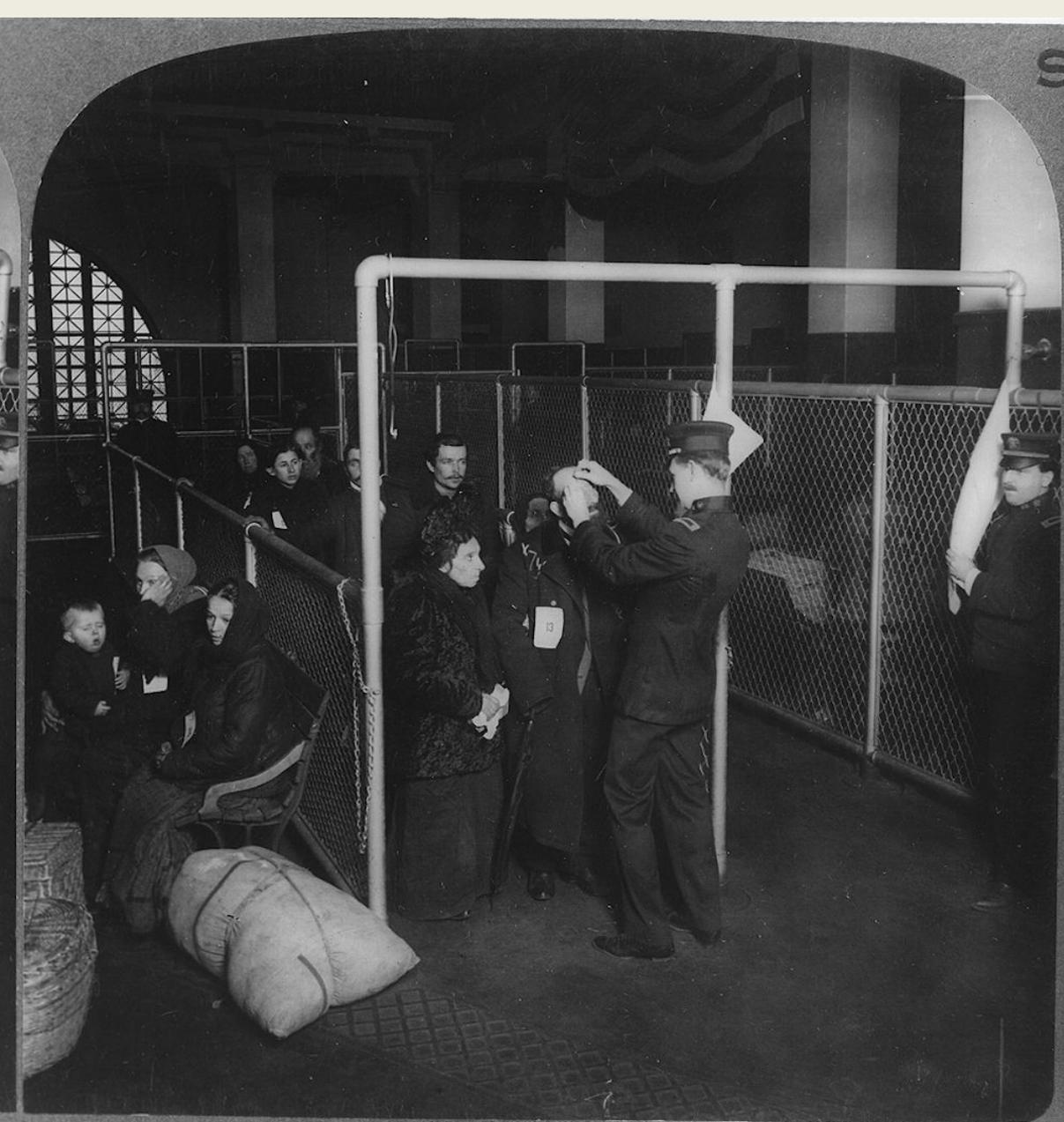
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# Share



- What are the three most important details you noticed? (engagement)
- What was unique in each quarter? How did the divided image differ from the whole? (representation)
- If you were to give this image a title, what would it be? (expression)





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

**Source:** Library of Congress

**Title:** U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor

**Creator:** Underwood & Underwood. New York.

**Date:** c1913.

**Medium:** Stereograph.

**Bookmark:**

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

# Deepen Access - Think



- How could you use this photo to introduce disability history to your study of immigration? (engagement)
- What other documents or photos would you pair it with? (representation)
- How can additional sources help students tap prior knowledge and interests? (expression)



# Additional UDL Strategies



Groups write thought bubbles on sticky note. 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)



Match the photo with a paragraph of informational text from the primary source set background.



“If on examination there shall be found among such passengers any convict, lunatic, idiot, or any person unable to take care of himself or herself without becoming a public charge, they shall report the same in writing to the collector of such port, and such persons shall not be permitted to land.”

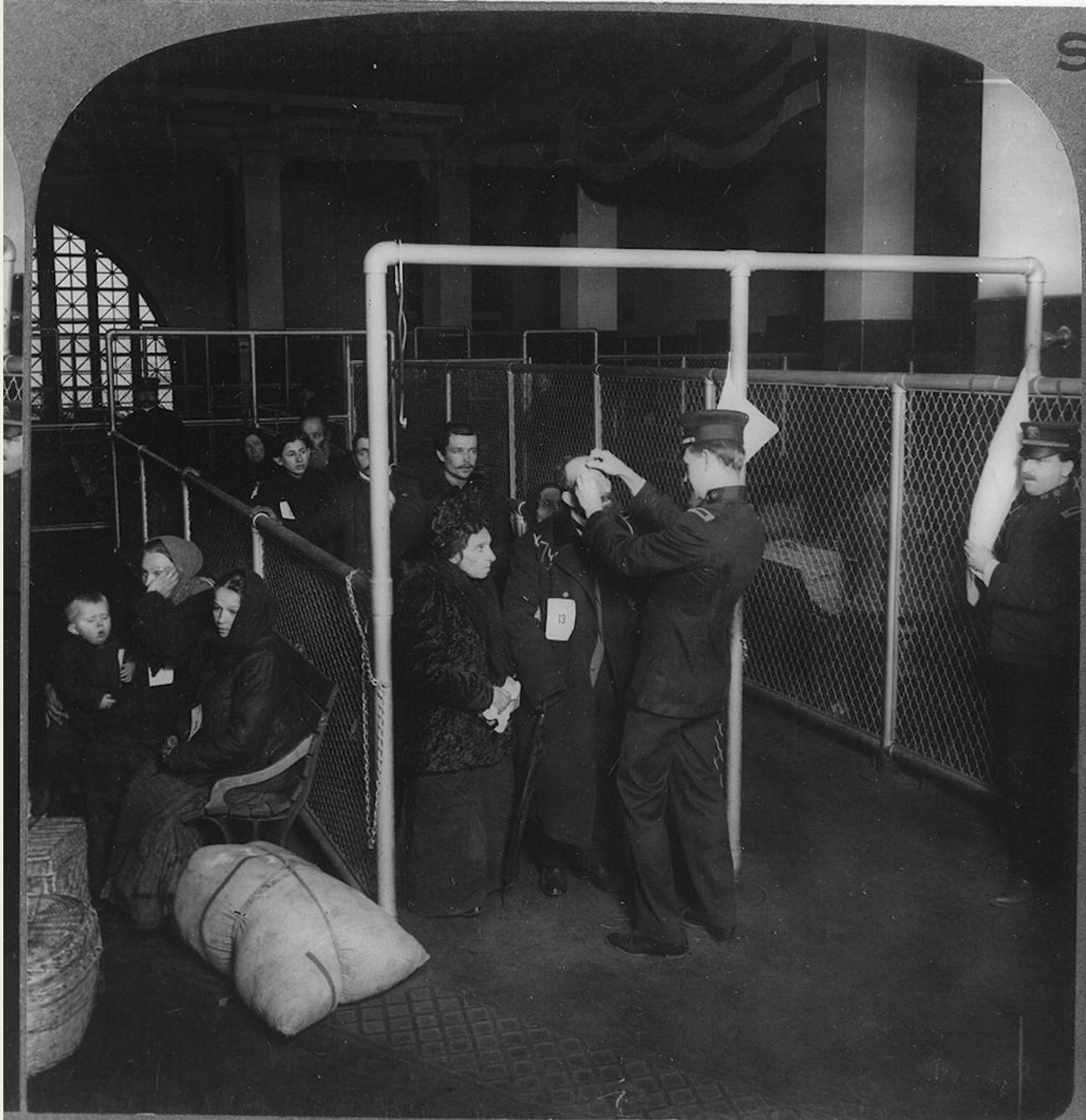
- 1882 Immigration Act

<https://www.loc.gov/law/help/statutes-at-large/47th-congress/session-1/c47s1ch376.pdf>

# Pair Share: Part Three



- How does adding a paragraph of background information change your thinking?
- What NEW inferences can you make about the photo after reading the text?
- What NEW questions does it raise?
- What other artifacts or documents might you want to add to give context to the source?



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

U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor. 1913. <http://www.loc.gov/item/97501532/>

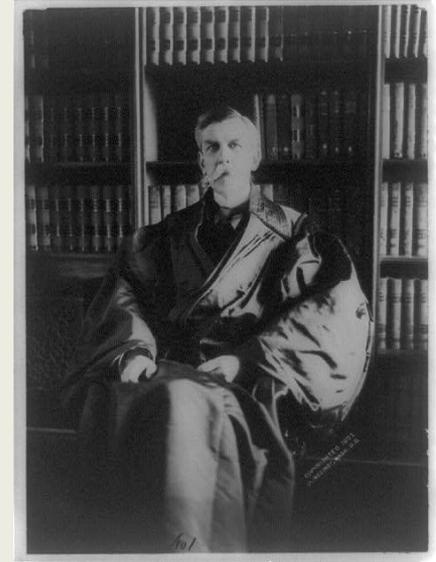
# Buck v. Bell. (1927)

We have seen more than once that the public welfare may call upon the best citizens for their lives. It would be strange if it could not call upon those who already sap the strength of the State for these lesser sacrifices, often not felt to be such by those concerned, in order to prevent our being swamped with incompetence. It is better for all the world, if instead of waiting to execute degenerate offspring for crime, or to let them starve for their imbecility, society can prevent those who are manifestly unfit from continuing their kind. The principle that sustains compulsory vaccination is broad enough to cover cutting the Fallopian tubes. *Jacobson v. Massachusetts*, 197 U. S. 11. **Three generations of imbeciles are enough.**

Justice Oliver Wendall Holmes Jr., writing for the court.

<http://cdn.loc.gov/service/ll/usrep/usrep274/usrep274200/usrep274200.pdf>

f



Oliver Wendell Holmes c. 1903.

<https://www.loc.gov/item/96508491/>



Buck v. Bell. Encyclopedia Virginia.

[https://www.encyclopediavirginia.org/Buck\\_v\\_Bell\\_1927](https://www.encyclopediavirginia.org/Buck_v_Bell_1927)

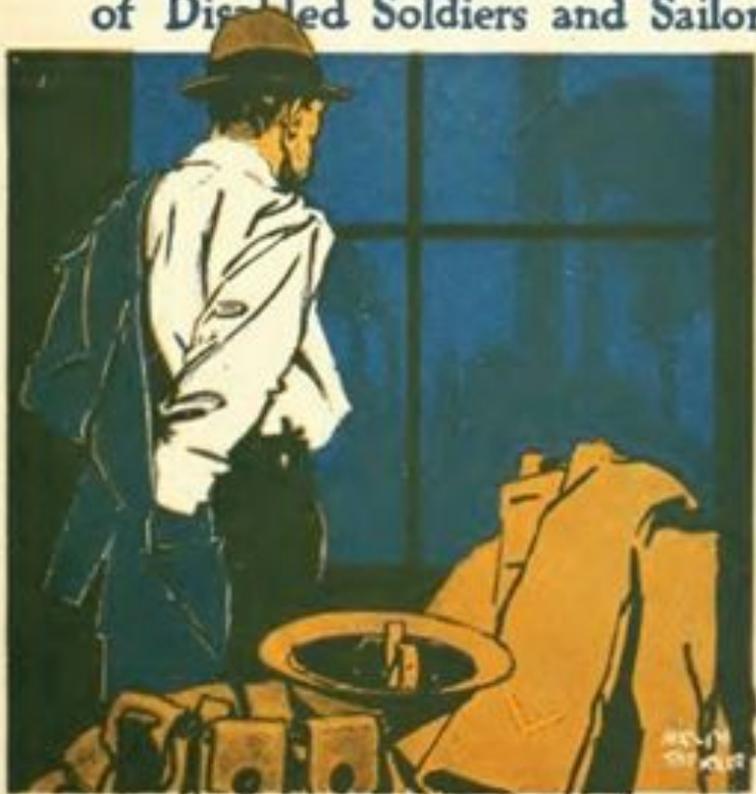
# State Content Standards

## Example 2: World War I Disabled Veterans

- MA: “WWI” – “...
- MA: Great Depression & New Deal affected American society”
- CA: “How did America change because of WWI?”
- TX: “...Technological innovations in WWI...” – “Social issues... of 1920s.”

# Carry On

A Magazine on the Reconstruction  
of Disabled Soldiers and Sailors



Vol. 1  
No. 3



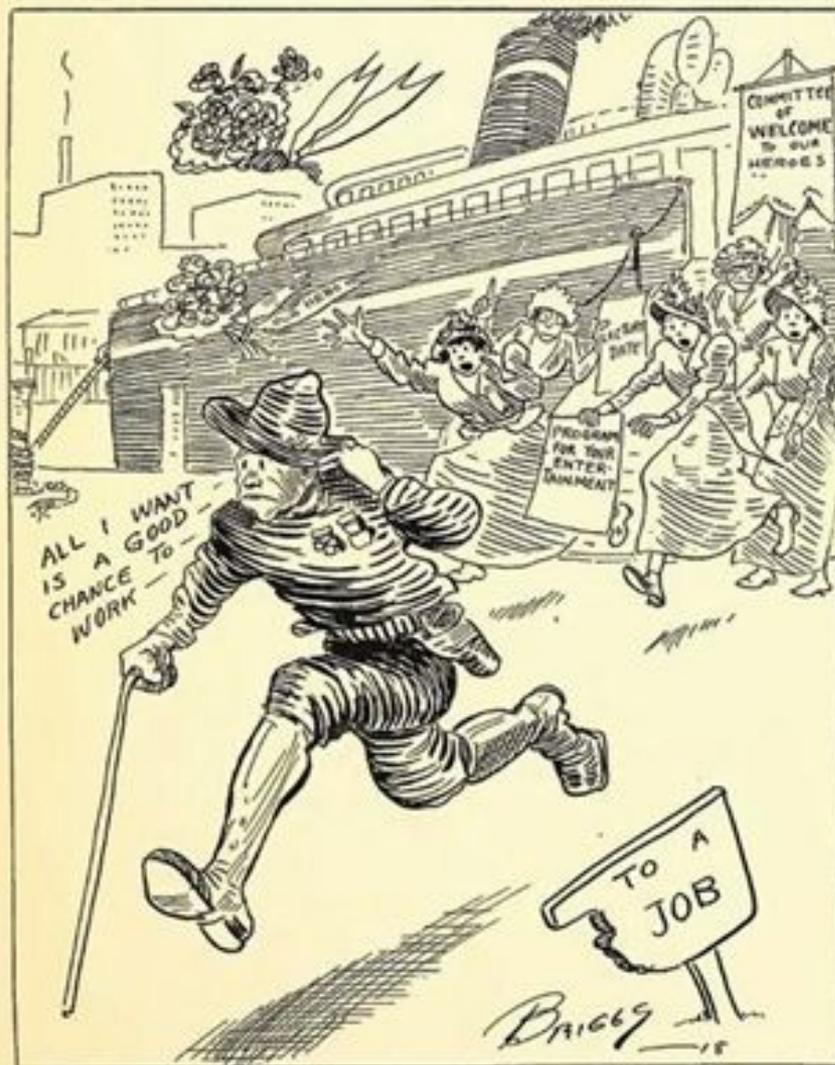
Sept.  
1918

Edited by the Office of the Surgeon General, U.S. Army  
Published for the Surgeon General by the American Red Cross

Courtesy of the American Printing House for the Blind, Inc., M. C. Migel Lib

## When a Feller Needs a Friend

By Briggs



Courtesy of the American Printing House for the Blind, Inc., M. C. Migel Lib

# Disability History Resources at LoC.Gov

- History of the National Library Service - at the Library of Congress

<https://www.loc.gov/nls/about/organization/history/>



Contrast  Search NLS Site:  **GO**

Text Size **AAA** Find Your Library **Catalog Search**

BARD 1-888-657-7323

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The National Library Service for the Blind and Physically Handicapped > [About](#) > [Organization](#) > [History](#)

## History



### Contents

- Service Prior to 1931
- National Library Services Established
- Service Extended to Physically Handicapped Readers
- Development of Talking Books (Disc)
- Talking-Book Machines
- Cassette Books and Machines
- Combination Machines

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- Overview
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- Organization
- History**
- Talking Rooms
- Laws and Regulations
- Functions and Responsibilities
- Organization Chart
- Standards and Guidelines
- Business Plan
- Agreements
- Reports and Speeches
- Partners

# State Content Standards

## Example 3: Mass Movements for Social Justice

- MA: “Civil Rights movement” – “domestic policies & events 1961-1974” – “social trends of the late 20th Century”
- CA: “Advances of black civil rights movement encouraged other groups—including... people with disabilities.” “In what ways have issues such as education; civil rights for...[various groups] disabled Americans... remained unchanged? ...changed?”
- TX: “Relationship between government policies & the culture of the U.S.”

# State Content Standards

## Example 3: Mass Movements for Social Justice

- MA: “Civil Rights movement” – “domestic policies & events 1961-1974” – “social trends of late 20th century”
- MA: Explain how the 20th century African-American Civil Rights movement served as a model for other movements for civil rights (e.g., the second phase of the women’s movement in the 1960s and 1970s, disability rights movement, LGBTQ movement)
- MA: Research and analyze **one** the domestic policies of Presidents Truman and Eisenhower (e.g., Truman’s Fair Deal, the Taft-Hartley Act of 1947, or the Social Security Disability Insurance Act of 1956).
- MA: Evaluate accomplishments of the Civil Rights movement and how it served as a model for later feminist, disability, and gender rights movements....
- MA: Using primary and secondary sources, analyze the causes and course of one or more of the following social and political movements, including consideration of the role of protest and active citizen participation.
  - *Ed Roberts, Speech on Disability Rights at a Sit-In Rally in San Francisco (1977)*
- the disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (1990)

# State Content Standards

## Example 3: Mass Movements for Social Justice

- Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act, 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of social justice and human rights has affected movement for civil rights for all.
- CA: California History - “What did protests and frustrations expressed by Californians in the late Cold War Era reveal about the state?” p. 297
- CA: Ethnic Studies - *Include disability as an identity group?*
- CA: “Advances of black civil rights movement encouraged other groups—including... people with disabilities.” “In what ways have issues such as education; civil rights for...[various groups] disabled Americans... remained unchanged? ...changed?” pp. 414, 419-420
- TX: “Relationship between government policies & the culture of the  EmergingAmerica.org

# Disability History - Civil Rights

## The Power of 504 - 1977



504 20th Anniversary Committee

# SOCIAL JUSTICE: 4 TYPES OF **POLICIES**

## **GRANTS-IN-AID, REGULATIONS** **ENTITLEMENTS, CIVIL RIGHTS**

1904—PAUPERS IN ALMSHOUSES National Census

1918— SOLDIER'S REHABILITATION ACT

1920— SMITH FESS Act

1924—VOCATIONAL REHAB ACT –Extends to civilians

1935—SOCIAL SECURITY—

1954—**BROWN v. BOARD OF EDUCATION**

1956—SOCIAL SECURITY DISABILITY INCOME

1963—COMMUNITY MENTAL HEALTH ACT

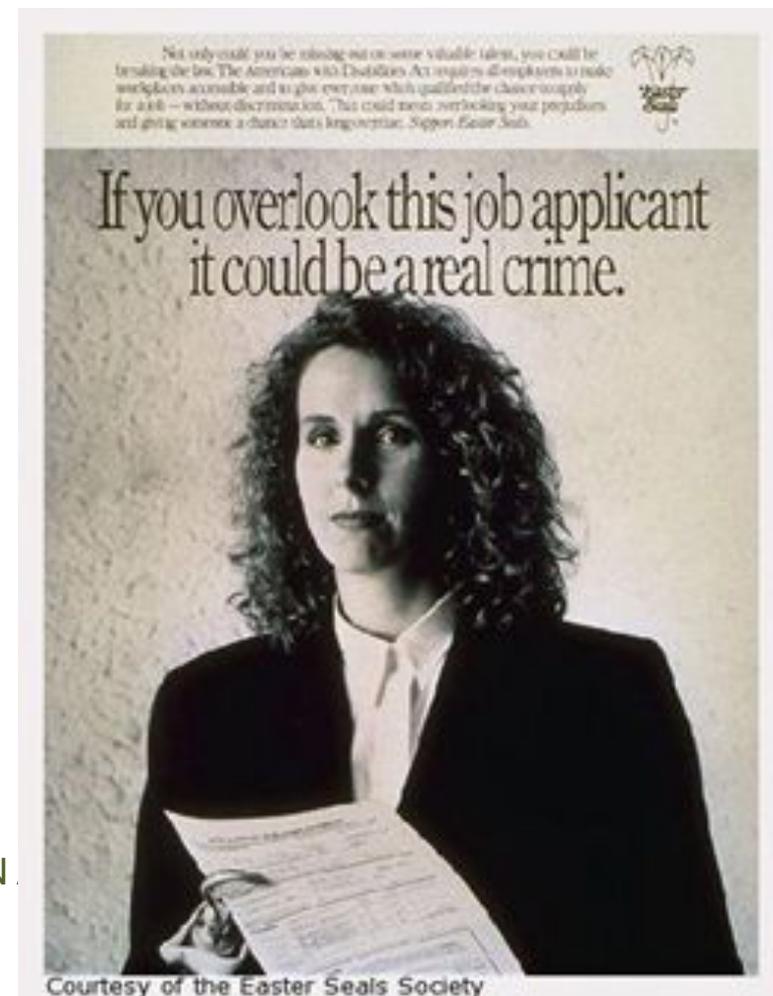
1965—**VOTING RIGHTS ACT**

1968—ARCHITECTURAL BARRIERS ACT

1973—**EDUCATION FOR ALL HANDICAPPED CHILDREN**

1975—SECTION 504

1990—**AMERICANS WITH DISABILITIES ACT**



*TEXT: Not only could you be missing out on some valuable talent, you could be breaking the law. The Americans with Disabilities Act requires all employers to make workplaces accessible and to give everyone who's qualified the chance to apply for a job -- without discrimination. That could mean overlooking your prejudices and giving someone a chance that's long overdue. Support Easter Seals. [1990]*

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- Search whole Library
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NEW ONLINE

## Papers of P Theodore Roosevelt Now Online

Diaries, Letters, Speeches and White House Records

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- Browse

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- Links to varied media.
- Topical source compilations

## Teachers

- Primary source analysis tool
- Materials: primary source sets, lessons, & exhibits
- Multi-media intro modules
- Teacher blog

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Main Reading Room, photograph by Carol M. Highsmith, [1980].



Mural painting, Hispanic Reading Room, photograph by Carol M. Highsmith, [1980].



Ambrotypes and tintypes from the Liljenquist Family Collection of Civil War Photographs.

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[Hispanic Reading Room](#), photograph by Carol M. Highsmith, [1980].

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Search Chronicling America for images of newspapers from many states - 1780s to 1922.

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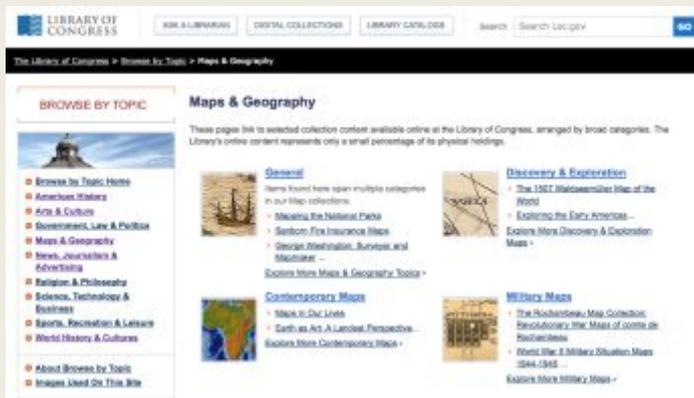
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ChronIcing America  
Historic American Newspapers



Veteran's History Project  
Oral Histories and Digital Collections



Maps and Geography  
Huge collection includes Towns & Cities



Prints and Photographs  
Visual Images, Graphics

# LoC.Gov/Teachers Page

<http://LoC.Gov/Teachers>

The screenshot shows the LoC.Gov Teachers page. At the top left is the Library of Congress logo. Navigation buttons include 'ASK A LIBRARIAN', 'DIGITAL COLLECTIONS', and 'LIBRARY CATALOGS'. A search bar is on the right. Below the navigation is a breadcrumb trail: 'The Library of Congress > Teachers'. A 'TEACHERS' header is followed by a search box and a 'GO' button. A sidebar on the left contains a list of links: Teachers Home, Classroom Materials, Professional Development, TPS Partners, Using Primary Sources, News and Events, Additional Resources, and FAQ. The main content area is titled 'Teachers' and contains introductory text. Below this is a section titled 'Search Our Classroom Materials by Standards' with radio buttons for 'Common Core', 'State Content', and 'Organizations'. The 'Classroom Materials' section features a carousel of four items: 'Constitution Day Resources', 'Mexican American Migrations and Communities Primary Source Sets', 'Taking the Mystery Out Of Copyright Presentations and Activities', and 'Baseball, Race Relations and Jackie Robinson Lesson Plan'. A callout box on the right, titled 'Search by Standards', explains that users can search by Common Core State Standard, State Content Standard, or Organization standards to find materials like Lesson Plans and Primary Source Sets. An arrow points from this callout to the 'Search by Standards' radio buttons. Another callout box on the left, titled 'Classroom Materials', explains that this section includes Lesson Plans, Primary Source Sets, Presentations, and other classroom resources for teachers. An arrow points from this callout to the 'Classroom Materials' carousel.

**Search by Standards**  
By searching by Common Core State Standard, State Content Standard or Organization standards, teachers can find relevant Classroom Materials such as Lesson Plans and Primary Source Sets.

**Classroom Materials**  
...includes Lesson Plans, Primary Source Sets, Presentations and other classroom resources for teachers.

[www.loc.gov](http://www.loc.gov)

# Classroom Materials

The screenshot shows the 'Classroom Materials' page with a navigation menu on the left and a main content area. The 'Classroom Materials' title is circled. The main content area includes a search bar, a list of resource categories with small images, and a list of resource types with descriptions. Callout boxes with arrows point to specific elements: 'Primary Source Sets' points to the 'Primary Source Sets' category; 'Lesson Plans' points to the 'Lesson Plans' category; 'Presentations & Activities' points to the 'Presentations & Activities' category; 'Themed Resources' points to the 'Themed Resources' category; and 'Collection Connections' points to the 'Collection Connections' category.

**TEACHERS**

**Classroom Materials**

Search this site

Classroom Materials: [Lesson Plans](#) | [Themed Resources](#) | [Primary Source Sets](#) | [Presentations & Activities](#) | [Collection Connections](#)

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

Search Our Classroom Materials by Standards  Common Core  State Content  Organ

**Primary Source Sets**  
...are organized on specific topics.

**Lesson Plans**  
...are teacher-created and classroom-tested lessons using Library of Congress primary sources.

**Presentations & Activities**  
...multimedia content provides both historical content and context.

**Themed Resources**  
...includes Lessons, primary sources, and activities relating to special dates, events, holidays.

**Collection Connections**  
...make connections between specific primary source collections at the Library and teaching specific content.

**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.

**Themed Resources**  
The Library's best exhibitions, activities, primary sources, and lesson plans on popular themes.

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

# Teachers Page: Primary Source Sets



ASK A LIBRARIAN

DIGITAL COLLECTIONS

LIBRARY CATALOGS

Search

GO

The Library of Congress > Teachers > Classroom Materials > Primary Source Sets > Civil War Soldiers' Portraits: The Liljenquist Family Collection

## TEACHERS

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## Civil War Soldiers' Portraits: The Liljenquist Family Collection



### Teacher's Guide

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

[Civil War Soldiers' Portraits: The Liljenquist Family Collection Teacher's Guide](#) (PDF, 1 MB)

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

[Analysis Tool and Guides](#) >

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.



[Samuel W. Doble](#) of [Company D, 12th Maine Infantry Regiment](#)

[View PDF](#)  
(250 KB)



[Private David Lowry](#), of [Company E, 25th Virginia Cavalry Regiment](#)

[View PDF](#)  
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[Two unidentified soldiers](#) in [Union uniforms holding cigars in each others' mouths](#)

[View PDF](#)  
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[Private Henry Augustus Moore](#)

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[Unidentified African American soldier...](#)

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# Accessing Inquiry

## Accessing Inquiry

- Teaching Strategies
- Disability History through Primary Sources
- Professional Development

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## Emerging America

HOME ABOUT PROFESSIONAL DEVELOPMENT PROGRAMS ACCESSING INQUIRY EXHIBITS BLOG TEACHING RESOURCES

### Disability History through Primary Sources

Home - Accessing Inquiry - Disability History through Primary Sources Share This Page

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- Disability History through Primary Sources**
  - Model Lessons on Disability History
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Whitman Studio, photographer. (ca. 1904) Helen Keller, no. 8. , ca. 1904, October 28. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/200963161/>.

#### DISABILITY HISTORY THROUGH PRIMARY SOURCES

The integration of the history of people with disabilities into the curriculum benefits all students. Recognizing the many roles of people with disabilities across time can be especially powerful for students who struggle in their own lives. Students engage when they connect with history that reflects THEIR experiences. Furthermore, disability history is increasingly recognized as vital to a full understanding of U.S. history, including in the 2018 Massachusetts standards. For further thoughts, see the essay [Why Teach Disability History?](#)

Primary sources from the Library of Congress, the Disability History Museum, and other collections can provide entry points and deepen exploration into historical events. Primary sources add immediacy, such as the faces in a photograph, the emotional tone of a drawing or song, or the complex look of a handwritten document. Documents from multiple points of view can illuminate conflicting ideas and events. Varied media, including maps, oral histories, published reports, and graphs offer many options for connection and investigation.

Download ten teacher-developed Model Lessons on Disability History that directly address content in the 2018 Massachusetts History and Social Science Framework. For understanding of the scope and flow of Disability History, also see [Teaching Strategies for using Disability History Timelines](#).

#### How can we help you?

Contact us if you need help navigating our website or are interested in learning more about our services

CONTACT US

#### Primary Sources on Disability History

Explore—including a brief overview of the topic—in this Disability History primary source set from Emerging America.

- The Library of Congress offers many relevant collections. Start with these portals.
  - Veterans History Project page on disability
  - WWI: Injured Veterans and the Disability Rights Movement
  - Chronicling America news articles on Eugenics
  - Chronicling America news articles on Helen Keller

# Disability History Resources at LoC.Gov

- Images and Artifacts

<https://blogs.loc.gov/loc/2017/12/world-war-i-injured-veterans-and-the-disability-rights-movement/>

The screenshot shows the top navigation bar of the Library of Congress website with the logo and links for 'ASK A LIBRARIAN', 'DIGITAL COLLECTIONS', and 'LIBRARY CATALOGS'. Below this is a breadcrumb trail: 'The Library of Congress > Blogs > Library of Congress Blog > World War I: Injured Veterans and the Disability Rights Movement'. A search bar is present with 'All Formats' and 'Search Loc.gov' options. The main content area features the 'LIBRARY OF CONGRESS BLOG' header, a search box for the blog, and social media links for Print, Subscribe, and Share/Save. The article title is 'World War I: Injured Veterans and the Disability Rights Movement' by Wendi Maloney, dated December 21, 2017. A sidebar on the left lists categories like 'Special Category: World War I' and various subject areas. The main text discusses the impact of war on disabled veterans and mentions an exhibit 'Echoes of the Great War: American Experiences of World War I'. A photograph at the bottom right shows two historical posters: 'FUTURE SHIPWORKERS' and 'A ONE-ARMED WELDER'.

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## World War I: Injured Veterans and the Disability Rights Movement

December 21, 2017 by [Wendi Maloney](#)

*This is a guest post by Ryan Reft, a historian in the Manuscript Division.*

Fans of the HBO series "Boardwalk Empire" may remember that World War I veterans grappling with disability occupied a critical place in the show's story. Fictional vet Jimmy Darmandy (Michael Pitt) struggled as much with PTSD as he did with a limp derived from shrapnel embedded in his leg by a German grenade. Richard Harrow (Jack Huston), on the other hand, endured facial disfigurement so severe he wore a mask to conceal his injuries, though his wounds went far beyond the physical.

Artifacts on display in the Library of Congress exhibit [Echoes of the Great War: American Experiences of World War I](#) demonstrate the human cost of the war, the government's response and the ways in which injured veterans helped push forward—even if in a somewhat limited fashion—the disability rights movement.

During the war, 224,000 soldiers suffered injuries that sidelined them from the front. Roughly 4,400 returned home missing part or all of a limb. Of course, disability was not limited to missing limbs; as the "Boardwalk Empire" characters demonstrate, a soldier could come home with all limbs and digits intact yet struggle with mental wounds. Nearly 100,000 soldiers were removed from fighting for psychological injuries; 40,000 of them were discharged. By 1921, approximately 9,000 veterans had undergone treatment for psychological disability in veterans' hospitals. As the decade progressed, greater numbers of veterans received treatment for "war neurosis." Ultimately, whether mental or physical, 200,000 veterans would return home with a permanent disability.

**FUTURE SHIPWORKERS**  
Disabled Men are Taught Oxy-acetylene Welding in the Red Cross Institute for Crippled and Disabled Men, New York City.

**A ONE-ARMED WELDER**  
His Good Arm Enables Him to Handle

# Disability History Resources at LoC.Gov

- Newspapers

The Library of Congress >> Researchers

 **Newspaper & Current Periodical Reading Room**  
SERIAL & GOVERNMENT PUBLICATIONS DIVISION

Home >> Topics in Chronicling America Find  in News & Current Periodical Pages

## Topics in Chronicling America - The Early American Eugenics Movement

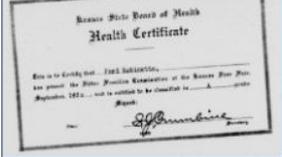
*Engineering a new aristocracy of "human thoroughbreds" might sound like something from a science fiction novel, but at the beginning of the 20th century, many Americans sought to do just that through the new pseudoscience of Eugenics. Eugenics, a process that sought to "purify" the human race through 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 public mind.
- 1904-1950s. The formal Eugenics Movement begins. Eugenics societies, state fair competitions, match-making services, and eventual forced sterilizations develop out of the movement. The formal movement comes to an end after World War II. This database covers the eugenics movement until 1922.



### Suggested Search Strategies:

- [Try the following terms in combination, proximity, or as phrases using [Search Pages](#) in Chronicling America.] Eugenics, Feeble-minded, Francis Galton, Eugenics Record Office, Galton Society.
- It is important to use a specific date range if looking for articles for a particular event in order to narrow your results.

### Sample Articles from Chronicling America:

- "Your Temper," *Abbeville Press and Banner* (Abbeville, SC), 11/9/1887, page 1, image 1, column 5.
- "Improving the Race," *Essex County Herald* (Guildhall, VT), 8/5/1904, page 1, image 1, column 2.

# Disability History Resources at LoC.Gov

- Oral Histories

The Library of Congress Veterans History Project Home

**Experiencing War** **DISABLED VETERANS**  
AND THE STRESS, STRAIN AND SOME-  
TIMES DESTRUCTION OF HUMAN HEALTH  
AND THE HUMAN BODY.  
*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><a href="#">Eric Wayne Cagle</a> ARMY <i>Iraq-Afghanistan Kosovo</i> Video Interview</p>	 <p><a href="#">Arthur Eck</a> ARMY <i>World War II</i> Written Memoir</p>	 <p><a href="#">Arthur Guerrero</a> ARMY <i>Vietnam</i> Video Interview</p>
 <p><a href="#">Raymond Kasten</a> ARMY <i>Korea</i> Video Interview</p>	 <p><a href="#">James M. Mayer</a> ARMY <i>Vietnam</i> Video Interview</p>	 <p><a href="#">Franklin Nicholson</a> ARMY <i>World War II</i> Audio Interview, Photos, Memoir, Correspondence</p>
 <p><a href="#">Lawrence Saenz, Jr</a> ARMY <i>Vietnam</i> Video Interview</p>	 <p><a href="#">Connie Rose Spinks</a> ARMY <i>Persian Gulf Iraq-Afghanistan</i> 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. [Release of War](#)

# Disability History Resources at LoC.Gov

- Newspaper accounts from Chronicling America of damaging brain surgery on people with mental illness.

TEACHING WITH THE LIBRARY OF CONGRESS

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## Using Historic Newspapers to Study Accounts of a Now-Abandoned Medical Procedure

December 18, 2018 by [Danna Bell](#)

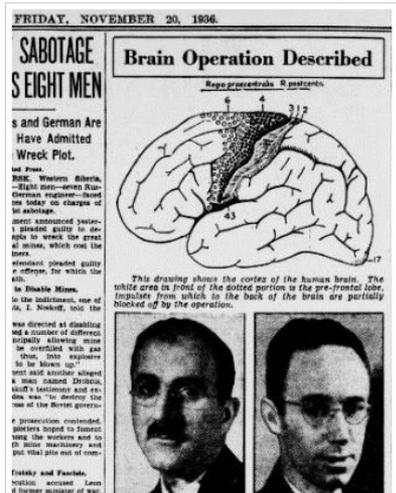
*This is a guest post by Ariela Gomez, an intern with the education team at the Library of Congress as part of the Hispanic Association of Colleges and Universities (HACU) internship program.*

The brain is one of most complex organs of the human body. While the field of neuroscience has significantly grown, so have our questions concerning the central structure of the human nervous system. Attempts to treat mental illness in the past, however well-intentioned they might have been, can sometimes be shocking or upsetting today. Reading and analyzing primary sources can help students understand how people thought about the brain and treated mental illnesses in the early and mid-twentieth century.

In the early decades of the twentieth century, some doctors began using an experimental surgical procedure to treat patients experiencing mental illness or distress. In this procedure, called *lobotomy*, a surgeon would open the patient's skull and sever connections within, or even completely remove, a portion of the brain. Without offering context, introduce students to a 1936 [case history](#) about a woman who is described as becoming happier after a lobotomy, excerpting the case history from the longer article. (Given the sensitive and possibly upsetting nature of the content, you may wish to consider provide your own synopsis of the article.)

- What surprises your students about the description of the patient's changed behavior?
- What questions do they have?
- Encourage them to develop hypotheses about "the operation" – to elicit deeper thinking, ask them "what makes you say that?"

Give students the full article, focusing them on the description of the operation. Allow time for comparison between their hypotheses and



<https://blogs.loc.gov/teachers/2018/12/using-historic-newspapers-to-study-accounts-of-a-now-abandoned-medical-procedure/#comment-428454>

# Disability History Resources at LoC.Gov

- History of the most widely used printed text for blind people.

## Louis Braille: His Legacy and Influence

Exhibition Home



[Home](#) | [Overview](#) | [Online Exhibition](#) | [Exhibition Items](#) | [Events](#) | [Learn More](#) | [Acknowledgments](#)

**November 5, 2009–January 30, 2010**

For thousands of years, the ability of blind people to participate fully in social, political, and cultural life was limited by the lack of access to written or printed forms of information. Although the work of many others contributed to his accomplishment, Louis Braille's invention of a tactile six-dot reading and writing system revolutionized the way blind people perceived and contributed to the world.



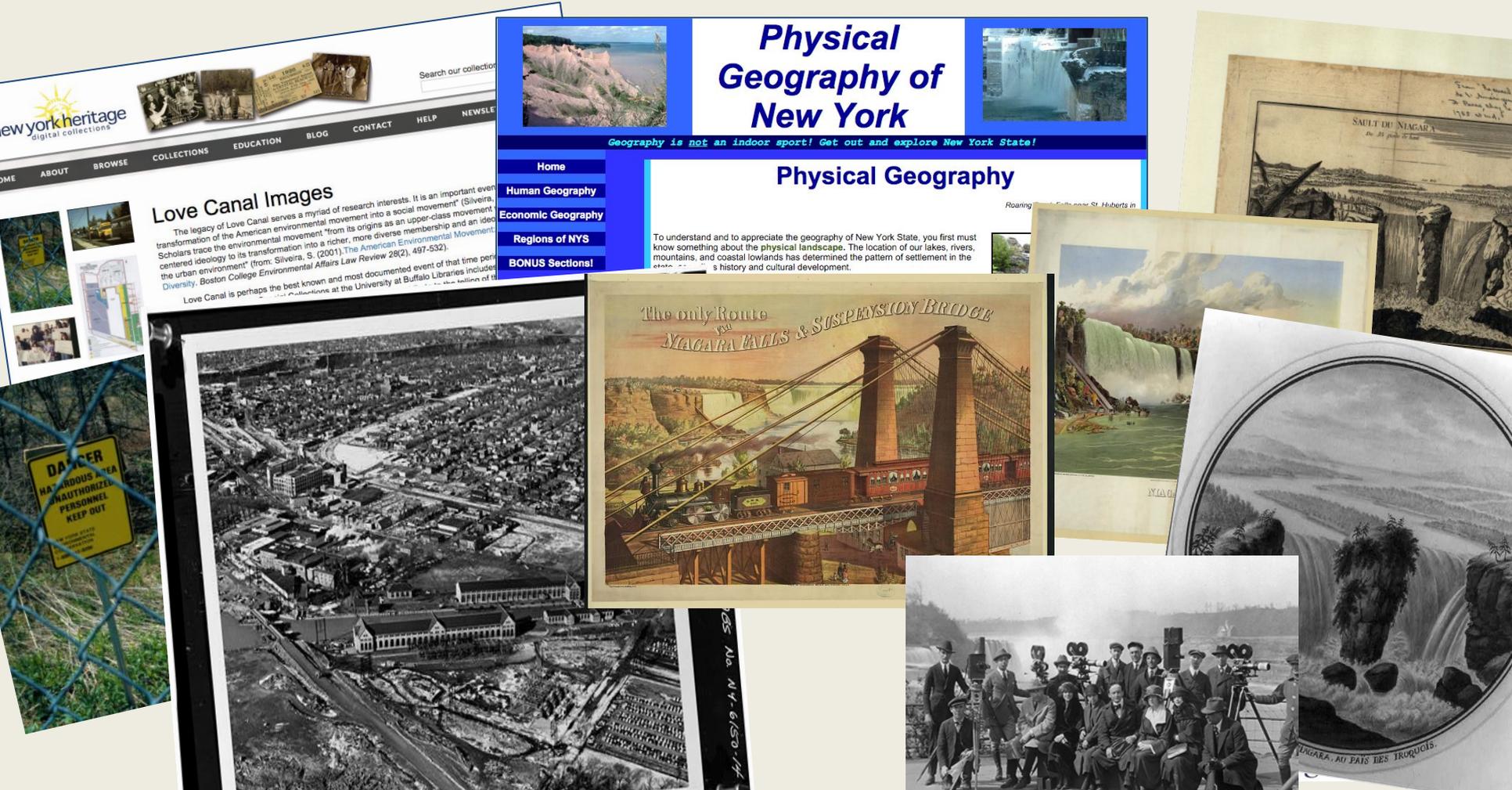
<http://www.loc.gov/exhibits/louis-braille/>

# Examples of Text Sets

# Example: Human Impacts on Niagara Falls

Question: *What has been the impact of the human footprint on Niagara Falls?*

Texts: Web essays on two sites; Library of Congress images.



# Example Unit: Worlds Collide

Topic: First Contact Between Columbus and the Taino  
- Holyoke

Subject: World History

Standards: MA SS-Gr 5.3 Explorers: Columbus & Vespucci  
MA SS-World Hist I.13: Pre-Columbian civilizations.  
MA SS-World Hist I.14: Effects of European colonies.

Teacher: Shea, McCoy, Greavey, Legare

Grade: 8th

CCSS.ELA.RH.6-8.6: ID pt. of view.

Essential Question: What does it mean to say that Columbus “discovered” America?

Sources: Stone carving (unknown); Columbus, Christopher (c. 1493) “Epistola Christofori Colom” [Includes translated excerpt.]; map of Hispaniola (1511); Columbus Coat of Arms (1502); Gutiérrez map (1562) “Americae sive quartae orbis partis nova et exactissima”; Landing of Columbus. (c. 1860-1880); photo of Luisa Gainsa and her child, Baracoa, Cuba (1919).

Yolen, Jane. Illus. Shannon, D. (1996). *Encounter*. Boston: HMH Books for Young Readers.

Activator: Complete RAN Chart. (Improvement on “Know-Want to Know-Learn” chart.)

Instruction: Frayer Model: *How did Columbus perceive the Taino?*

Document Analysis: Gutiérrez map. Explore world view of Europeans.

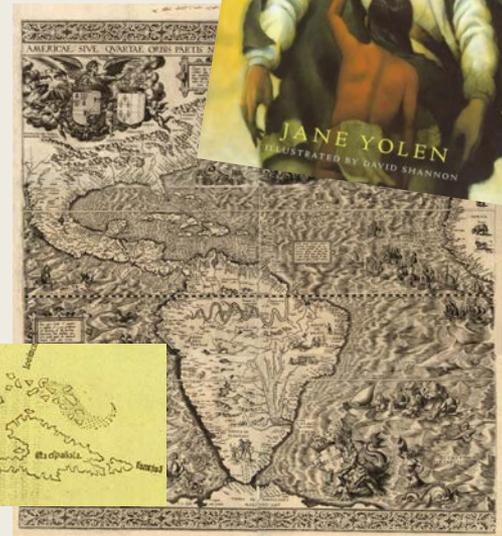
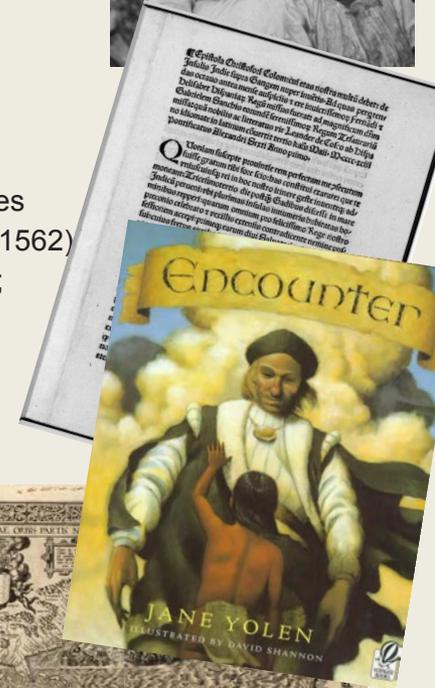
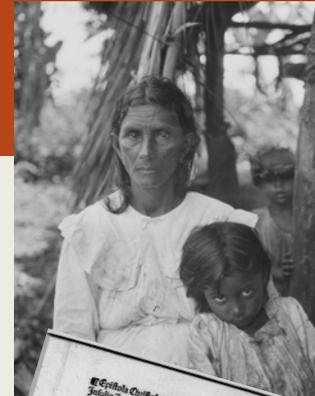
Read, Analyze, & Discuss: Columbus Letter to Pope.

Double Bubble Map: Compare similarities and differences in world view.

Listen to YouTube of Jane Yolen book, *Encounter*.

Perf. Task: Cause-Event-Effect Flow Chart: Complete for First Contact.

Update RAN Chart – *What did we confirm? What was wrong? What new learned?*





**Thanks and good-bye!**