

Teach the Truth

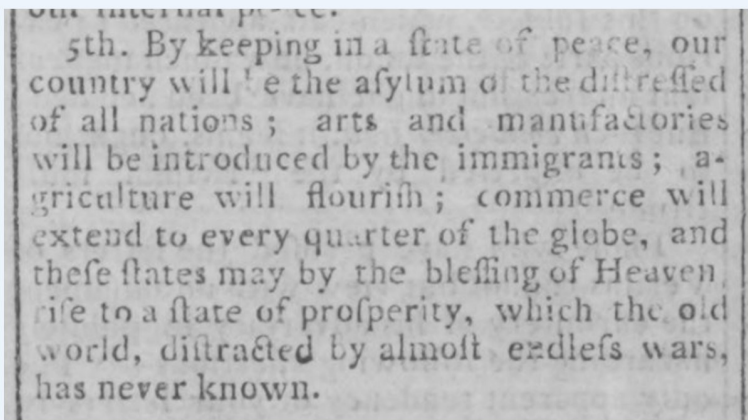
without ending up

in the Principal's Office

1. Build empathy - seeing immigrants as human is key.
2. Don't repeat negative stereotypes.
3. Be truthful - Primary sources are CRUCIAL to this step.
Immigrant stories are very useful here.
4. Highlight what immigrants bring to America – from food traditions to music to new workers.
5. Reinforce that everyone is an immigrant to the US, even though the Native Americans came here around 20,000 or more years ago!
6. Balancing primary sources will help avoid conflict.
7. Illustrate that nothing really changes!

Essential Question: Have American policies been welcoming or not welcoming to immigrants?

Immigration

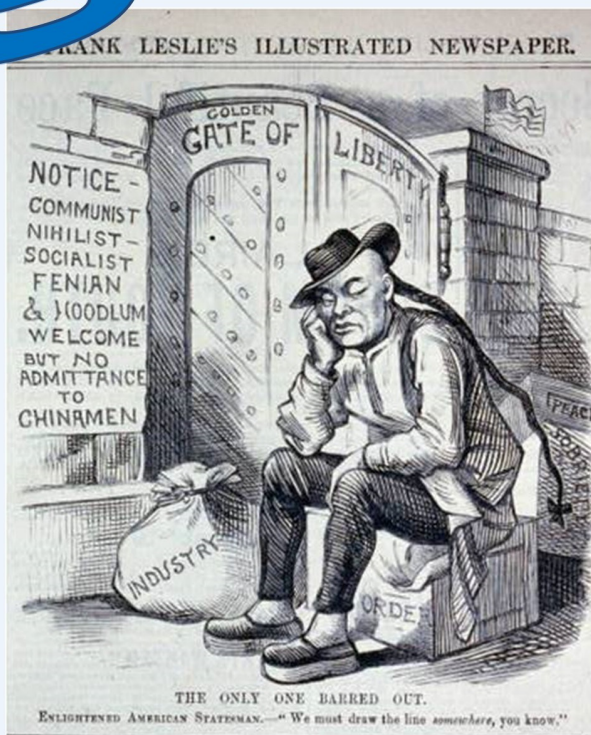


This letter, addressed to President George Washington, encouraged immigration to the new nation, 1793.

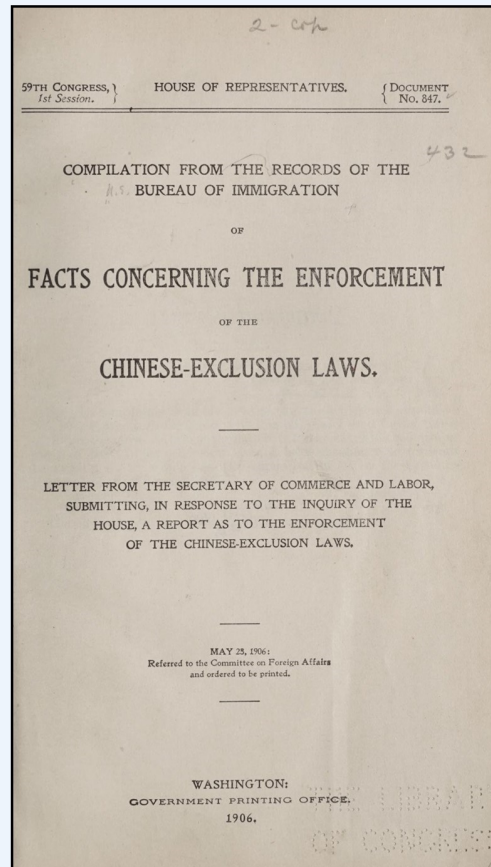
National Gazette [volume] (Philadelphia, Pa.), 19 June 1793. Chronicling America: Historic American Newspapers. Lib. of Congress <https://chroniclingamerica.loc.gov/contributions/8325887/1793-06-19vol-1/seq-11/>

Primary sources, such as this, can illustrate how the US Government comes to value immigrants for the financial contributions they make during war and peace.

United States Department Of The Treasury. Funder/Sponsor. Remember your first thrill of American liberty Your duty - Buy United States government bonds-



The Naturalization Act of 1790 was the last truly open door for immigration into the US. Event the 1965 Immigration and Nationality Act capped numbers permitted to enter the US legally. In between there were many Acts excluding certain ethnicities and countries of origin.



Making the past relevant to today can help not students, and parents too, realize that very little actually changes in US policies. This report, presented to the US Congress in 1906, outlines how porous the US borders are and that keeping out Chinese and Korean immigrants is nearly impossible.

United States Bureau Of Immigration. Compilation from the records of the Bureau of immigration of facts concerning the enforcement of the Chinese exclusion laws. Washington: Gov't print. off., 1906. Image: <https://www.loc.gov/item/06035213/>

LGBTQAI+



The late We:wa was a noted Zuni Two Spirit weaver and potter who went to the US Capitol to advocate for the protection of Zuni lands.

Wa-Wah, the Zuni Priestess, at Work in the National Museum.

An Indian woman, crouching before a rude loom, formed the center figure of the picture that met the eyes of a STRA reporter when he climbed, the other day, up the winding stairs to one of the galleries of the National museum.

John K. Hillers, 1843-1925, Photographer - U.S. National Archives and Records Administration, NARA Identifier 523758 - Smithsonian

Osh-Tisch (*Finds Them and Kills Them* of the Crow Nation) lived as a Two-Spirit person. They and *Other Magpie*, a woman, fought at the Battle of Rosebud, 1876.



Montana - The Sioux War - General Crook's Battle on the Rosebud River - The Sioux charging Colonel Royall's detachment of Cavalry, June 17th, 1876. Photograph.



Photo Lot 24 SPC Plains Crow BAE-4720 60470400, National Anthropological Archives, Smithsonian Institution

Approximately 2% of the people forced into concentration camps were LGBTQ. They were convicted of being “homosexual” in courts prior to being sent to the camps. This booklet was created by the OSS In 1944.

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Neuengamme Concentration Camp Memorial to LGBTQ prisoners.

HOW?

1. Prepare yourself with knowledge and primary sources.
2. Prepare the students and the parents.
3. Establish a place of trust and respect. Do not tolerate derogatory terms in the classroom. Do talk about outdated terms.

WHY?

1. Learning about a Creative's sexual identity can help students understand more about the themes, characters, and imagery in a creative's work.

For example: Michelangelo, James Baldwin, Alice Walker, Leonard Bernstein, Allen Ginsberg, Oscar Wilde, Willa Cather, Emily Dickinson, Yukio Mishima, Langston Hughes, Maurice Sendak, Walt Whitman, Josephine Baker

2. Gay is not “new”. Learning about LGBTQAI+ people in the past helps students to understand motivations of those people and why those people may have been persecuted.

For example: Alexander the Great, Leonardo da Vinci, Sir Francis Bacon, Jane Addams, Ma Rainey, Alan Turing, Bayard Rustin

3. Empathy or Identity. A student who learns about LGBTQAI+ people is less likely to discriminate against those who are different. And, for students who identify as LGBTQAI+, seeing themselves reflected in the world may be the difference between life and death.



SEGREGATION

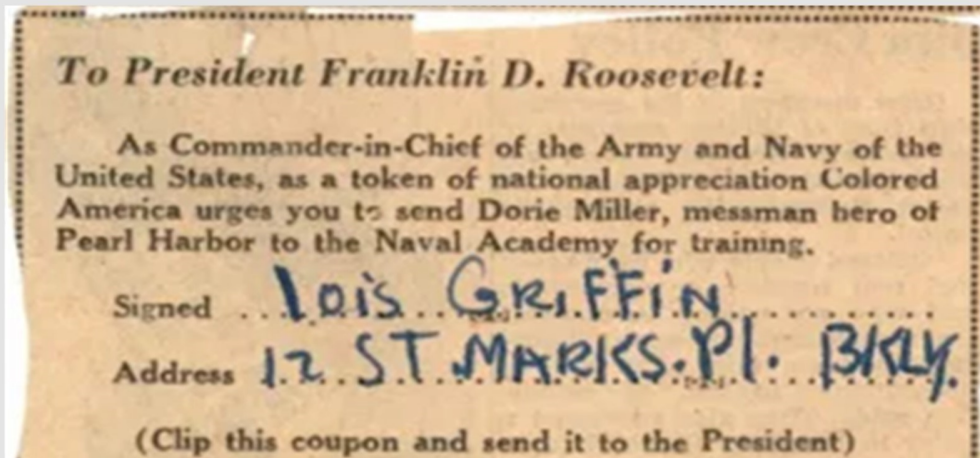
Essential Question: How can individuals create positive change in their community?

THE BLACK HERO OF PEARL HARBOR

The story recently came out of Hawaii of a Negro messman who, seeing the Battleship on which he served attacked, manned a machine gun and fired it at the Japanese enemy until all his ammunition was exhausted and then went to his watery grave with his white comrades. His government would not permit him to enlist as a gunner on the ship, but as a cook, only; yet when white gunners had been blasted away by Japanese shells and bombs, the Negro messman stepped to the front to fight and die, as Negroes have done in crisis throughout our country's history.

What the Negro did in the battle of Hawaii millions of Negroes in America stand ready to do, if given the chance. Enlightened self-interest would seem to dictate that that chance be given now.

The Omaha guide. [volume] (Omaha, Neb.), 10 Jan. 1942. *Chronicling America: Historic American Newspapers. Lib. of Congress.* <https://chroniclingamerica.loc.gov/lccn/sn93062828/1942-01-10/ed-1/seq-1/>



Coupons from Black Newspapers to FDR; 1942; NARA ID 26416709; Dorie Miller; Correspondence Relating to Discrimination, 1941 - 1944; General Records of the Department of the Navy, Record Group 80; National Archives at College Park, College Park, MD. [Online Version, <https://www.docstoc.org/documents/document/coupons-miller>, November 1, 2022]

A Note About Language

Always acknowledge offensive, antiquated language that is present in your primary sources prior to introducing them. Reinforce that this language is unacceptable today and will not be tolerated in your classroom discussions or in society.

Dorie Miller and the U. S. Navy

Dorie Miller was a Black man who enlisted in the U.S. Navy prior to World War II. At the time, Black enlistees were only able to serve as messmen (kitchen staff) or as valets to White officers. After manning a machine gun during the attack on Pearl Harbor, Miller became famous. Black newspapers like the *Pittsburgh Courier* began campaigns to have Miller recognized for his valor and also called for equality and desegregation in the Navy. The pressure created by the NAACP, the Black press, and individuals who wrote letters and sent coupons to the White House resulted in equitable service options, training for Black sailors, and eventually, the desegregation of the Navy.

DORIE MILLER AWARDED NAVY CROSS BY F. D. R.

Miller's action in manning a gun in a service of the Navy which had long been discriminatory to Negroes has received national praise and been credited with the Navy's recent opening of its various branches to men of color.

Evening star. [volume] (Washington, D.C.), 07 April 1942. *Chronicling America: Historic American Newspapers. Lib. of Congress.* <https://chroniclingamerica.loc.gov/lccn/sn83045462/1942-04-07/ed-1/seq-2/>

Navy and Marines to Accept Colored Reserve Volunteers

Coast Guard Also Opens Ranks; Small Boats to Get Negro Crews

Jackson advocate. [volume] (Jackson, Miss.), 16 May 1942. *Chronicling America: Historic American Newspapers. Lib. of Congress.* <https://chroniclingamerica.loc.gov/lccn/sn79000083/1942-05-16/ed-1/seq-1/>

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We, the people, have a deep-seated aversion to hard history because we are uncomfortable with the implications it raises about the past as well as the present.

-- Dr. Hasan Kwame Jeffries,
Teaching Hard History

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“History is freaking cool.”

-- Lizzo

Covering “Both Sides”

Why?

1. Teaching a comprehensive narrative helps students hone their critical thinking skills.
2. It also helps students understand that different groups of people experience and understand historical events in different ways.
3. It trains students to be historians by exposing them to primary sources with varying perspectives and asking them to form their own questions and decisions about the historical narrative presented.

How?

1. Do your research and continue to learn. Most of us were not taught comprehensive history.
2. Use grade level appropriate primary sources.
3. Be honest and be prepared to have difficult conversations with students.

The Sinking of the *Lusitania* and U.S. Entry into WWI



Below is a medal designed by German artist Karl Goetz commemorating the sinking of the *Lusitania*. The medal incorrectly names May 5, 1915, as the date of the event, but shows that many Germans believed the loss of civilian lives was the fault of the greedy shipping line which sold tickets after they had been warned about German military policy. Germany also believed the U.S. to be aiding their enemies by shipping them war material or “contraband goods.”



Front Translation:

No Contraband Goods!

The liner *Lusitania* sunk by a German submarine 5 May 1915

Reverse Translation:

Business Above All

Cunard Line Ticket Counter
K'G (Artist's Initials)

American Perspective

April 2, 1917
GENTLEMEN OF THE CONGRESS:

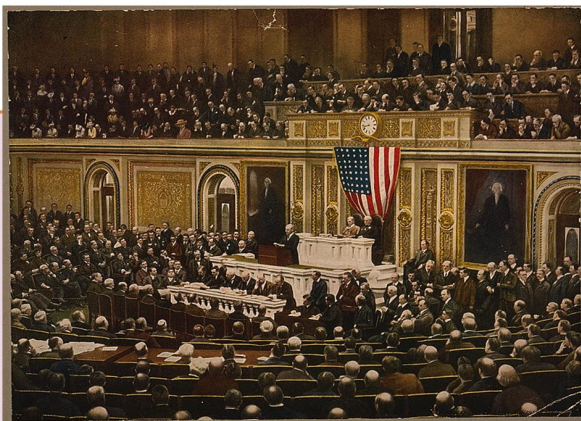
On the third of February, I told you about the plan of the German Government to put aside the law and kindness and use its submarines to sink every ship entering ports controlled by their enemies in Europe. Ships of every kind, whatever their flag, their character, their cargo, their destination, their job, have been cruelly sent to the bottom of the ocean. They have been sunk without warning and without thought of help or mercy for the people on board. Friendly neutral ships and enemy ships have been sunk. Even hospital ships have been sunk...

Now armed neutrality is impossible. Because submarines are outlaws when used as the German submarines have been used against business shipping....

I advise that the Congress declare the German Government to be at war with the United States....

President Woodrow Wilson

President Wilson's Joint Address to Congress, Leading to a Declaration of War Against Germany: 4/2/1917; Journals and Minute Books, 1787-1946; Records of the U.S. Senate, Record Group 46; National Archives Building, Washington, DC; [Online Version, <https://www.docstoc.org/documents/document/fellows-joint-address-congress-november-5-2023>] Special Note: The language of this excerpt was scaled down to be grade appropriate for upper elementary



For the Freedom of the World. Washington D.C. ca. 1918. [1917, December 21] Photograph. <https://www.loc.gov/item/2002723887/>

Most Americans in 1915 did not want to get entangled in an overseas war, including President Woodrow Wilson. At the same time, the American government felt that German naval policy regarding the use of submarines broke the prize laws that regulated naval warfare at the international level, especially when it came to an apparent disregard for the loss of civilian lives. Once the U.S. joined the fray, popular displeasure about the submarines was used as a recruitment tool.



Grosz, J. L., Artist. Help crush the menace of the seas - buy liberty bonds / J. L. Grosz. United States, ca. 1918. (New York: O'Connor Lytle, Ad.) Photograph. <https://www.loc.gov/item/95053531/>



Rogers, W. A., Artist. When you fire remember this Enlist in the Navy / W. A. Rogers, United States, 1917. Photograph. <https://www.loc.gov/item/2002724832/>