

Dear Selection Committee,

The Cambridge Rindge and Latin School, initially established in 1648 to prepare local students to for entry into Harvard College, continues to serve as the only public high school in the City of Cambridge. The 1,956 member student body consists of a diverse array of ethnicities, religions, languages, and income levels. During my six years at CRLS, and for the majority of the additional 10 years teaching in Miami Florida, I have focused on the development and implementation of AP US History curriculum targeting the needs of a diverse range of learners.

The AP US History Exam requires students to demonstrate a proficiency in historical analysis of primary sources. Three of the four sections of the assessment present students with primary source stimuli and assess their application of historical analysis, document sourcing, and temporal contextualization towards the support of an argument.

Many instructors face a difficult challenge embedding within the AP US History curriculum a significant quantity of focused, vibrant historical stimuli which reflect the complex tapestry of divergent historical agency, with clear arguments, and format diversity.

As an experienced AP US History teacher I have found many document readers to be verbose, limited in the diversity of document formats, unclear in focus, and failing to capture the intensity or the high stake nature of historical events.

After reviewing the Schlesinger Library collections I have identified 22 historical topics, and corresponding sources, between 1803 and the 1980s. These sources are relevant, poignant, engaging, unique, and include diverse historical perspectives and formats. Over the course of four to six weeks during the summer of 2017, I propose to engage these portions of the collection and develop a document reader. The reader will provide students and other teachers with a wide established series of targeted documents which can be easily called upon throughout the year in order to engage students in the complex reality of history, nurture the skill of document analysis, and improve argumentative writing.

Thank you for your time and consideration.

Proposed Topics and Sources

1803: Bill of sale of John Youle, 1803 April 27.

Content Goal: Documentation of a northern urban skilled enslaved person.

Learning Objective: Diversify students understanding of location and types of slavery in antebellum United States.

1840: Papers of the Brigham family.

Content Goal: Contrary perspectives on the institution of slavery in New England.

Learning Objective: Source will provide contrary evidence to the frequent conclusion that all New Englanders supported the abolition of slavery.

1850: Reminiscences, 1952. Harreld, Claudia White.

Content Goal: Impact of Uncle Tom's Cabin.

Learning Objective: Reminiscences contain Ms. Harreld's recollections of her mother's (who was enslaved) reaction to her initial exposure of a passage from Uncle Tom's Cabin. I hope will expand the student's understanding of the life of enslaved people as well as the impact of Uncle Tom's Cabin.

Slavery: Ann Maria Davison.

Content Goal: Personal, first person, perspective on the institution of slavery.

Learning Objective: Students will consider the human costs created by the institution of slavery as well as the cultural/social conditions and legal barriers created to perpetuate the separation and enslavement of people.

1860s Civil War:

Ann Dorsey Read Reeves.

Content Goal: Personal experience of Civil War with pro-Confederacy position.

Learning Objective: Students will grapple with pro-confederacy perspective, questioning if this voice should be part of the historical narrative or if such a narrative should be edited to reflect the past which we would prefer to remember.

Papers of the Baltzley-Potter-Etz family.¹

Content Goal: Civil War Letter from the Army of the Potomac.

Learning Goal: Students will develop a more nuanced understanding of field conditions, military life, and battles.

Phelps, Sara H.

Content Goal: Personal experiences of life during the Civil War.

Learning Objective: Students might find it interesting that even though epic historical events are taking place not everyone (including Sara Phelps) is really all that interested. Documents could be read looking for what is missing as well as what is included.

¹ <http://nrs.harvard.edu/urn-3:RAD.SCHL:sch00113> 3. Baltzley family correspondence: To Ann (Baltzley) Hartshorn Potter from Union soldiers, 1861 4. Baltzley family correspondence: To Ann (Baltzley) Hartshorn Potter from Union soldiers, 1862

Papers of Hazel Hunkins-Hallinan.²

Content Goal: Personal experiences of life during the Civil War.

Learning Objective: I am unsure what this Civil War diary might hold, but I would hope that there would be opportunities to see the direct impact of the war on trade or civilian supplies.

Reconstruction: Papers of Catherine Porter Noyes.

Content Goal: Personal account of Reconstruction in the South, possible Social Darwinism.

Learning Objective: Determination if Catherine Noyes writing carried racial bias concerning the inherent academic capability of freed persons. Absence of bias, the papers would serve as evidence concerning the challenges faced by newly freedpersons.

Home Economics: Beecher, Catharine Esther.

Content Goal: Home Economics, household efficiency, and Cult of Domesticity.

Learning Objective: Catharine Beecher challenged the private sphere through increased access to education while supporting women's domestic role. Students would grapple with the simultaneous expansion of women's education coupled with Beecher's embrace of domesticity.

Gilded Age-Industrialization: Lydia E. Pinkham Medicine Company.³

Content Goal: Commercial and industrial expansion during the Gilded Age.

Learning Objective: Records of shipping quantities and raw materials purchased would help students conceptualize Gilded Age economic growth. Pinkham's records would help students appreciate the scale of industrial growth as these records represent only one company within an expanding economy. The papers also provide a different type of document format.

Philippine Imperialism/Education:

Hewitt, Euphemia Paxton./Papers of Ruth Williams Hooper.

Content Goal: United States Imperialism in the Philippines.

Learning Objective: Student's identification of educators paternalistic rhetoric, or lack thereof. The discussion of the white society in the Philippines within Ms. Hooper's letters could also provide an interesting parallel to the domestic systems of segregation and eugenics in the US.

Progressivism/Settlement House Movement: Denison House.⁴

Content Goal: Progressivism, Settlement Homes, and New Immigration

Learning Objectives: Through examination of Board Minutes, students will determine the social concerns which fueled the mission of Denison House. Further exploration of the members of the board, the population served, and the political ideology supported by Denison House would provide a rich tapestry which students may use to understand the demographic, industrial, and political shift taking place at this time period.

² http://nrs.harvard.edu/urn-3:RAD.SCHL:sch00363_82.1. Civil War diary, 1864

³ http://nrs.harvard.edu/urn-3:RAD.SCHL:sch00017_43. Freight bills. 1883. 44. Freight bills. 1883. 45. Freight bills. 1883.

⁴ 15. Board of Directors, Executive Committee. Minutes, 1892-1899 16. Board of Directors, Executive Committee. Minutes, 1892-1919: excerpts 101f+. Denison House printed material: reports (annual, club, financial), correspondence, pamphlets, brochures, fliers, meeting notices, tickets, programs, office forms, invitations, newsletters, clippings. Disassembled scrapbooks, 1900-1930. CLIPPINGS DISCARDED AFTER FILMING.

New Immigrants 1890-1920:

Saturday Evening Girls/Records of the North Bennet Street Industrial School.⁵

Content Goal: Demographic shifts caused by influx of 'new immigrant'.

Learning Objective: This collection would provide good evidence of the growth of immigration in the North End of Boston, a trend paralleled in other contemporary urban areas. Programs offered by the Saturday Evening Girls and comparing the daily roles of the Nursery and Kindergarten at the North Bennet Industrial School throughout the decades will allow students to observe changing historical records documenting 'new immigrant' settlement.

1910s: Frederick, Christine.

Content Goal: Household Efficiency, connection with Taylorism and Scientific Management.

Learning Objective: Impact of cultural demands of cleanliness, influenced by labor saving technology, on the isolation and the increased workload shouldered by women. Industrialization of the home could be paired with excerpts from Ruth Swartz Cohen's *More Work For Mother*. Catharine Beecher's perspective on the Cult of Domesticity can also be juxtaposed with contemporary documents seeking to expand women's roles in society.

Advertising and trade card collection, ca.1880-1944.

Content Goal: Home as a point of consumption for industrialized economy.

Learning Objective: In this collection there are advertisements which connect themselves to larger social movements. This provides an opportunity to analyze the purpose of the advertiser. Are they connected to the movement or attempting to ingratiate themselves with the consumer?

Suffrage:

Alice Paul⁶/Papers of Hazel Hunkins-Hallinan, 1864-1984⁷/Papers of Doris Stevens,1884-1983.⁸

Content Goal: Expanded understanding of suffrage movement.

Learning Objective: These sources bring forth the daring and creative actions of the suffrage movement as well as documenting the formation of Alice Paul's world view. The documents from Hazel Hunkins-Hallinan and Doris Stevens demonstrate the legal and physical risks (Occoquan Workhouse) inherent in suffragist campaigns.

⁵http://oasis.lib.harvard.edu/oasis/deliver/deepLink?_collection=oasis&uniqueId=sch00829 IV.3vo. Daily Record of Day Nursery (and Kindergarten), May 1890-March 1891 IV.14vo. Daily Record of Day Nursery (and Kindergarten), July 1900-April 1901 IV.25vo. Daily Record of Day Nursery (and Kindergarten), October 1910-June 1911 IIAii.23. Applications for specific positions or departments IIAiv.116. Fundraising appeals. Form letters, 1916-1937 IIAiv.117. Fundraising appeals. Request for gifts, 1921-1959 (scattered) IIAvi.44. Boston Emergency Relief Campaign. Correspondence, 1931-1932 IIAvi.55. Boston Emergency Relief Campaign. Boston Emergency Relief Campaign Carnival: Italian Cafe, 1934 IIAvi.139. North End organizations and projects. North End Lunch Club, 1922-1932 (scattered). Also Monday Lunch Club. IIAvi.170. "Crusade for Children" parade, 1948 IIAviii.19. Monthly calendar of events, October 1920-May 1924 IIAviii.43. Re: juvenile delinquency, 1960-1963 IIAix.3. Form letters, 1914-1924 IIAix.4. Form letters, 1933-1938 IIAix.5. Form letters, 1949-1957 IIBi.52. Annual exhibitions at North Bennet Street Industrial School, 1914-1920 IIBi.53. Annual exhibitions at North Bennet Street Industrial School. Annual exhibition teas, 1916-1925 IIBi.54. Annual exhibitions at North Bennet Street Industrial School, 1921-1928 IIBi.55. Annual exhibitions at North Bennet Street Industrial School, 1933, 1936 IIBi.56. Annual exhibitions at North Bennet Street Industrial School, 1937-1940 IIBi.57. Annual exhibitions at North Bennet Street Industrial School, 1941-1945 IIBi.58. Annual exhibitions at North Bennet Street Industrial School, 1946-1950 IIBi.59. Annual exhibitions at North Bennet Street Industrial School, 1951-1952, 1954 IIBi.60. Annual exhibitions at North Bennet Street Industrial School, 1955-1958

⁶http://oasis.lib.harvard.edu/oasis/deliver/deepLink?_collection=oasis&uniqueId=sch00207 26.Address books 27. Correspondence: Alice to "Momma," 1905-1907 28. Correspondence: Alice to "Momma," 1908 29. Correspondence: Alice to "Momma," 1909 30. Correspondence: Alice to "Momma," 1919-1927 87. Financial: bank accounts: passbooks, 1898-1940 88. Financial: bank accounts: canceled checks, 1911-1973. Filed in card file box#15. 127. Organizations: correspondence, certificates, membership cards, mailings, 1907-1929

⁷<http://nrs.harvard.edu/urn-3:RAD.SCHL:sch00363> 13.7.Diary [date book], 1918; includes suffrage-related engagements 13.8.Diary [date book], 1919; includes suffrage-related engagements 79.11-79.12.Letters from Hazel Hunkins-Hallinan, 1916; includes re: suffrage work including Western tour, dropping suffrage leaflets from airplane in California 80.1-80.4.Letters from Hazel Hunkins-Hallinan, 1917; includes suffrage work in California, Utah, and Washington, D.C. 80.5-80.7.Letters from Hazel Hunkins-Hallinan, 1918; includes suffrage work in New York and Washington, D.C., work for National War Labor Department. Also includes telegrams re: imprisonment (#80.6). PD.6v.Album: summer vacation, University of Missouri, suffrage campaign, 1914-1919; includes photographs of Yellowstone National Park, portraits of Hazel Hunkins-Hallinan and other suffragists. Also includes negatives. PD.7.[Loose photographs from PD.6v, 1914-1919]

⁸<http://nrs.harvard.edu/urn-3:RAD.SCHL:sch00378> 38.5.*Jailed for Freedom*: notes, 1917-1920 38.9.*Jailed for Freedom*: correspondence, 1920; re: reviews, inclusion of photographs and affidavits; also review of manuscript by Republican Party operative 38.11.*Jailed for Freedom*: book reviews, 1922-1929 40.10."Birth Control and Women's General Advance," *Birth Control Review*, April 1926. This is a version of a speech given in March 1925, see also #28.10 and 40.20. 40.22."Wages for Wives" [debate with Arthur Garfield Hays sponsored by the *Nation*], February 4, 1926 46.1.Suffrage-related, National Woman's Party-issued press releases, fliers, publicity, 1916-1919; includes 1916 campaign textbook. See also #129FB.7. 46.2.*Suffragist* articles, 1917-1918 Mem.2."Jailed for Freedom" pin, ca.1917-1920. 47CB.Card file; lists suffrage events covered in *New York Times* from 1913-1921, compiled during 1933 46.21.National Woman's Party finances 1915-1933, ca.1930-1933; with later notes; includes financial report re: IACW 48.1.Notes re: Belmont 1913-1916, 1933; includes detailed record of Stevens's and Belmont's suffrage activities

Great Depression/Civil Rights: Pauli Murray⁹/Daisy Bell Hitch Davies Papers.

Content Goal: Greater understanding of Great Depression and Civil Right Movement.

Learning Objective: Daisy Davis and Pauli Murray's documentation about life during the Great Depression would provide insight into the challenges, reasons, and goals of financial migrants and families during the Great Depression. Pauli Murray's Petersburg Bus Incident will help deepen students' perspective concerning the scope of civil rights activism in the United States.

Suburbanization 1950s: Rindlaub, Jean Wade.¹⁰

Content Goal: Suburban women as targets for advertising agencies.

Learning Objective: The nature of post WWII advertisers' depiction of the suburban home placed a domestic varnish on an economic infrastructure critically reliant on the female suburban consumer. Jean Rindlaub's papers will illustrate the depth of commercial research used to develop ads forming a mystique of femininity.

Second Red Scare 1950s: Papers of Frances Siegel.¹¹

Content Goal: FBI domestic surveillance of individual suspected of 'subversive activity'.

Learning Objective: Students will extrapolate from Frances Seigel's papers the expansive resources used to track individuals suspected of communist sympathies. Establishing her sympathies without evidence of party membership will illustrate to the students the breadth of domestic surveillance.

Girls' Advice Collection, 1938-1966.

Content Goal: Cultural change between 1930s and 1960s.

Learning Objective: Students will determine if cultural change or new product development influenced shifting advice.

Cold War: Chennault, Anna. Papers.

Content Goal: Anti-Communist perspective.

Learning Objective: The fantastical nature of Cold War anti-communism movies, or the brutish force of McCarthyism allow students to question the rationale behind anti-communist perspectives. I hope that the Anna Chennault papers would provide a more moderated voice in which the anti-communist argument could be developed based on knowledge and life experience.

Feminine Mystique: Betty Friedan.¹²

⁹ http://oasis.lib.harvard.edu/oasis/deliver/deepLink?_collection=oasis&uniqueId=sch0006783vo. Scrapbooks: clippings, correspondence, poetry, flyers, invitations, membership cards, 1931-1934, 1980, re: poetry, writers, music, sports, and hobo life 85-88. Scrapbooks: clippings, correspondence, poetry, flyers, invitations, membership cards: "Petersburg Bus Incident--March 1940 - May 16, 1940": notebook (disassembled) re: arrest of Murray and Adelene McBean for violation of segregation laws.

¹⁰ <http://nrs.harvard.edu/urn-3:RAD.SCHL:sch0137177>. 7.7. Market research. Betty Crocker, 1956; re: audience feedback on Betty Crocker cake mix ads, survey results 9.8. Market research. Kiplinger Report re: social changes: business and investment opportunities in next ten years, 1963; re: changing marriage rates, consumer predictions 9.9. Market research. "Lever" [Lever Brothers], 1956-1966; includes re: Wisk laundry detergent, margarine, recipes, women 10.5. Market research. "Mother tricks," ca.1952 10.6-10.7. Market research. "New food ideas," 1961-1963; includes Campbell's soup and sandwiches, Betty Crocker products, Spam, meats, mustard 11.5. Market research. 1947-1961, re: women as consumers 11.6. Market research. "Your Target," BBDO booklet, 1954: review of population shifts, cultural demographics, housing trends, newspaper and magazine sales, etc.

¹¹ <http://nrs.harvard.edu/urn-3:RAD.SCHL:sch0059586>. FBI file, 1942-1971, 2008

¹² http://oasis.lib.harvard.edu/oasis/deliver/deepLink?_collection=oasis&uniqueId=sch00059 Reader Letters 679. *The Feminine Mystique*. FM. Reader letters (redacted photocopies), ca.1963-1965, n.d. 680. *The Feminine Mystique*. FM. Reader letters (redacted photocopies): "mail," n.d. 682. *The Feminine Mystique*. FM. Reader letters (redacted photocopies): "good letters set aside," 1963-1965 683. *The Feminine Mystique*. FM. Reader letters (redacted photocopies): "good letters set aside to keep," 1963-1964 684-688. *The Feminine Mystique*. FM. Reader letters (redacted photocopies), January-October 1963 681. *The Feminine Mystique*. FM. Reader letters (redacted photocopies), November-December 1963 689-693. *The Feminine Mystique*. FM. Reader letters (redacted photocopies), January-December 1964 694-695. *The Feminine Mystique*. FM. Reader letters (redacted photocopies), January-April 1965 696. *The Feminine Mystique*. FM. Reader letters (redacted photocopies), May-July 1965; includes a few of Friedan's replies

Content Goal: Impact of Feminine Mystique and Suburbanization.

Learning Objective: Letters sent to Betty Friedan will allow students to identify shared isolation which some women felt and reflect on the forces of suburbanization which set these conditions in motion. Students could question if there are racial, geographic, or socio-economic commonalities among these women.

Vietnam: Hochstatter, Ava Ruth Papers/ Brodkey, Amy/Chennault, Anna. Papers.

Content Goal: Vietnam War.

Learning Objective: Ava Ruth Hochstatter's letters from a loved one serving and perishing in Vietnam, the anti-war speeches from Amy Brodkey, and the anti-communists perspective of Anna Chennault would enrich the domestic voices and perspectives generated by the Vietnam War.

Black Liberation: Papers of Florynce Kennedy.¹³

Content Goal: Black Liberation and the Black Panther Party.

Learning Objective: Students will explore the legal burdens of the leadership of the Black Panthers which undermined the viability of the Party. Legal document would also provide students with a new type of document format.

Gay Liberation: Papers of Alix Dobkin¹⁴/Records of Dyke.

Content Goal: Gay Liberation.

Learning Objective: I hope to find fan letters from individuals who express empowerment based on Alix Dobkin's songs. These letters may help students understand the social, personal, or professional challenges and dangers which openly gay individual faced in the late 1970s and 1980s. Dyke could provide additional evidence for the growth of the Gay Liberation Movement.

AIDS: Papers of Linda J. Laubenstein.¹⁵/Cash, Eleanor Skelton.¹⁶

Content Goal: Arrival and Impact of AIDS.

Learning Objective: Linda Laubenstein's initial scientific determination of the infection establishes a benchmark for the identification of the disease. The scientific nature of Laubenstein's documents would be contrasted with Eleanore Skelton Cash's (Access Permitted) perspective of a sexually active person concerned about transmission. Cash's fear of transmission provides evidence for the myth of 4H's of AIDS as she placed emphasis on African and gay lovers.

¹³ <http://id.lib.harvard.edu/aleph/001475044/catalog> 8.14. Correspondence, 1996-2001; includes Black Panther Party; Florence Rice; Betty Friedan; John Barrington O'Gilvie re: homelessness in society; solicitation for funding. Includes reference copy of photograph; original filed in #8.15 25.7-25.10. Black liberation, etc. Black Panther Party, 1967-1995, re: Mumia Abu-Jamal; (#25.7); H. Rap Brown (#25.8); Angela Davis (#25.9); #25.10 includes Bobby Seale, Huey P. Newton, and general Black Panther materials. See also #4.6.

¹⁴ <http://id.lib.harvard.edu/aleph/008452340/catalog> 8.4. Misc[jellaneous] papers: programs, promo[tion], contracts, etc., 1973-2000 9.12-10.2. Fan mail, 1976-1980, 1984-1985, 1991-2000; includes Dobkin's replies to some letters, Michelle Tea (#10.2), uncataloged photographs (3 folders). *Access Restrictions*: RESEARCHERS MUST SIGN SPECIAL PERMISSION FORM UNTIL JANUARY 1, 2081.

¹⁵ <http://nrs.harvard.edu/urn-3:RAD.SCHL:sch00010> 20v. *AIDS: The Epidemic of Kaposi's Sarcoma and Opportunistic Infections*, edited by Laubenstein and Alvin E. Friedman-Kien, 1984

¹⁶ <http://nrs.harvard.edu/urn-3:RAD.SCHL:sch01392> 17.3. "Journals," 1983-1984 17.4-18.1. Journals, 1984; includes uncataloged photographs (#17.4), tarot card readings (#17.4) (4 folders)

