

# How Did Birds Gain Political Protection?

[TPS Eastern Region Program](#)

Barbara Kirby, Director

NCHE 2019 Conference

Washington, D.C.

[http://bit.ly/NCHE\\_2019](http://bit.ly/NCHE_2019)

\* \* \*  
Slaughter of the Innocents

HE MADE A FORTUNE IN FEATHERS

PERIL OF THE BIRDS  
Extermination Threatened by the  
Prevailing Fashions.

WOMEN MOVE  
In the Work of Stopping Revival  
of a Cruel Fashion.  
THE AUDOBON SOCIETY AGAIN

PROTECTION FOR BIRDS.  
Massachusetts has somewhat the reputa-

A historical map of North America, showing the continent from the Gulf of Mexico to the Arctic. The map is titled "NORTH AMERICA" and includes various geographical features, state boundaries, and a grid. The text "Teaching with Primary Sources (TPS) Eastern Region" is overlaid in large white font.

# Teaching with Primary Sources (TPS) Eastern Region



WAYNESBURG  
UNIVERSITY

**Professional Development Events**

**Online classes and resources**

**Grant Opportunities**

**Presenters**

**Sue Wise, Associate Director**

**[Ann Canning](#) and Gay Thistle**

**<http://tps.waynesburg.edu>**



# *Inquiry with Library of Congress Resources Hub*

Start with the source!

## Session Objectives

1. Examine a C3 IDM (Inquiry Design Model) Blueprint.
2. Stage the Compelling Question with a picture book read aloud.
3. Observe a 1911 Puck Magazine Illustration using the Zoom Into History strategy.
4. Interpret an 1896 Newspaper Article using Poll Everywhere Audience Responses.
5. Identify and explain the persuasive techniques in a suffrage cartoon (ca 1897-1911).
6. Reflect on the inquiry process during a Q & A period.

## Citizen Efforts to Change Environmental Policy in the late 1800's

<http://bit.ly/C3BirdProtection>

### How Did Birds Gain Political Protection?

#### Inquiry Standard

**C3 (social studies):** D2Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.

**NGSS (science):** 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

#### Staging the Compelling Question

Read aloud or watch the You Tube Video for the historical fiction picture book, *She's Wearing a Dead Bird on Her Head*. Discuss the concept of grassroots actions to change social behavior. <http://bit.ly/BirdOnHerHead>

### Supporting Question 1

How did the women's fashion industry impact migratory birds from 1896-1918?

### Formative Performance Task

Make a list of the ways bird feathers were gathered and supplied to the hat industry.

### Featured Sources

1. *Peril of the Birds*
2. *He Made a Fortune in Feathers*
3. *Slaughter of the Innocents*
4. *Head and shoulders of model wearing "Chanticleer" hat of bird feathers*
5. *Biggest Thing About This Hat is the Price Tag*
6. *The Woman Behind the Gun*

### Supporting Question 2

What methods of persuasion were used by Harriet Hemenway, Minna Hall, and other women to protect the birds?

### Formative Performance Task

Write a paragraph describing the persuasive techniques used in the grassroots efforts to protect the birds.

### Featured Sources

7. *How Two Women Ended the Deadly Feather Trade*
8. *Protection for the Birds*
9. *Women Move in the Work of Stopping Revival of a Cruel Fashion*
10. *I Wonder if it's really becoming?*

### Supporting Question 3

How did local and national laws protect migratory birds in the early 1900s?

### Formative Performance Task

Compare and contrast the state and national regulations for migratory bird protection in 1912 and 1918.

### Featured Sources

11. *Massachusetts Law to Prohibit sale of migratory game*
12. *Migratory Bird Treaty Act of 1916*
13. *The History and Evolution of the Migratory Bird Treaty Act*

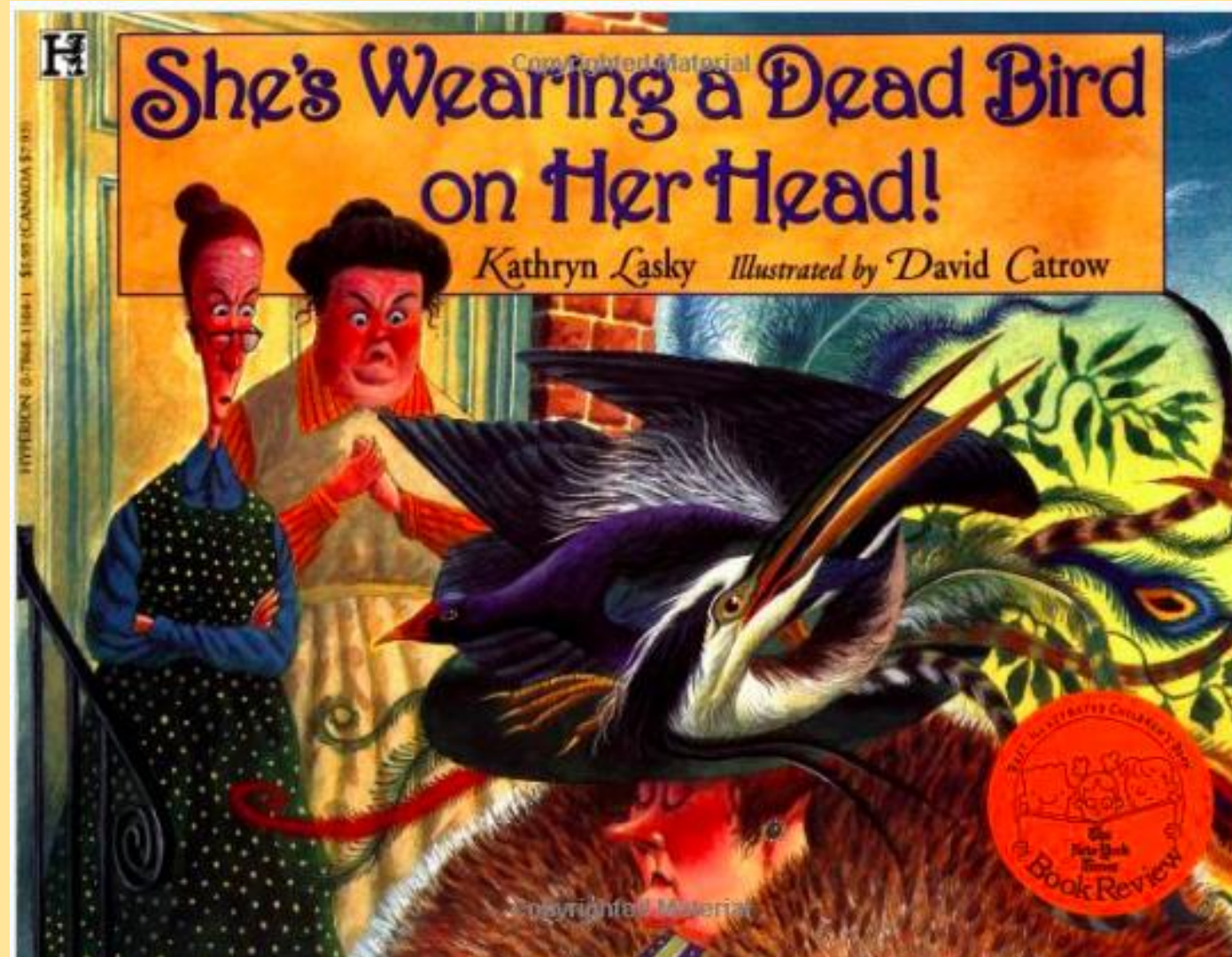
#### Primary Source Set

<http://bit.ly/BirdsPrimarySourceSet>

<p>Summative Performance Task</p>	<p><b>ARGUMENT</b>  How did birds gain political protection? Write an argument to answer this question consisting of a series of claims with supporting evidence that draws from all three formative tasks and shows how the laws passed in the early 1900s reflected the goals of the grassroots campaign started in the late 1800s by Harriet Hemenway and Minna Hall.</p> <p><b>EXTENSION</b>  Create a political advertisement that might have been used to convince people to stop using breeding feathers from birds. It can be in the form of a poster, flyer, or a town-crier type announcement.</p>
<p>Taking Informed Action</p>	<p><b>UNDERSTAND</b>  Interview people about their consumer choices not to purchase something because it may harm to someone or something.</p> <p><b>ASSESS</b>  Consider how you could inform others of the harmful effects of buying certain consumer products.</p> <p><b>ACTION</b>  Create a poster, flyer, or written announcement to convince others to stop buying a particular product that has harmed someone or something.</p>

Staging the  
Compelling  
Question

Read aloud or watch the You Tube Video for the historical fiction picture book, [She's Wearing A Dead Bird on Her Head](#). Discuss the concept of grassroots movements and persuasive techniques used in political campaigns.



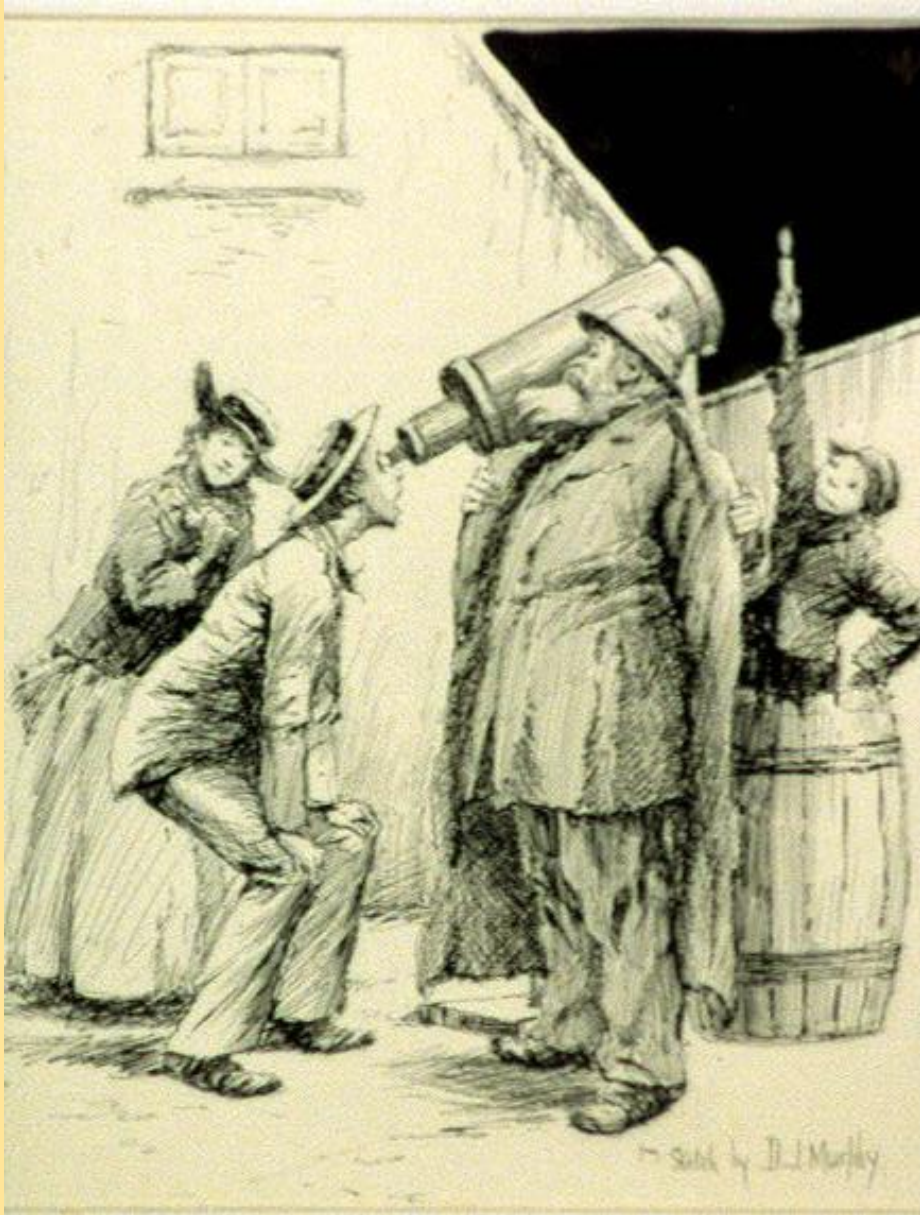












# Zoom Into Inquiry Protection for the Birds

A model inquiry activity adapted  
from The Library of Congress

[TPS Northern Virginia  
Partnership Online Workshops](#)

<https://www.loc.gov/item/2010717060/>



## Section #1

What do you see first?

What else do you see?

What do you see that you cannot explain?



## Section #2

What do you see?

What tone is set by the colors and the landscape?



### Section #3

What new things do you see? How has the tone changed?



## Section #4

Describe the details in this section.

What do these details symbolize?

## REFLECTIONS

What do you think this image means?  
Who was the audience?  
What was the point of view of the artist?

## QUESTIONS?

What question would you like to ask the woman in the picture?

What question does the title of the picture raise?



## THE WOMAN BEHIND THE GUN

## Title: The woman behind the gun / Gordon Ross



<https://www.loc.gov/item/2011648990/>

### Summary

Illustration shows a woman, possibly Coco Chanel, wearing a large hat with feathers, shooting at large white birds with a rifle; two dogs labeled "French Milliner" place the dead birds on a pile at her feet.

Published N.Y. : Published by  
Keppler & Schwarzmann, Puck  
Building, 1911 May 24.

# THE SUNDAY JOURNAL.

INDIANAPOLIS, SUNDAY MORNING, JUNE 14, 1896—TWENTY PAGES.

## PROTECTION FOR BIRDS.

Massachusetts has somewhat the reputation of being a breeding ground for "isms," but many good movements have originated there. Among these, in a small way, may be classed a movement for the protection of birds. The Massachusetts Audubon Society is the name of an organization which has for its object the protection of wild birds against the ravages of fashion. When

## Library of Congress Newspaper Analysis Tool

The Indianapolis journal. (Indianapolis [Ind.]), 14 June 1896. Chronicling America: Historic American Newspapers. Lib. of Congress. <<https://chroniclingamerica.loc.gov/lccn/sn82015679/1896-06-14/ed-1/seq-12/>> Page 12 of 20

# Library of Congress

## Analysis Tool for Newspapers

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

OBSERVE (SEE)	REFLECT (THINK)	QUESTION (WONDER)
<p>What dates, names, numbers, places and persuasive or emotional words do you see?</p>	<p>Who do you think was the audience for this publication? • What can you tell about what was important at the time and place of publication? • What can you tell about the point of view of the people who produced this?</p>	<p>What do you wonder about... who? • what? • when? • where? • why? • how?</p>

# Audience Response

1. To join poll using cell phone, text **TPSEASTERN** to **22333**
2. To join poll on iPad or laptop, respond at **<https://pollev.com/TPSEASTERN>**



# POLL Everywhere: **OBSERVE (SEE)**

Respond at [PollEv.com/TPSEASTERN](http://PollEv.com/TPSEASTERN) or Text TPSEASTERN TO 22333



**What dates, names, numbers, places and persuasive or emotional words do you see?**

# POLL Everywhere: OBSERVE (SEE)

What dates, names, numbers, places and persuasive or emotional words do you see in the image?



Responses from audience participation at NCHE 2019 Conference, Arlington, VA

## Poll Everywhere: REFLECT (THINK)

Who do you think was the audience for this publication?

What can you tell about what was important at the time and place of publication?

What can you tell about the point of view of the people who produced this?

# Poll Everywhere: REFLECT (THINK)

**REFLECT (THINK): Who do you think was the audience for this publication? • What can you tell about what was important at the time and place of publication? • What can you tell about the point of view of the people who produced this?**

 Respond at [PollEv.com/tpseastern](https://PollEv.com/tpseastern)  Text **TPSEASTERN** to **22333** once to join, then text your message

"MA Audubon Society"

"The Indianapolis journal"

"Massachusetts"

"Massachusetts Audubon Society"

"The Sunday journal"

"Audubon Society"

"800 members"

"Reporting on Massachusetts"

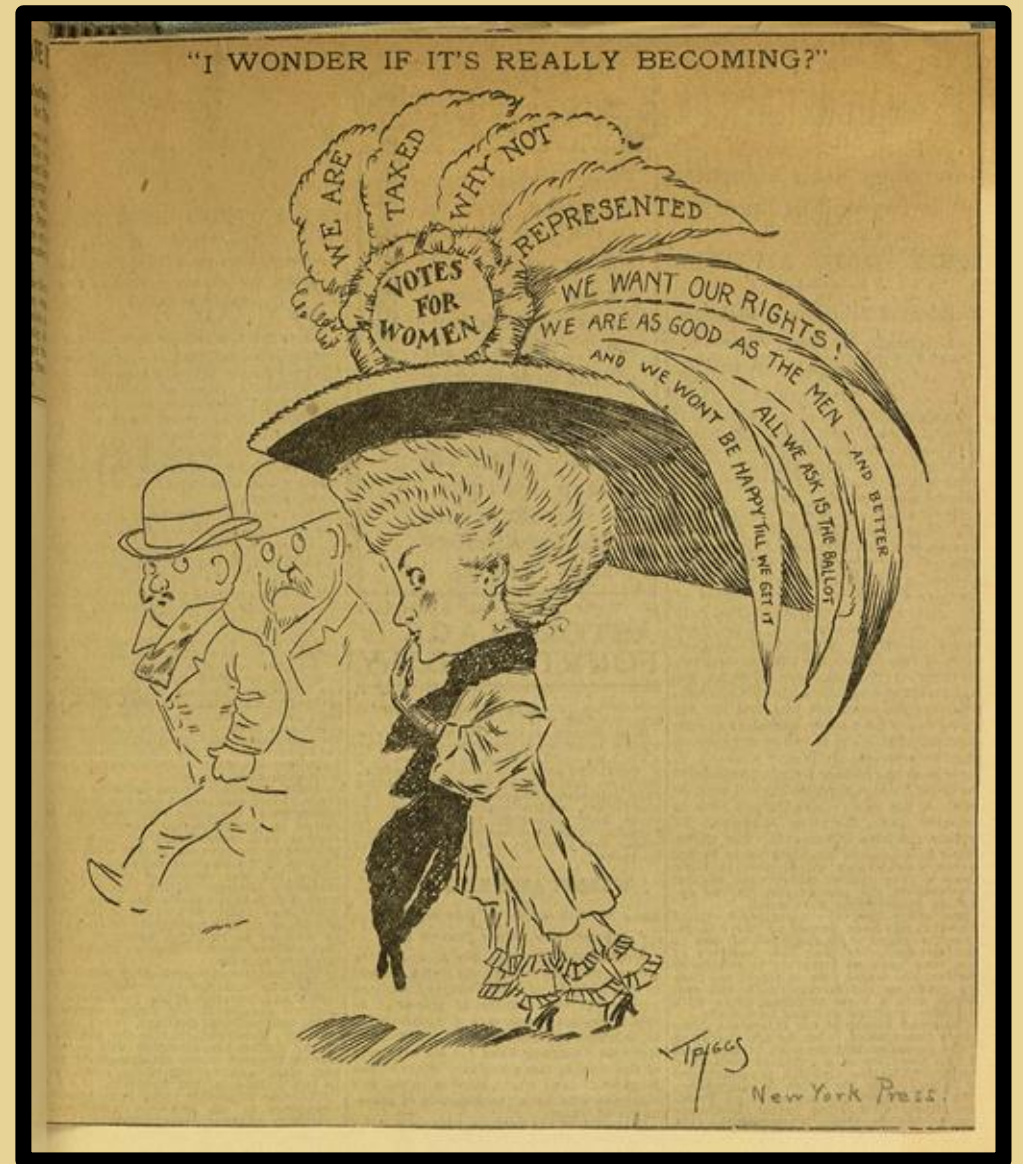
"Audubon society"

# Poll Everywhere: QUESTION (WONDER)

What do you wonder about grass roots activism?  
who? • what? • when? • where? • why? • how?

# Library of Congress Cartoon Analysis Persuasive Techniques

**SYMBOLISM**  
**EXAGGERATION**  
**LABELING**  
**ANALOGY**  
**IRONY**



Published in Miller Nawsa Suffrage Scrapbooks 6 (1907 to 1908) (142)

<https://www.loc.gov/resource/rbcmil.scrp4003801/>

## Symbolism

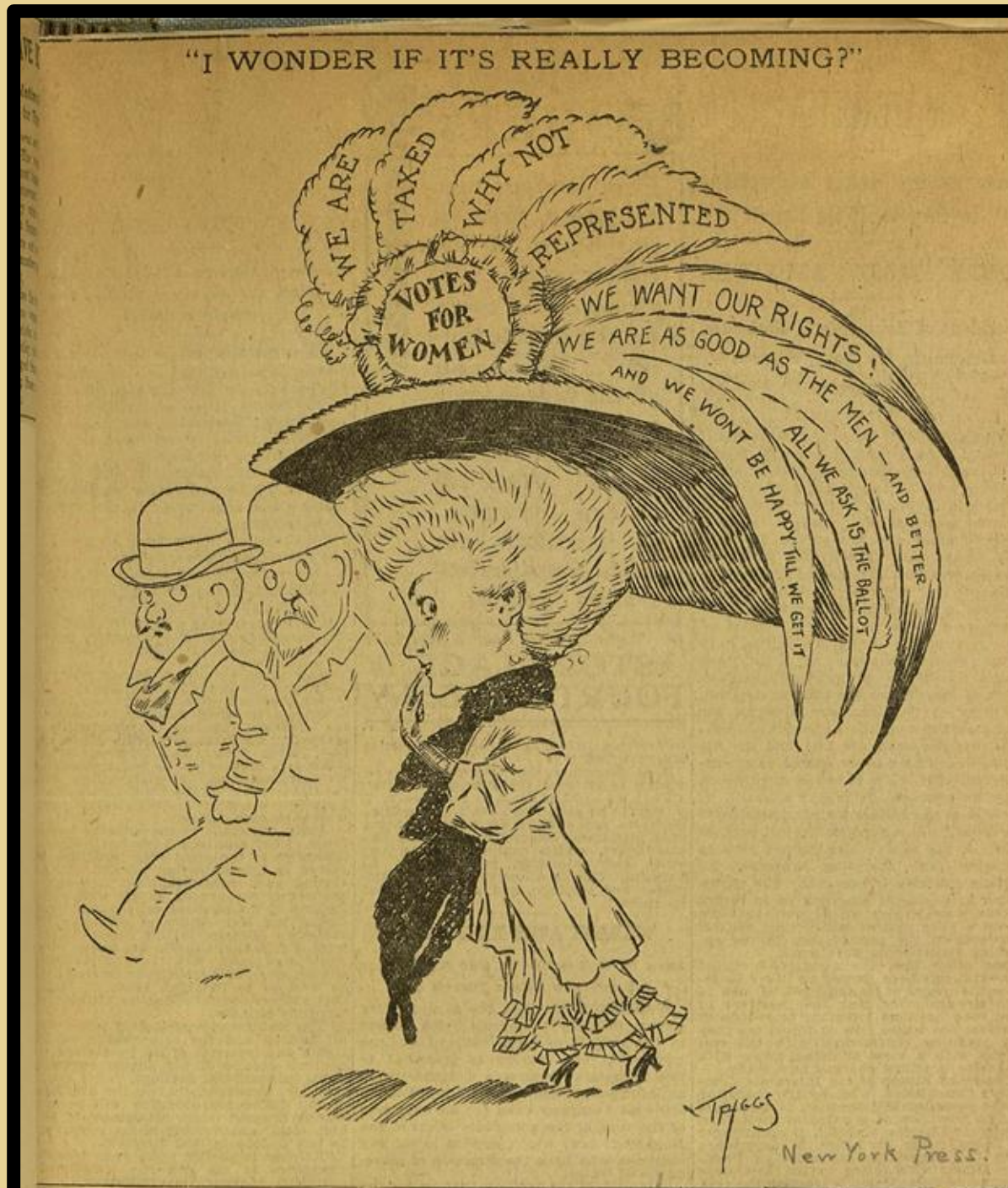
Cartoonists use simple objects, or **symbols**, to stand for larger concepts or ideas.

## Exaggeration

Sometimes cartoonists overdo, or **exaggerate**, the physical characteristics of people or things in order to make a point.

## Labeling

Cartoonists often **label** objects or people to make it clear exactly what they stand for.



## Analogy

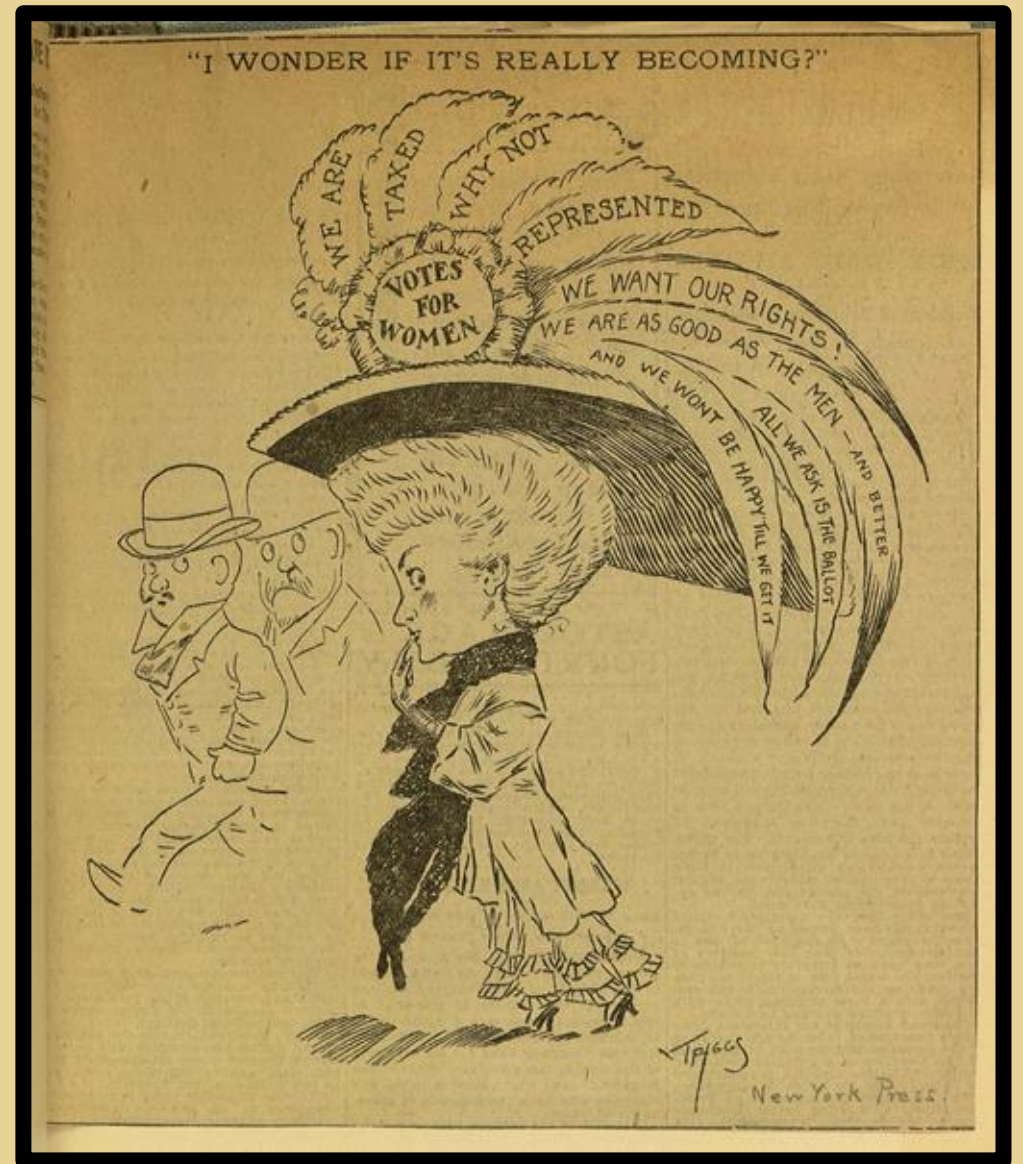
An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.

**Irony** is the difference between the ways things are and the way things should be, or the way things are expected to be

Published in Miller Nawsa Suffrage Scrapbooks 6 (1907 to 1908) (142)  
[https://www.loc.gov/resource/rbc\\_mil.scrp4003801/](https://www.loc.gov/resource/rbc_mil.scrp4003801/)

# Chalk Talk - Adapted from Project Zero's Visible Thinking Routines

1. Form small groups around 4 cartoon posters
2. Observe and label persuasive techniques with dots.
  - a. Red = Symbolism
  - b. Blue = Exaggeration
  - c. Dark Green = Labeling
  - d. Yellow = Analogy
  - e. Orange = Irony
3. Reflections - Share reasons for labels in large group



Published in Miller Nawsa Suffrage Scrapbooks 6 (1907 to 1908) (142)

<https://www.loc.gov/resource/rbcmil.scrp4003801/>

## Symbolism

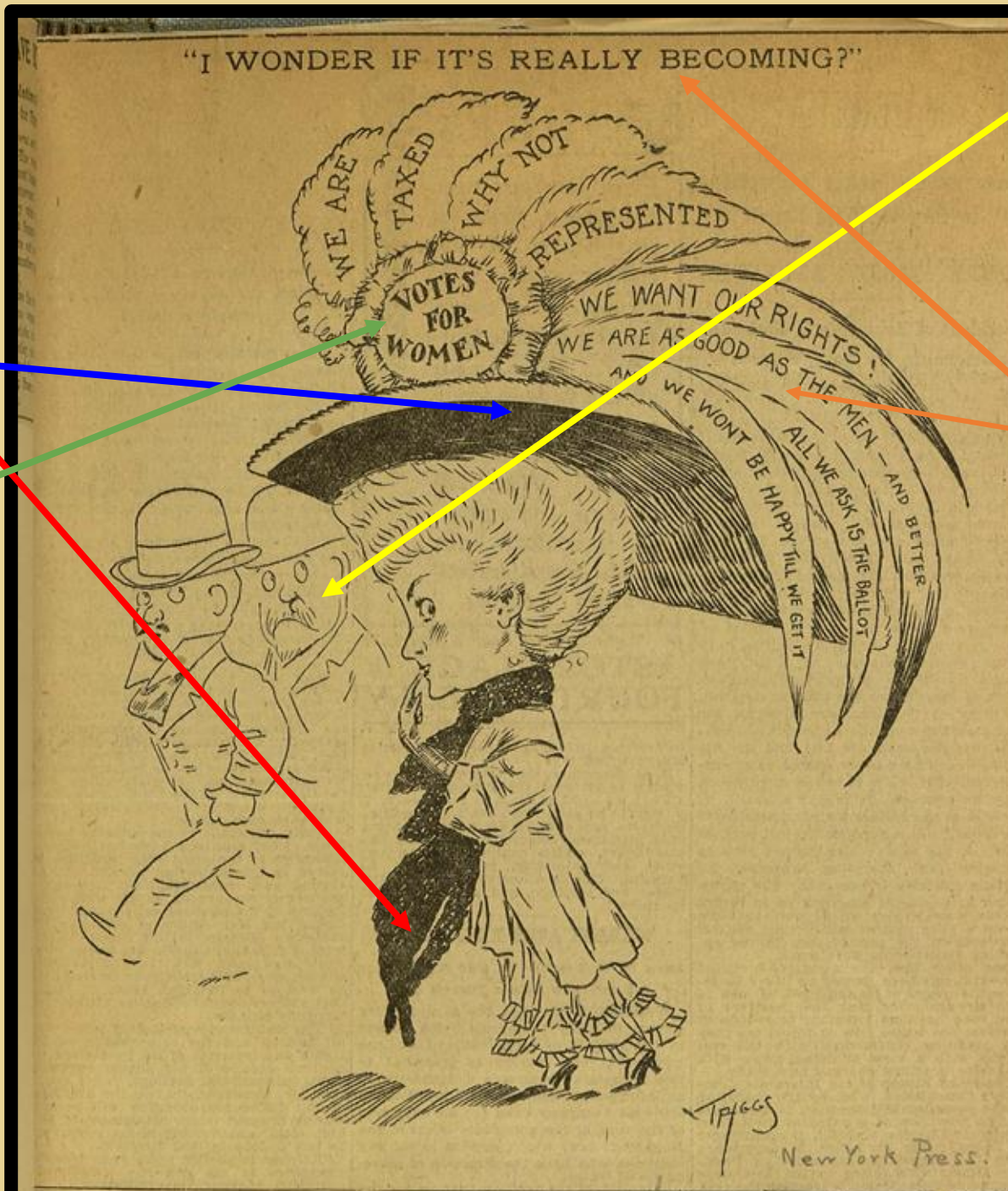
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**Analogy** An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.

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# Questions and Answers



# References

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