

Annotated Bibliography

Primary Sources

“*Anne's Final Years (1930-1936) and Her Legacy.*” *Anne's Final Years (1930-1936) and Her Legacy* | American Foundation for the Blind, www.afb.org/about-afb/history/online-museums/anne-sullivan-miracle-worker/final-years-and-legacy. Accessed 21 May 2020.

This source is useful because it gives us intel to why the letter was written. When reading the letter it helped us understand that A. Edward Newton was trying to persuade Anne to go to the Temple University and accept her honorary degree so they could announce it publicly and send a message to their audience. This message was that anyone in any situation could overcome their trials. Everyone can obtain their goals. We were able to use this letter on our website to show Anne’s importance that others had recognized. This is important to our website because it shows how Anne was able to achieve greater and get recognition for those achievements.

American Foundation for the Blind. “Introduction: The Miracle Worker.” Anne Sullivan Macy: The Miracle Worker | American Foundation for the Blind, American Foundation for the Blind, www.afb.org/about-afb/history/online-museums/anne-sullivan-miracle-worker. American Foundation for the Blind was very helpful to us in working on our website This specific page provided us with an amazing picture of Anne Sullivan, which can be found on ‘Her Time at Perkins’ and *many* different facts on her achievements. This also provided us with several quotes that are all throughout our website. Most of all though, this source specifically helped us support our claim that because of Anne Sullivan’s hard work and determined teaching, deafblind Students today are given so many more educational opportunities that were denied in the 1800’s.

“Anne's Letters to Sophia Hopkins.” *Anne's Letters to Sophia Hopkins* | American Foundation for the Blind, www.afb.org/about-afb/history/online-museums/anne-sullivan-miracle-worker/anne-teacher/letters-sophia-hopkins. Accessed 18 May 2020.

This source explains the writings of Anne Sullivan, and includes one of her letters that she sent, which is showcased on “Her Time at Perkins” page on our website. This source helped us with our project because it showed us how Anne was feeling after leaving the protective walls of Perkins and how she was doing out in the real world. This letter was important to our website because we are clearly able to see the strong bond Anne and Ms. Hopkins had throughout their lives which allowed us to elaborate and explain some of Anne’s personal connections and relationships with people at Perkins.

“Anne Sullivan.” Perkins School for the Blind, www.perkins.org/history/people/anne-sullivan. Accessed 6 May 2020.

This source gives us a lot of information regarding Anne’s life. It goes in depth about Anne Sullivan's life before Helen Keller and further explains how she helped Keller achieve her goals. A link on this page led us to an archive that the Perkins School keeps on Flickr, and we were able to find many helpful pictures which are shown throughout

our website. This source specifically helped us with our ‘Anne’s Childhood’ page as it gave us many different facts about her life as an adolescent which helped us clearly develop her childhood on our website.

“Anne Sullivan Receiving Honorary Degree.” *Anne Sullivan Receiving Honorary Degree* | *American Foundation for the Blind*, www.afb.org/about-afb/history/helen-keller/photos-and-permissions/1928-1945/anne-sullivan-receiving-honorary. Accessed 21 May 2020.

This source provided us with a picture of Anne Sullivan accepting her honorary degree from Temple University. This picture can be found on the ‘So what?’ page on our website. This was important to our website because it helped us show our viewers one of the many accomplishments Anne Sullivan Achieved in her lifetime. It supports our claim and proves our argument correct that Anne Sullivan did, in fact, make a difference to our world and this picture shows her being rewarded for her great work in public which was done in hopes to inspire people to have persistence in overcoming their barriers.

“Digital Collections on the Perkins Archives Flickr Page.” Perkins School for the Blind, www.perkins.org/history/archives/collections/digital-collections-on-flickr. Accessed 16 January 2020.

This source, though still on the Perkins' website, provided us with many primary pictures of Anne Sullivan and Helen Keller. This folder was specifically dedicated to the memory of these two great women and therefore had pictures of them from the 1800's all the way down to a statue of them now. We were proud to use one of these pictures, (the statue of Anne and Helen) on our “So What?” page to show just how great of an impact these women left.

“The Evolution of Deafblind Communication.” Perkins School for the Blind, 10 Jan. 2017, www.perkins.org/stories/the-evolution-of-deafblind-communication. Accessed 21 January 2020.

This specific page on the Perkins School for the Blind website provided us with a factual timeline of the evolution of deafblind communication. This page gave us a large portion of our information on people such as Samauel Gridley Howe and Laura Bridgman and their contributions to the evolution of deafblind communication. We were able to use this sources’ information on the ‘Perkins School’ page on our website and provide more context for our overall project.

“Helen Keller in Paris.” *Helen Keller in Paris* | *American Foundation for the Blind*, www.afb.org/about-afb/history/online-museums/life-and-legacy-louis-braille/braille-recognized/helen-paris. Accessed 16 January 2020

From the American Foundation for the Blind, we were able to obtain a very striking picture of Helen Keller’s hands reading a Braille Speech in Paris. We decided that this picture was perfect for our website and were able to give it a noticeable place where everyone would be able to easily admire it. This was important to our website, because it is the first thing you see on it and serves as our ‘attention getter’ in which determines how a viewer will perceive our project.

“How Helen Keller Learned to Talk.” YouTube, YouTube, 16 Dec. 2014, www.youtube.com/watch?v=KLqyKeMQfmY. Accessed 25 January 2020.
This video was useful in helping us fully understand the Tadoma method. This is a video of Anne Sullivan and Helen Keller demonstrating the Tadoma method. We were proud to have found this video and be able to use it, even though it was not in an archive. It was filmed with both Anne Sullivan and Helen Keller which shocked us when we found it, but being able to use it was exciting.

“On Radcliffe Alum Helen Keller's Birthday, Her Extraordinary Story.” Radcliffe Institute for Advanced Study at Harvard University, 31 Mar. 2014, www.radcliffe.harvard.edu/schlesinger-library/blog/radcliffe-alum-helen-kellers-birthday-her-extraordinary-story. Accessed 21 May 2020.
This source is a famous picture of Helen Keller when she graduated from Radcliffe College. We were able to use this picture on the Working with Keller page to show how much Helen has improved working with Anne. By using this picture in our website, we were able to contain a better understanding on how Helen Keller had achieved going to Radcliffe College.

Perkins School for the Blind Archives. “Anne Sullivan Photographs.” Flickr, Yahoo!, 21 May 2020, www.flickr.com/photos/perkinsarchive/sets/72157627184483323/. Accessed 6 May 2020.
This archive that the Perkins School keeps on Flickr provided us with many pictures that we used throughout our website. We use pictures from this archive on the “So What?” page, the “Anne’s Childhood” page, and the “Teaching Techniques” page, among others. These pictures allowed us to further show what Anne Sullivan did with Helen Keller and the impact she had on our world. These pictures capture viewers' attention and motivate them to learn more. But, not only did these pictures capture viewers attention, they are evidence for our argument shown in a before and after layout. Because of these pictures we provide an even stronger argument that helps convince our readers.

“Program Calendar.” *Springfield Museums*, 11 Sept. 2019, springfieldmuseums.org/program/anne-sullivan-teaches-helen-keller-us/. Accessed 12 February 2020.
This website provided us with a primary source picture of Anne Sullivan and Helen Keller practicing the Tadoma Method. It can be found on the page in our website titled ‘Working With Keller’. This picture was important to our website because it allowed us to further show what the Tadoma Method looked like while also providing another primary source picture to capture the attention of our viewers. In addition to this, the picture also shows how Anne Sullivan and Helen Keller worked with each other and what it was that they did to help Anne Sullivan teach Helen how to speak.

“Sullivan, Anne.” *National Women's Hall of Fame*, www.womenofthehall.org/inductee/anne-sullivan/. Accessed 21 May 2020.
The National Women’s Hall of Fame inducted Anne Sullivan in 2003 after recognizing the great things that Anne Sullivan did in her lifetime. This page explains the many amazing things that Anne did throughout her life and how she was recognized. The

women's hall of fame only accepts women who they believe have truly made their country better through their own perseverance and dedication. Finding this helped our argument by supporting our claim that Anne Sullivan changed our country and our world by helping Helen in her's.

Secondary Sources

"10 Things You Probably Don't Know About Anne Sullivan." Perkins School for the Blind, 13 Apr. 2017,

www.perkins.org/stories/10-things-you-probably-dont-know-about-anne-sullivan.

Accessed 26 January 2020.

This source was useful in finding some basic background information on Anne Sullivan. We used this source to help guide our research and learn more about Anne Sullivan's life before she worked with Helen Keller. We further researched most of the 10 things mentioned, and the information was very useful in our project. These 10 things were: Anne Sullivan's difficult childhood, how she got her education, that she didn't fit in at Perkins School, she was embarrassed by her unsophistication throughout her life, she learned to fingerspell from Laura Bridgman, Mark Twain was the first person to ever call her a miracle worker, Anne Sullivan married John Macy in 1905, Sullivan was friends with Charlie Chaplin, and Anne Sullivan and the famous baseball Legend Nolan Ryan are somewhat similar. We did not use all of these facts in our website as some of them do not apply to our topic, but the facts that we did use from this website are shown throughout our entire website.

Abramson, Joanne. "The History of Sign Language." *STUDY.COM*, study.com/academy/lesson/the-history-of-sign-language.html.

This source was important to our website, because from it, we learned about the origin of what we know as the American Sign Language and what Anne Sullivan called Fingerspelling. It provided us with factual information that we used in our website on the Perkins School page. This allowed us to explain to our viewers how the teaching techniques Anne Sullivan used came about and have evolved to what we know today.

"Anne Sullivan." Biography.com, A&E Networks Television, 12 Apr. 2019, www.biography.com/activist/anne-sullivan. Accessed 16 January 2020.

This source was crucial to our research because it gave us a lot of background information on Anne Sullivan that we were able to use for our project. In addition to this it provided us with a picture of Anne Sullivan and Helen Keller together. This picture can be found on the page in our website 'Working with Keller'. This was important to our project because not only does this picture show Anne Sullivan and Helen's relationship despite the barrier between them, it captures people's attention and motivates them to want to learn more. The information and picture from this website helped us create a more informational website, providing us with necessary information about Anne Sullivan's background before meeting Helen Keller.

Bello, Adriana. "Anne Sullivan: A 'Miracle' Teacher." *Aleteia*, Aleteia, 25 Aug. 2017, aleteia.org/2017/08/25/anne-sullivan-a-miracle-teacher/. Accessed 14 January 2020.

This website was important to our research because it allowed us to have a different perspective on Anne Sullivan that we were able to incorporate into our project. From this website we not only gained more information and a better understanding but also a picture of Anne Sullivan and Helen Keller that can be found on our 'Teaching Techniques page'. We were able to use this source to help continue supporting our argument and further engage our readers.

"A Brief History of the Disability Rights Movement." Anti-Defamation League, www.adl.org/education/resources/backgrounders/disability-rights-movement. Accessed 7 April 2020.

This source was important to our project because it helps us understand what the general thoughts of disabled people were before, during, and after Anne Sullivan taught Helen Keller. The main use of this website was to gain more background knowledge on the discrimination people gave. The information given in this website helped us develop a better understanding of how to exemplify the unfair treatment given to people with disabilities and how Anne Sullivan made a difference in this.

"Disability History: Educational Reform (U.S. National Park Service)." *National Parks Service*, U.S. Department of the Interior, www.nps.gov/articles/disabilityhistoryedreform.htm. Accessed 12 February 2020.

This website specifically provided us with a quote about the unfair treatment disabled people received and why they received it. It explained to us that this discrimination was caused because of lack of educational opportunities provided to the disabled populations. This source like the previous disability rights movement source, allowed us to exemplify what the popular opinion of the 1800's towards sensory disabled people was. This then helped us prove what a difference Anne Sullivan made by showing people that Helen Keller was in fact teachable and deserved the same amount of education non-disabled people receive.

The Editors of Encyclopædia Britannica. "Anne Sullivan Macy." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 16 Oct. 2019. Accessed 12 February 2020.

This source is helpful because it gives us basic information on Anne's history including her childhood. This provided us with several facts that we were able to incorporate into our 'Anne's Childhood' page and make viewers aware of things they hadn't known before. The information given in this website was new information completely and gave many details about her childhood. In addition to this, it also gave us information on Anne Sullivan's death and provided us with a quote that can be found on the 'Working with Keller page'.

The Editors of Encyclopædia Britannica. "Helen Keller." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., 6 Dec. 2019, www.britannica.com/biography/Helen-Keller#ref7504. Accessed 12 February 2020.

This source was another website that we used for background information so we would be able to incorporate a variety of different sources into our website. We used facts and images from this site throughout our website and it was important for this project because it helped us develop an even more full understanding of Anne Sullivan and her story.

This allowed us to further support our argument for Anne and give our viewers more background information and develop the entirety of Anne's life story.

"Helen Keller." Biography.com, A&E Networks Television, 21 Aug. 2019, www.biography.com/activist/helen-keller. Accessed 14 January 2020

This article discusses Helen Keller and her struggles while attending school as well as her educational studies and her achievements. From this we were able to gain a better understanding of her life before and with Anne Sullivan. We use several facts from this website on our 'Working with Keller' page, but also throughout a good majority of our website. Using Helen Keller's story helped us show how hard Anne Sullivan had to work in order to help her attain her goals, which overall helped us develop a stronger argument for our project.

"Helen Keller - Taught by Anne Sullivan." Biography.com, A&E Networks Television, 12 Apr. 2019, www.biography.com/video/helen-keller-taught-by-anne-sullivan-3326019544. Accessed 24 January 2020.

This video was helpful to us because it gave us variation within the midst of all our articles. It provides us with accurate information that concurs with our other sources and facts to help support our argument. Underneath the video, the publisher shares the purpose of wanting to inform people of the great things that Helen Keller was capable of doing with the help of Anne Sullivan. This was helpful for our website because some of us take in information differently and by watching a video, we gave ourselves a different assortment of research that could all be brought together to create our website.

"Introduction: The Miracle Worker." *Anne Sullivan Macy: The Miracle Worker | American Foundation for the Blind*, www.afb.org/about-afb/history/online-museums/anne-sullivan-miracle-worker. Accessed 12 February 2020.

From this website, we were able to obtain a picture of Anne Sullivan during her time at Perkins School which can be found on the page 'Her Time At Perkins'. This source also provided us with facts and background information that helped enrich our previous knowledge of Anne which allowed us to go further in depth in our website. This source was important in the building of our website because of the picture it contributed.

"Kentucky Women in the Civil Rights Era." *Kentucky Women in the Civil Rights Era Site Wide Activity RSS*, www.kywcrh.org/archives/tag/sophia-alcorn. Accessed 21 May 2020.

This source provided us with an image of Tad Chapman and Sophia Alcorn, practicing the Tadora Method. Sophia Alcorn being the first teacher to use Tadora method with a student and Tad Chapman being one of the two first students who learned how to use the Tadora Method. This was important to our website because it allowed us to model what the Tadora Method looked like for the first students and teachers who used it, as well as show who these people were and what their significance to Anne Sullivan's story was.

Marzell, Terry Lee. "Strategies Annie Sullivan Used to Teach Helen Keller." Chalkboard Champions, 2 Aug. 2015,

chalkboardchampions.org/education/strategies-annie-sullivan-used-to-teach-helen-keller/. Accessed 16 January 2020.

This website provided us with a very important quote about the Learning By Doing teaching method which can be found on our page titled, 'Teaching Techniques'. This helped us convey the sense of the creativity it took for Anne Sullivan to successfully reach Helen's mind. Her methods were truly innovative and required persistence and determination. This was important to our website because it allowed us to share the world's perspective on Anne Sullivan's teaching methods and her strong character that was obvious in her work. Because of this, it made our argument stronger by providing information that would support our claim.

"Michael Anagnos." *Michael Anagnos (1837-1906) Μιχάλης Αναγνωστόπουλος*, www.mparaschos.com/Boston_Greeks/The_Legendary_Anagnos.html. Accessed 18 May 2020.

In this source, it gives an in depth description of who Anagnos is. It gave us information about where Anagnos was from, why he came to America, and what role he played in the history of Anne Sullivan and Helen Keller's story. This source provided pictures of Anagnos as well as newspaper clippings that Anagnos had written. A picture of Anagnos from this site can be found on our website page 'Her Time At Perkins'. This information and these pictures were important to our website because it helped us better develop and describe the relationship Anne had with Anagnos and how he influenced her time at Perkins School for the Blind.

"School Development." Perkins School for the Blind, www.perkins.org/history/legacy/school-development. Accessed 26 January 2020.

This source is about the development and history of the Perkins School. This included information about the original Perkins Institute Campus, the history of Perkins, as well as where it's name came from. While it does not directly associate with our topic, it is still good information to know as a background for the school. We use many of the facts from this source on our 'Perkins School' page. As previously stated, it does not directly associate with our topic, but knowing the background of the school that both Helen Keller and Anne Sullivan went to, was helpful in creating a page about the school and it's background.